

TEACHER'S MANUAL

THE
SACK-YOURMAN
DEVELOPMENTAL

SPEED
READING

COURSE

FIFTH EDITION

ALLAN SACK and JACK YOURMAN

College Skills Center

TEACHER'S MANUAL

SACK-YOURMAN DEVELOPMENTAL *SPEED READING* COURSE

Fifth Edition — The New Expanded Edition

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88 Passages to Develop Reading Comprehension
100 Passages to Develop Reading Comprehension
The Self-Study Speed Reading Course
How to Build a College-Level Vocabulary
A Systematic Guide to Vocabulary Development
Decoding Chart of the English Language
The Sack-Yourman Study Skills Program
The College Prep Course

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What the Sack - Yourman DEVELOPMENTAL SPEED READING COURSE Is All About

AIM: This Course is designed to enable students to:

- 1) adjust their reading rate to the difficulty of the material and to their own purposes in reading;
- 2) understand clearly and accurately what they read;
- 3) remember more of what they read;
- 4) develop attitudes toward print that are purposeful, selective, and critical.

As students work through the structure of informational and persuasive writing, the Course develops their ability to organize ideas and details in each of the areas of communication: in writing, speaking, and listening, as well as in reading.

MATERIALS: There are four books in the Course:

The Reading Selections Book
The Tests Booklet
The Follow-Up Program
The Teacher's Manual

The student works with:

1. **The Reading Selections Book.** This contains the selections read in the Course.
2. **The Tests Booklet.** This contains comprehension tests on each of the *timed* articles that measure the student's performance at the end of each lesson.
3. **The Follow-Up Program.** This contains a review of each lesson and assignment with explanations.

The teacher works with:

1. **The Reading Selections Book.**
2. **The Tests Booklet.**
3. **The Teacher's Manual.** This Manual provides detailed instructions for administering each step of the Course.
4. **The Order of Materials Chart.** The listing on pages 6 and 7 is used by the teacher as a condensed Lesson Plan. It has information that the teacher needs about page references, word counts, and reading levels. It helps the teacher to plan lessons and to keep a record of what has been covered.
5. **A timer or a stopwatch.** If you do not have a timer or a stopwatch, use a watch or wall clock with a sweep-second hand.

LEVELS:

Maturity Level: This Course is for students who have attained the tenth grade or beyond, and for adults.

Minimum Reading Ability Required: Seventh grade. The readability difficulty of the selections runs from grade 7 through college levels.

SIZE OF GROUP:

The Course can be administered to a single student or to a group. An optimum size would be 15-20 students. Thirty-five students would be about the upper practical limit.

DURATION OF THE COURSE:

The Course has been administered in varying amounts of time: 6 hours, 12, 16, and 20. Where comprehension is paramount and the students are below grade level, the Course has been the basic part of a program that was presented over two semesters. Where speed is the main goal, 16 hours will suffice to produce significant and lasting gains.

There is enough material in the *Reading Selections Book* for approximately 48 hours of classroom work. The teacher will make choices as to which materials in each of the ten sections of the Course will be most appropriate for his or her students. These choices will be guided by information in this Manual as to grade level, nature of the selection, the authors' experience as to students' reactions to articles, and finally by the teacher's own experience.

ELEMENTS OF THE COURSE THAT WOULD RECOMMEND IT TO THE THOUGHTFUL TEACHER:

This Course is the result of work with over a quarter of a million students in varied settings over a period of thirty years:

1. **It is self-motivating.** Motivation is built into various operations of the Course. One of the prime sources of this motivation is that the Course embodies features of "game theory." The student is constantly challenged and motivated to exceed his or her own previous performance.
2. **It works with the student's thought process.** The Course is really a course in logical thinking. The relationships of the elements of communication are stressed. The grasp of structures imparted has implications for the student in the handling of data in all his or her study tasks.
3. **It is sequential.** Each step starts from a single concept and builds to greater complexity. Each step is integrated into the preceding steps.
4. **It is dramatic in its presentation.** Throughout the Course, the student is led to new insights about the reading process.
5. **It helps the teacher gain better understanding of the individual student.** It allows the teacher to note which student is too superficial in his or her approach to reading, which one is too detailed, which one is able to draw conclusions, which one is passive or uncritical, etc.

ORGANIZATION OF THE COURSE:

In its "bare bones," the Course moves thus:

Section

I X-D	TESTING and RATIONALE	The students' present ability is charted, their needs are defined, the essential approach (reading is a thinking process) is clarified, and the Course's "promise" is made.
II III IV	BASIC STRUCTURE	The basic structure of communication is explained, demonstrated, and worked with.
V VI	INFORMATIONAL FORM and STUDY METHOD	The method for comprehending and retaining factual articles and texts is worked through.
VII VIII	PROBLEM - SOLUTION THESIS - PROOF Patterns	The remaining "advanced" structures — THESIS - PROOF, OPINION - REASON, and PROBLEM - SOLUTION are presented.
IX X-B	SKIMMING "ORIENTATION" Technique	Two techniques for speed are demonstrated and applied to copious materials.

HOW TO PROCEED:

If you are new to the *Sack-Yourman Developmental Speed Reading* Course, your best approach would be to teach the Course to a single student so that you have an idea of its method and its mechanics, and then to move on to groups.

As you observe from your own experience that the Course works, and as you see students make significant gains in rate and comprehension, your confidence will grow. Each successive administration of the Course will see you improve your effectiveness, until the point is reached where you are teaching a course that is suited to your own style and personality. Familiarity with the articles will enable you to "teach the student, not the material."

We believe you will find that you can rely on the Teacher's Manual to help you answer your students' questions as they arise. Once you have completed your first administration, you will be well on your way.

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ORDER OF MATERIALS CHART

Item	Page No. In Selections Book	Grade Level	Word Count	Tests Book
I: Testing and Course Rationale				
1. Orientation				
2. Personal Data				
3. Section Introduction	4			
4. Initial Testing—Reading Hygiene	8	8	1000	5
On Reading Another Language	9	9	1000	6
5. Cash Register Justice	4	10	1600	3
Is Traffic Court Justice Blind?	6	9	1600	4
6. The Thin Rats Bury the Fat Rats	10	12	3550	7
First-Born—Fortune's Favorite?	17	12	3100	8
7. Scoring				
8. Order of Materials				
9. Interpretation of Scores				
10. Vocabulary				
11. Demonstration 1	21			
12. Demonstration 2	22			
13. Demonstration 3	22			
14. Demonstration 4	23			
15. Gimmicks				
16. Bacon	23	10		
II: Basic Structure (SM-G-D)				
17. Section Introduction	20			
18. Review				
19. Your Diary	24	7		
20. The Moon	24	10		
21. Walker on Television	25	6		
22. Learning Causes Physical Changes	41	13		
23. Laibowitz	26			
Captain Howard	26			
24. Abe's Bearded Image	27	10		
25. Purposeful Reading I	28			
26. Purposeful Reading II	29			
27. Toy Giveaway Nearly Unbearable	31	9		
28. Survival	24	8		
29. Charles	32	3		
30. The Taste of Banzo's Sword	36	6		
31. Trading Dialogue for Lodging	35	6		
32. An American Educator's Fable	38	5		
33. Top of My Head	37	9		
34. Towering Steel	39	9		
Defining Death Anew	98	12		
35. Features and Types of Contracts	40	12		
36. The Crisis	31	7		
37. Architecture and Democracy	26	11		
38. Tipping in Moscow	40	11		
39. Back of the Book	41	12		
40. "I've Never Been Able to Bargain"	42	6		
41. On a Magazine Cover	43	12	900	
42. How the Camera Fights Crime	44	8	1120	
43. Assignments				

Item	Page No. In Selections Book	Grade Level	Word Count	Tests Book
III: Significance				
44. Section Introduction	45			
45. Review of G				
46. So You Thought Acting Was a Breeze	47	10		
47. Let Your Colors Set the Mood!	46			
48. Don't Be an Ass about Aspirin	46	10		
49. How to Regain that "New Car" Ride	49	10		
50. Watch Your Language!	48	12		
51. Why Waste Manpower?	45	13		
52. Television	51	9		
53. Trained Seals	51	7		
54. Cold Weather Suggestion	54			
55. Simplify	46			
56. Caution—Do Not Breathe!	49	12		
57. Albatrosses of Literature	54	8		
58. Aardvark	50	9		
59. Strictly Personal	55	11		
60. The Case of the Missing Hair	52	9	1184	9
61. Science and Truth	53	13	800	10
IV: Multiple G's				
62. Saved	56	6		
63. Behind the Black Robes	57	9		
64. Morris the Cat has World	60	8		
65. Water Buffalo Fed in Dixie	61	10		
66. Reading I've Liked	62	10		
67. Secrets of the Centenarians	63	10		
68. Radar Termed Astronaut Need	64	10		
69. Psychiatry without Doctors	68	13		
70. Are Dreams as Vital as Sleep?	65	14		
71. Speaking to Masters of the Sea	70	8	1575	11
72. The Perils of Caffeine	72	12	875	12
73. Cash Register Justice	4	10		
V: Informational				
74. Informational Demonstration				
75. Section Introduction	73			
76. At 18 She's Already a Big Shot	74	7		
77. About—Whales	75	6		
78. Undulant Fever	76	10		
79. The Diamond	78	11		
80. Theory Lecture				
81. Beer: The Froth of July	81	7		
82. Those Roller Rides in the Sky	82	11		
83. Does Sleep Help You Study?	109	9		
84. Globe-Girdling	84	12		
85. Journey into Morocco	87	9		
86. The Hustler	89	10		
87. Thinkers Think about Teaching	90	12		
88. Long Playing Movie Film	91	12		

ORDER OF MATERIALS CHART

Item	Page No. in Selections Book	Grade Level	Word Count	Tests Book
89. Scarecrows	92	11		
90. Article Analysis				28
91. In Case of Avalanche	94	9	1500	14
92. The Drugs Your Doctor Prescribes	95	12	2300	15
VI: Study				
93. Section Introduction	97			
94. Study Problem				
95. The Bat	97	10		
96. Immigration	99	9		
97. To Grandmother's House? No Way!	110	7		
98. Japan Adapts to a Changing World	113	13		
99. Study Follow-up				
100. So You Have an Invention	85	11	1600	13
VII: Problem-Solution/How-To				
101. Section Introduction	121			
102. Principles of Retention				
103. Concept of Pattern				
104. The Panic of Open Spaces	121	10		
105. America's 'Unfit' Police	122	13		
106. Warning! Your Dinner	126	10		
107. Sleepless Nights	129	13		
108. The Shocking Truth	131	11		
How-To Pattern				
109. How to Get the Perfect Tan	137	8		
110. Reading Hygiene	8	8		5
111. Your Vitality Cycle	134	6		
112. How to Keep Warm Outdoors	133	10		
113. A Medical Marvel	135	7		
114. Not Just Any Soup	137	5		
115. Article Analysis				25
116. Personal Health	140	10		
117. Runaway Husbands	138	9	2600	16
118. Home Care—One Answer	141	10	2950	17
VIII: Thesis-Proof/Opinion-Reason				
119. Section Introduction	143			
120. Course Review				
121. That Lean and Hungry Look	143	5		
122. Land of the Fat	144	10		
123. What Causes Alcoholism?	145	13		
124. How Much of Buying Is Just a Reflex?	148	7		
125. Form of Organization				30
126. Boxing—Legalized Murder?	149	11		
127. Technology	152	9		
128. The Myth of the Vulnerable Child	153	12		
129. The Numbers Force Us	157	11		
130. Article Analysis				26

Item	Page No. in Selections Book	Grade Level	Word Count	Tests Book
131. Creating a Thesis-Proof				
132. The Ordinary Doom	160	7		
133. The Big Casino in the Sky	162	7		
134. Gun Controls	163	12		
135. Our Defenses Are Down	164	10		
136. Surrender the Moon?	164	5		
137. The Classroom's Ubiquitous Rival	165	13		
138. Article Analysis				27
139. Antihistamines	166	10	1900	18
140. Assignment				
IX: Skimming				
141. Section Introduction	168			
142. Review				
143. Definition of Skimming				
144. Demonstration 5	168			
145. Why People Work	169	9		
146. How to Say It with Statistics	172	4		
147. Hers	174	5		
148. How to Prevent Dog Bites	175	8		
149. Exploring the Nonwork Ethic	177	9		
150. Amazon Expedition	176	13		
151. Turning Failure into Success	179	9		
152. Marketing Your Abilities	182	13		
153. Move Over, Orville	185	7		
154. Babies Can Communicate at Birth	186	9		
155. Pavement Holes	188	9		
156. Cairo's Traffic	189	9		
157. But—Suppose She Falls!	190	9	3150	19
X: "Orientation" Technique and Testing				
158. Section Introduction	193			
159. OSCAR Review				
160. Review of Patterns				
161. Can You Tell the Pattern? 1				21
162. Can You Tell the Pattern? 2				23
163. Constructing Articles				
164. Orientation Explanation				
165. The Natural Way	194	9		
166. Our Undefended Borders	195	13		
167. How Fast Should a Person Read?	197	7		
168. The Family, Then and Now	199	9		
169. Jazz: Black Art/American Art	205	10		
170. The Comics...Very Funny!	212	13		
171. How One City Shrinks Its Crime Rate	214	10		
172. Habits: Easy Come, Not-So-Easy Go	216	10	3700	20
173. Cure Yourself of Unhappiness	221	8	1500	
174. Testing Rationale				
175. Scoring and Interpretation				
176. Extensive Reading				
177. Evaluation and Application				

FOREWORD TO THE FOURTH EDITION

Human beings are born with many abilities. Unfortunately, the ability to read efficiently is not one of them. Reading is a skill which, like other skills, must be taught. The purpose of this Manual is to show teachers how to improve reading ability.

The authors have devoted the past thirty years to the development of a scientifically integrated reading course. The Course as it now stands can be given by any qualified teacher who will conscientiously follow the instructions in this Manual.

The use of technical jargon has been avoided. The emphasis has been placed on basic concepts and techniques. Teaching the students the meaning of "ocular patterns," "foveal vision," "eye regressions," and "tachistoscopic training" will not help them to read better. Neither, in our opinion, will emphasis on eye movement or finger motions result in real gains for the students. Only when they are taught the basic patterns of communication, and when they learn, through sufficient, pinpointed practice to discern ideas and their relationships, can students comprehend and retain information proficiently.

Faced with the many methods available today, teachers are often at a loss in their efforts to evaluate the usefulness of any one method. The authors insist that a method is sound only to the degree that it teaches reading as a communication process. Only when reading is so taught, in fact, can concomitant improvement be expected in oral and written expression, and in the students' ability to listen intelligently.

The thousands of students we have taught and the many teachers we have trained since we originated our technique and invented the term "Speed Reading" in 1951 have found the experience of the Course enjoyable as well as helpful. We hope that your experience will be similar.

We are indebted to many for the present concept and scope of the Course.

The concept of pattern, for example, stems from the ideas of paragraph structure developed by Dr. Stella Center, one of the pioneers in the reading field. During the past three decades, in which the authors conducted courses at the City College of New York, Rutgers University, Fordham University, Long Island University, and at our own College Skills Center, many zealous students themselves contributed to improvements by challenging concepts, techniques, and tests. So, too, did the staffs of the College Skills Centers in New York, Rochester, Philadelphia, and Pittsburgh.

The authors wish to thank Professor Eugene O'Sullivan of Jersey City State College for his formulation of the skimming technique described in Section IX, and Professor John Bettenbender, formerly Chairman of the Speech and Drama Department at Loyola University, Chicago, for a number of ingenious applications of principles expounded in the Course.

We also acknowledge our deep indebtedness to Dr. Irving Lorge, who was for many years, until his untimely death, Chief Executive Officer of the Psychological Services Institute at Teachers College, Columbia University. In entrusting a considerable number of his doctoral candidates to our training, he contributed invaluable to the development of our Course and to the refinement of its techniques.

Many other educators have referred students to us regularly through the years, and in so doing, have encouraged us to persevere in the development of new materials and techniques. Particularly helpful were Dr. Emmett A. Betts, for many years Administrator of the Reading Clinic at Temple University, Dr. Emily Scully of the Guidance Department at Stevens Institute of Technology, Dr. Albert J. Harris of the Queens College Educational Clinic, and Dr. Howard Rice, Dean of the School of Business, Long Island University. We are grateful, too, for the warm support given us by George Tapper, while Director of the Extension Division of Rutgers University at Newark, New Jersey, and Robert Dvorin, Training Supervisor of the Port of New York Authority.

Our thanks to Professor Simon Lissim, Assistant Director of the School of General Studies at City College, for the freedom he made available to the senior author to conduct experiments in many phases of the Course. We also owe a debt to Dr. Nila B. Smith who, many years ago, urged and encouraged us to publish these materials and make them available to teachers.

Allan Sack
Jack Yourman

PREFACE TO THE FIFTH EDITION

While the essential focus of the reading selections is on the development of reading skill, we cannot ignore their content. Since students spend time on the selections, material should be informative and engaging.

Time marches on rapidly; articles become out-dated; attitudes that we could live with in 1972 become repugnant to us now.

So we have dropped 39 articles from the Fourth Edition and added 85 new ones to this, the Fifth.

A copious number of articles enables us to provide three "tracks" for the teacher for use in individualizing the instruction: articles are ranged by readability level, and arranged into "easy," "average," and "advanced" levels of reading skill. The teacher has great freedom and flexibility in selecting materials to be read.

An equally fundamental change has been made in the organization of the Course. The Basic Structure (SM-G-D-SIG), the Patterns, and the Informational organization have been unified under one concept: SUBJECT MATTER. This should simplify the idea of structure for the student and eliminate some worrisome "loose ends" of logic for the teacher.

The "News" pattern has been dropped, and the HOW-TO pattern grouped with the PROBLEM-SOLUTION pattern.

A lesson (Section VI) has been devoted to study of texts and lectures.

These are the major changes.

We thank our colleagues around the country who responded to our letter asking for suggestions for their help in guiding our thinking.

We hope individual teachers who have used the Course for some years will not be too chagrined at the absence of some "sure-fire" article they depended on, nor resentful that a bit of homework will be necessary to get acquainted with some of the new articles.

We hope you like the Fifth Edition.

A. S.
J. Y.

Section I: TESTING AND COURSE RATIONALE

A. TESTING

PURPOSE OF THIS SECTION

1. **To establish the student's present reading performance and needs.**

Two reading tests are usually administered in this first section. Comparison of the scores attained in these two tests with the scores of subsequent tests, throughout the Course and especially in Section X, will enable you to measure the student's progress and interpret his or her learning experience.

2. **To demonstrate that reading is a thinking process.**

The four demonstrations are designed to show that the reader's thought process is what determines his or her reading rate.

3. **To assure students that they have come to the "right class" and that they will be exposed to an effective method, and to motivate them to follow through with the work of the Course.**

The four demonstrations and the "Bacon" passage analysis move the student at once into a clearer understanding of the nature of the reading process. The testing and interpretation of results, and the indication of potential rates, serve to increase motivation.

(Note: Where time is limited, *one* initial test will suffice. The important objective in Section I is to motivate the student; to get him or her to understand the method of the Course and to "see" it as making sense. So it is important to try to get to the demonstrations, and if possible, to "Bacon" in the first session.)

MATERIALS

1. **Reading Selections Book.** (The basic text; contains the reading selections the students use during the Course.)
2. **Tests Booklet.** (Contains the Comprehension Tests for certain articles in the Reading Selections Book.)
3. **Follow-Up Program.** (This is an optional book which provides for homework practice, a review of each Section, and suggestions for following up the Course after it is completed.)
4. **Personal Data Sheet.** (In filling this out, students provide you with useful information about their hobbies and interests, the kind of material they read, their motivations in taking the Course, etc. It also allows students to express their own feelings about their deficiencies in reading.) Teachers will usually devise their own forms for this.
5. A **timer, stopwatch**, or watch with a sweep-second hand.

CLASSROOM REQUIREMENTS

The physical arrangement of the classroom will, of course, vary with existing facilities and the personal preferences of the teacher. The authors prefer to arrange groups in a series of semicircles. This arrangement gives the teacher easy access to all students and improves group attentiveness to individual recitation. To permit students to work in small groups, chairs should be movable. Chairs with writing arms are helpful. A chalkboard is essential, plus good lighting and reasonable quiet.

TEACHING PROCEDURE

Item 1. ORIENTATION

When the group is assembled, devote the first fifteen minutes to a talk about (a) the benefits the students will derive from the Course as a whole and (b) the specific aims of the first session. Here are our suggestions:

a. Benefits of the Course as a Whole

Explain that the Course is designed to improve speed, accuracy of comprehension, thoroughness of retention, and depth of concentration.

Emphasize that, on the basis of experience, improvement can be promised within the framework of the Course; that the Course has been given, with success, to over 250,000 individuals at all levels of age and occupation — from tenth grade students to doctoral candidates.

The question for students is not *whether* they can improve but *how much* they can improve.

Remind the students that there are applications of *improved* reading which they may not now be aware of. For example, most aptitude and qualifying tests are based on time factors and usually include sections in which reading ability is tested. The speed at which the applicant reads is of first importance. Another example: improved reading makes study more productive.

Perhaps the most important effect of *poor* reading is that reading which is slow and inefficient often has the effect of turning the student or adult off from reading as a life function. There are many able adults today who suffer from a dearth of knowledge because they are unable, hence not disposed, to read extensively as a habit of life.

b. Aims of the First Session

Tell the class that, in this first session of the Course — immediately after the Personal Data Sheets are filled out — they will be given two successive tests of reading speed and comprehension. Your purpose is to determine the students' present reading performance; to set up a control figure or "yardstick" by which to measure their subsequent improvement.

At the end of the Course, they will be given two other tests of speed and comprehension, equivalent in length, difficulty of subject matter, and general pattern of thought to the initial tests of this section. In this way, you will be able to measure each student's improvement.

Explain that it is important for each student, too, in this first session, to learn where he or she stands in the scale of reading efficiency. At intervals throughout the Course, other reading tests will be given, so that students may be able to measure their progress.

Inform the class that, after the two tests, you will discuss in a general way the method you plan to use to improve their reading. You will, at that time, answer questions they may have.

Item 2. PERSONAL DATA SHEET

This item applies essentially to reading courses conducted in adult education programs, industrial training courses, and special programs.

The Personal Data Sheet is useful in gathering information about the students' hobbies, interests, the kind of material they read, their motivation in taking the Course, the means by which they were introduced to it, etc. It also has the advantage of enabling the students to verbalize their feelings about their deficiencies in reading.

In a setting where there may be a number of late-comers, the orientation talk by the teacher can be held for 15 minutes and this sheet given to new arrivals for completion during this waiting period.

Item 3. SECTION INTRODUCTION (Page 4)

Suggest that students read page 4 of the *Reading Selections Book*, as an introduction to the lesson.

While they are reading, you may catch a minute to take care of any administrative details that need attention.

Item 4. INITIAL TESTING

You now proceed with testing. There are six tests from which to choose your initial and final tests for the course:

Set	Test	Grade Level	Number of Words
A	1. Reading Hygiene	8	1,000
	2. On Reading Another Language	9	1,000
B	3. Cash Register Justice	10	1,600
	4. Traffic Court Justice	9	1,600
C	5. The Thin Rats Bury the Fat Rats	12	3,550
	6. First-Born—Fortune's Favorite?	12	3,100

Each pair of tests is closely equivalent in the challenge to the reader. We leave it to you, the teacher, to choose which test from each pair you will use as initial test; and which one as final.

Since normal usage would include two tests in this session, you should select one test from each set — as from a Chinese menu.

Our preferences are:

High School Students

Set A and B

College Students

Set A and B if poor readers

Set B and C if good students

Adults

Set B and C

You may wish to follow our choices now, if you are new to the Course. Later on the choice is completely yours, in line with your students' needs.

Procedure for Initial Tests

1. Distribute the *Reading Selections Book*. Have students write their names on the cover in the upper right hand corner. Advise the students that (a) no article in this book is to be read without instruction from you, and (b) the book is to be brought to all sessions.
2. Issue the *Tests Booklet*. Ask students to identify, but not read, the Comprehension Test Sheet for either of the above tests that you have selected for them to read.
3. Where adults are present, emphasize that (a) "the test results will remain confidential," and (b) "the comprehension tests should not frighten you since it is possible, because of judgmental errors, to understand an article and still score poorly on a test." Remind the group that the essential purpose of the comprehension tests is to check on the validity of their rates of reading.
4. Indicate that, for present purposes, a score of 80% on the Comprehension test is acceptable. State further that: "It is true that on some types of reading 100% comprehension is desirable. But now we are mainly concerned with whether your rate of reading on these tests will be valid. Obviously, if you read 1,000 words per minute, with 40% comprehension, you are not really "reading" at such a speed. It is also possible that you may understand the article but misinterpret a question. So we allow you two errors. You should aim for at least 80% comprehension."

(Note: The teacher may elect the option of having students deduct 10% for every incorrect answer below 80% from the computed speed. This, however, adds another step and is complicated for some students. It has the advantage of correcting speed for comprehension loss. It is an arbitrary but workable formula. If the teacher elects this option, it should be explained to the class at this point.)

5. If you have selected an initial test from Set A (Test 1 or Test 2), ask students to turn to page 8 or 9 of the *Reading Selections Book* and note what they are to read. If you intend to use Test 3, 4, 5, or 6, turn to Item 5 or 6 on page 16 of this manual.

Explain that either test in Set A is an easy article taken from a book on how to improve your reading. (Ruth Strang's *Study-Type Reading Exercises*, Bureau of Publications, Teachers College, Columbia University.) "Read the article at a normal, natural rate of reading. Read for the important information. Do not memorize dates."

"When you are finished, raise your hands for your time, then note this figure on your Comprehension Test Sheet in the appropriate space in the upper right hand corner of the test, and then answer the questions on the test. Do not look back at the article."

"I will give you times in seconds, such as 'two-fifty' (250 seconds), 'three-fifteen' (315 seconds). Your work on the Comprehension Test will not be timed."

IMPORTANT NOTE TO YOU, THE TEACHER

You will find what we believe to be essential information and directions in quotation marks. We do this, not to straitjacket you into our words, but as an economical way of giving you the information. Once you become familiar with the Course administration, you will, as with most of the teachers who regularly use the Course, develop your own diction, and will modify the substance and order of the Course material to suit your own teaching style.

6. Caution the student that the Course is not competitive. The only person each student is competing with is himself: the reader he or she is at present. The aim is not to read faster than the person at the next desk but to read the way one normally reads. No one is to race against the stop watch. Warn the students that most of them will be settling down cozily when one of the faster students will raise his or her hand. As soon as they hear someone being given the time they may "blow up" — they may feel inadequate or incompetent. Tell them to ignore everything else going on until they have completed their reading *at their own normal speed*.
7. When the instructions are understood, give the signal to read, and start timing.
Do not score tests, or compute rates, until this test and the next one are completed. This will prevent the student's performance on the second test from being influenced by what he or she did on the first one. (When the final two tests are given at the end of the Course, the procedure should be repeated.)

Item 5. Timed Reading Test No. 3, "CASH REGISTER JUSTICE"
Grade Level 10, 1600 words

Timed Reading Test No. 4, "IS TRAFFIC COURT JUSTICE BLIND?" Grade Level 9, 1600 words (Pages 4,6 in *Reading Selections Book*; Pages 3, 4 in *Tests Booklet*)

Proceed as follows:

1. Have students identify the appropriate Comprehension Test Sheet, page 3 or 4 in the *Tests Booklet*.
2. Ask the students to turn to page 4 or page 6 (*Reading Selections Book*) and note what material they are to read. Explain that the level of this
3. Advise students to read the article for the important information, at *their normal pace*, and not to memorize numbers.
4. Time students' reading.

Both of these articles are straightforward, and in large part anecdotal in style. They are suitable for adults or young adults and are moderately difficult. (We have taken the liberty of eliminating the signs of age from "Traffic" and have increased some of the dollar amounts in order to retain this useful staple of the Course.)

Item 6. Timed Test No. 5, "THE THIN RATS BURY THE FAT RATS" Grade Level 12, 3550 words

Timed Test No. 6, "FIRST-BORN—FORTUNE'S FAVORITE?" Grade Level 12, 3100 words (Pages 10-19 in *Reading Selections Book*; Pages 7, 8 in *Tests Booklet*)

Fascinating articles for adults. No. 5 is taken from *Harper's Magazine*; No. 6 from *New York Times Sunday Magazine*. Allow 35 minutes for testing with either article. Challenging articles for the better readers.

Item 7. SCORING THE TESTS

1. **Score comprehension first.**

Page 150 of this Manual lists the answers to all comprehension tests.

Score the first comprehension test you have administered by directing the students to *circle answers that are correct*. Have them add up the number of correct answers, multiply this number by ten, and enter their score in the appropriate space on the Comprehension Test Sheet. The best possible score is 100%.

Repeat for the second test.

Make a point that you are scoring the comprehension *first* before you