Development and Implementation of an Outlining Preskills Program Utilizing a Multiple-Probe Design

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This project proposed to develop, implement and validate an outlining preskills program utilizing a multiple-probe design (Horner & Baer, 1978). The critical entry skills for any recording system (Carnine & Silbert, 1979) include: Determining the topic, main idea and supporting details of a paragraph. These skills and how to identify each in an outline were presented in the Outlining Preskills Program developed by the researcher. Measurement was taken on student responses to nine probes which tested every component and subskill presented in the program. For each component, student performance increased from a zero baseline to 50 percent or better accuracy during either the treatment or maintenance phase. The special education students, who participated in the program, learned the skills presented, though not to 100 percent mastery level. The findings from this study have implications for further revisions and testing of the Outlining Preskills Program which utilized both direct instruction and programmed instruction techniques.
ACKNOWLEDGEMENTS

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Special thanks go to my mom for her support and encouragement as well as for her help in proofreading and data correction. Without the patience and support of my husband the project would not have been a reality.

Patricia Ellen Bird
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CHAPTER I

Introduction

The purpose of this project was to develop, implement and determine the validity of one of the components of study skills - Outlining Preskills - utilizing a multiple-probe design (Guralnick, 1978; Horner & Baer, 1978). The study was undertaken because of an apparent need for teaching materials and/or methods utilizing the characteristics of effective instruction in the area of study skill strategies.

Carnine and Silbert (1979) referred to an unpublished study by Gengler (1965) which suggested that later elementary students do not exhibit strategies for many lower level study skills such as: locating books using the card catalog, locating entries in an encyclopedia index, or using a standard table of contents effectively. Logically, it follows that the more complex study skill strategies would be similarly difficult for those same students. Higher level study skill strategies include: Reading and interpreting graphic material; selecting appropriate references and relevant information; using materials to answer a question or solve a problem; organizing information for later retrieval using such skills as note-taking, outlining, and summarizing; and using appropriate reading rates.

Carnine and Silberg (1979) suggested that study skills will not be obtained by many students unless direct and systematic instruction
is provided. They referred to research in 1976 by Brown which suggested that many students discover learning strategies without explicit instruction while instructionally naive students do not.

To determine the component of study skill strategies to be developed, a survey was presented to secondary teachers of a rural high school. The information obtained suggested that these teachers regarded outlining as a priority. Carnine and Silbert's (1979) discussion of recording information for later retrieval helped to further narrow the topic to critical entry behaviors for any recording system.

The Problem

This specialist project proposed to achieve the following objectives:

1) To teach identification of the topic of a paragraph;
2) To teach identification of the main idea of a paragraph;
3) To teach identification of supporting details in a paragraph;
4) To teach identification of the above entry behaviors in an outline; and
5) To determine if the probes measure the skills taught in the program.

Development of the Outlining Preskills Program

The program was developed by combining two instructional models which are based on basic learning or behavioral principles; direct
instruction and programmed instruction (Belcastro, 1980; Carnine & Silbert, 1979; Pipe, 1966).

Direct Instruction Reading by Carnine and Silbert (1979) is a manual for utilizing direct instruction techniques with basal reading series. Two chapters of the manual deal specifically with Reading Instruction in the Content Areas and Study Skills. These chapters contain information regarding the change in later elementary grades from learning to read to reading to learn and the importance of teaching specific strategies to facilitate sifting through large amounts of written material to determine critical features. A large variety of study skills are presented with specific objectives, component objectives for each, sample formats, and student responses. As comprehensive and well sequenced as the presentation is, much work is left to the classroom teacher in preparing even an introductory lesson. Pipe's Practical Programming (1966) gives a brief overview of the characteristics of programmed instruction and easy to follow procedures for writing programs.

The direct instruction model purports to teach more in less time (Becker & Carnine, 1980; Carnine & Silbert, 1979). This is accomplished through identifying major skills, breaking the complex tasks into their component parts, teaching the components, and demonstrating how to combine parts. Further, the skills are identified as a small set of building blocks which can be used to generate a larger set of applications.

Seven aspects of the model are relevant when selecting materials, writing lesson plans, and modifying programs. These aspects include:
a) specifying objectives, b) devising problem-solving strategies and analyzing the objectives into teachable components, c) identifying preskills, d) developing teaching procedures, e) selecting examples, f) providing practice, and g) sequencing skills and examples.

These general characteristics should shift in six different ways from earlier lessons to later lessons: a) overtized to covertized problem-solving strategies, b) simplified contexts to complex contexts, c) fading of prompts, d) massed practice to review, e) immediate feedback to delayed feedback, and f) from the teacher as a source of information to the student as a source of information. These shifts are designed to contribute to transfer, retention, and rapid learning by initially utilizing teacher-centered instruction with massed examples, prompts, and immediate feedback to minimize student error.

Chandler (1978) stated that "one of the strong points in Direct Instruction is that the teacher doesn't turn learning into a guessing game with the student (as) IT" (p. 78). This statement is not to be interpreted as support for the misconception that direct instruction techniques promote "rote-learning." The preskills of basic discriminations, related-learning discriminations and rules might be interpreted as rote-learning. However, when they are utilized as building blocks to cognitive operations or problem-solving strategies, the generative power of this model becomes apparent (Becker & Carnine, 1980; Carnine & Silbert, 1979; Brown, 1976).

Programmed instruction shares many of the components of direct instruction. Pipe (1966) identified the major characteristics of programmed instruction as small steps or optimal-sized increments, active
participation, immediate knowledge of results, and self-pacing. Reiff (1980) would add to the list: helping students a great deal at first then fading cues, students responding overtly, and consistent review-testing. She also indicated that the programming process should result in better understanding by the programmer of the components of a skill and proper sequencing of the components. Knight and Nation (1978) include mastery as a critical component of programmed instruction. A major belief in programmed instruction, which is shared by the direct instruction model, is that if student behavior is not changed, the fault lies within the program; not within the student (Good, 1979; Pipe, 1966; Reiff, 1980).

Pipe outlines the procedures for developing programmed materials as selecting the topic, writing a general statement, defining objectives in behavioral terms, defining prerequisite skills, writing a criterion test, and developing a content outline. He carefully takes the programmer through each of the steps and continued revisions of the program, utilizing a target set of students throughout the program’s development.

Though compatible in many ways, programmed instruction and direction instruction models appear to differ in two areas. Programmed instruction utilizes self-pacing or individualization. In direct instruction, individualization is achieved through small group instruction (Good, 1979; Greer & Blank, 1977; Harries-Belck, 1978) by identification of students' preskills and grouping accordingly (Becker & Carnine, 1980; Carnine & Silbert, 1979; Good, 1965). However, both methods emphasize teacher or program directed learning rather than
discovery learning.

In both models, the importance of teaching concepts or cognitive operations is emphasized. The direct instruction model presents a clear, concise procedure for presenting the preskills in terms of discriminations, related-learning discriminations and rules. This type of presentation is not provided in the programmed instruction model.
CHAPTER II

Review of Selected Literature

Research abounds in the area of teaching study skills to college students with few specific references to outlining skills. However, references on teaching outlining preskills or critical entry skills for recording systems are non existent. Carnine and Silbert (1979) would probably suggest that instruction and research ought to begin at the later elementary level.

Articles about teaching specific study skills are available. For instance, an article by Cottier and Koehler (1978) described a study skill unit. Outlining skills were limited to classification. This is more a presentation of a technique than actual research which is similar to the case with the Wisconsin Design for Reading Skills Development by Kass (1977) which is merely a case study and not research.

Guthrie (1978) suggested utilization of outlines prior to and following the reading of a text to increase the probability of remembering the content. Such techniques may be useful. However, there is no evidence of research to support this contention. Further, the technique would not be an effective tool unless the outlining entry behaviors proposed in this project were first taught or assessed (Carnine & Silbert, 1979).

Hansell (1978) conducted a study which involved utilizing teacher-guided array tasks as a preskill to outlining with junior high students.
In the study, the teacher presented key words and phrases for passages of 400 to 800 words. After several trials with teacher chosen key words and phrases, one independent trial was provided. Though the study showed significant results with the technique, no data were presented with regard to transition from using teacher presented key words and phrases to the subjects determining their own topics. The present project would purport that similar results may occur with use of single paragraphs, teaching rules and definitions for determining topics, and with application practice.

Ladas (1980) reviewed literature available on the note-taking process. He set out to organize research available on note-taking within the framework of the information processing model. He briefly mentioned the entry skills of discriminating changes in topics when listening to a lecture. Emphasis was placed on the search and associate component of the process where the note-taker attempts to utilize prerequisite knowledge of the subject presented. He noted that if no such link occurs, either learning does not occur or it occurs only by rote with no generalization. He emphasized the need for future research to consider existing knowledge (entry behavior).

Ladas suggested that instructional psychology is shifting from a behavioristic approach to a cognitive approach and at the same time emphasized the entry behaviors for successful note-taking. The concept of entry behaviors for any skill to be taught was the basic premise that both programmed and direct instruction models are based on (Becker & Carnine, 1980; Carnine & Silbert, 1979; Good, 1979; Knight & Nation, 1978; Pipe, 1966; Reiff, 1980). It would then follow that examination
of critical entry skills for recording systems must also be considered.

Farnum and Brigham (1978) evaluated the use of study guides with middle school students utilizing a complex multiple-baseline semi-reversal design across groups and social studies texts. Their results showed that students who received study guides always scored higher on social studies quizzes than those who did not receive study guides. If teacher prepared study guides with written responses by students result in increased performance on quizzes, it would follow that teaching strategies for retrieval systems could compensate for lack of "transfer effects" (Good, 1979).

A comprehensive review of the literature by Good in 1979 discussed many components of teacher effectiveness emphasizing the direct instruction model which can provide guidance for teacher behaviors. He described the direct instruction model as a conceptual orientation which must vary with classroom circumstances. Two areas of concern were described as "transfer effects" and "attention saturation." He suggested that other instructional models do not exhibit data that would suggest significant transfer to non-school settings; and that academic engaged time for elementary students should be emphasized in the basic skill areas. Good concluded that data supported the direct instruction model as an effective teaching method for at least the early elementary years. He alluded to the teacher behaviors but did not delineate them, therefore it is difficult to determine if he was also referring to the four specific types of tasks described by Becker and Carnine (1980). A task analysis approach would appear to have a variety of applications for various age levels.
Becker and Carnine (1980) reviewed the major findings from a national evaluation of Project Follow Through. This is a 10-year federally funded program which studied 13 approaches to reduce school failure among economically disadvantaged students. One of the approaches utilized the direct instruction model. When compared with traditional programs as well as other approaches in the study which had the same resources available, the direct instruction model proved to be the most effective in both academic and affective outcomes. The reviewers suggested that the difference in the data was a result of programming strategies and verbal practice not a result of money and comprehensive services, not of teaching different students in different ways, nor in utilizing self-directed learning. The study dealt with teaching young students reading, math and language skills, while this project extended many of the direct instruction design components to the teaching of study skills to older students.

Other studies (Greer & Blank, 1977; Harries-Belck, 1978) have explored the use of programmed instructional materials to teach problem solving and enhance human information processing. Both articles suggested that programmed instruction was effective in teaching the target behaviors.

Belcastro (1979-80) surveyed available literature regarding the effectiveness of programmed instruction with sighted and hearing subjects. He recommended it as a valuable tool in teaching visually handicapped and hearing impaired students. He warns, however, against using only self-paced learning which might lead to further isolation of these impaired students.
Kulhavy, Yekovick and Dyer (1979) addressed the issue of feedback and content review in programmed instruction. They determined that students who saw feedback made fewer errors and produced higher scores on the posttest. They suggested that continually matching answers to feedback results in a better overall grasp of the information flow in the passage.
CHAPTER III

Design and Methodology

Subjects and Setting

The subjects consisted of four (4) rural high school students who participated in the special education program at their school. No subjects were on any medications. The reading levels ranged from third grade to fifth grade level.

Subject 1 was a 15 year old male in the 9th grade. He had been receiving special education services for one-half year and was certified as Learning Disabled. Subject 2 had received special education services for three years with an educational diagnosis of Specific Learning Disabilities. S2 was a 15 year old freshman. Subject 3 was a 19 year old female classified as a senior. She was certified as Educable Mentally Impaired and had received special education services most of her school career. Subject 4 had been certified as Educable Mentally Impaired most of her school career. She was a 17 year old junior.

The subjects were selected by the special education teacher after she reviewed the Outlining Preskills Program. Considerations were given both to the need for learning critical entry behaviors for recording systems and the prerequisites necessary for success in the program.
Materials

The materials utilized in this project include the Outlining Preskills Program (see Appendix I) and nine (9) probes (see Appendix H) developed by the researcher. The Outlining Preskills Program was adapted from objectives and teaching suggestions presented in the section, "Study Skills," from Direct Instruction Reading by Carnine and Silbert (1979, pp. 428-437).

Outlining Preskills Program

The critical entry skills necessary for recording systems (Carnine & Silbert, 1979) were presented in the Outlining Preskills Program (see Appendix I). The specific skills presented included determining the topic of a paragraph, determining the main idea of a paragraph, determining the supporting details in a paragraph, and identifying each of these components in an outline.

The program was presented in the form of written programmed instruction utilizing techniques presented in Pipe's (1966) Practical Programming. Definitions and rules for each skill were provided with an opportunity to practice writing each (Becker & Carnine, 1980; Carnine & Silbert, 1979; Pipe, 1966). Paragraphs with examples of the component and/or subskill were presented (Becker & Carnine, 1980; Carnine & Silbert, 1979; Pipe, 1966). Application exercises using similar paragraphs provided additional practice (Becker & Carnine, 1980; Carnine & Silbert, 1979; Pipe, 1966). The subjects could have completed each exercise independently and could have corrected their
own work (Farnun and Brighan, 1978; Pipe, 1966). Each component built on the previous components; therefore, practice on new skills always provided review of the previously taught skills in the application exercises (Becker & Carnine, 1980; Carnine & Silbert, 1979). Remediation exercises were provided based on need (Guralnick, 1978). Only one remediation exercise and one review exercise were made available.

Probes

Each probe (see Appendix H) measured all four components and each subskill presented in the Outlining Preskills Program. All nine (9) probes were written following the same format (see Appendix A). The only variation was in the specific paragraphs and outlines used (see Appendix H). For each probe, the subject was required to state the definition and rule of a topic, main idea and supporting detail as well as to identify these three components in three different paragraphs. For the labeling component, the subject was required to identify the symbols used in an outline for each of the three components and to identify those components in the outline that was presented.

Measurement

Independent Variable

The independent variable was the Outlining Preskills Program. The program was designed to teach the prerequisite skills necessary
for successful outlining. These are the critical entry behaviors required for any recording system: Determining the topic, main idea, and supporting details in a paragraph; and identifying each in a labeled outline (see Appendix I).

**Dependent Variable**

Measurement was taken on the subjects' responses (see Appendix B) on each of the nine probes. The probes were presented prior to, in the middle of, and at the end of each four instructional components: Topics, Main Ideas, Supporting Details, and Labeling.

Each probe was presented to the subjects as one unit, testing all four components. When the probes were corrected, each component was analyzed separately (see Appendix A). Points were awarded for correct responses (see Appendix B). Each component totaled the same number of points (12) for comparison purposes.

Specific application items on the probes were changed to prevent learning of responses. However, the level of difficulty could not remain precisely constant with this approach. Likewise, the subjects were not provided with feedback of their probe performance to prevent learning the probe system and probe responses.

**Reliability**

Each response on the probes was quantified to identify critical aspects and still allow for some variability in responses (see Appendix B). The researcher corrected each probe without marking on the probe. A second person also graded each probe directly on the
probe. Many of the errors were a result of no response rather than a result of an incorrect response due to the number of times subjects were tested on items which had not been taught.

Reliability was measured by dividing the number of agreements by the number of agreements plus disagreements, and multiplying by 100. Reliability was calculated item by item for each component and for the total program.

Procedure

Probe 1 was utilized as both a program pretest and a baseline measure for all components. See Appendix C for exact instructions provided to the subjects immediately prior to taking Probe 1 (which is in Appendix H). The probes were read to the subjects as a group. The subjects were set apart to ensure independent work. Upon completion of Probe 1, each subject was found to be deficit in each of the four components and the subskills presented in the Outlining Preskills Program.

During the next session the classroom teacher read Chapter I to the subjects. Chapter I provided an overview of the entire program without providing any instruction (Pipe, 1966).

Instruction on Component 1, determining the topic of a paragraph, was presented. This component presented a definition and a rule for any topic and two variables which can occur. In one case, pronouns are utilized and in the other, different forms of the same word are used. Midway through instruction on this component, Probe 2 was presented. Probe 2, and all other probes, measured all four components.
This probe provided treatment data on Component 1 and baseline data on Components 2, 3, and 4.

After Probe 2, instruction was completed on Component 1. Probe 3 was then presented. Again, this provided treatment data on Component 1 and baseline data on Components 2, 3, and 4.

Instruction on Component 2 focused on determining the main idea of a paragraph. Subskills included a definition and a rule; identifying main ideas in the beginning, middle, and end of the paragraph; determining when to write the main idea in one's own words; and writing main ideas when one is not explicitly presented in the paragraph.

Midway through instruction of Component 2, Probe 4 was presented. The data from this probe as well as teacher recommendations suggested that remediation was necessary. The students selected only the first sentence as the one containing the main idea when, in fact, main ideas were presented in the beginning, middle, and end of the paragraphs during both instruction and testing.

Two sessions were utilized in the remediation procedure. On the first day, the teacher provided more oral and written practice on rules and definitions for both the main idea and the topic. On the second day two remedial exercises were presented (see Appendices D & F). The first exercise presented main ideas not in the first sentence with a written prompt between each paragraph to remind the subjects that the main idea was not in the first sentence. The second exercise included main ideas in all three positions with no prompts.
After the remedial exercises, the remaining instruction on Component 2 was presented as would be the case if no remediation was provided. Then Probe 5 was presented and provided maintenance data on Component 1, treatment data on Component 2 and baseline data on Components 3 and 4.

Component 3, Main Ideas, presented a definition and a rule for supporting details and three hints for determining if details are important. Application exercises were provided. Probes 6 and 7 provided maintenance data on Components 1 and 2, treatment data on Component 3 and baseline data on Component 4.

At this point in the experiment Christmas break occurred. Immediately following the break, a review exercise was provided (see Appendix F). This exercise reviewed only previously presented skills. The skills were reviewed in the same manner as they were initially presented. Practice paragraphs were provided.

The final component, Labeling, explained how topics, main ideas, supporting details, and more information about details, are labeled in an outline and why indentation is used. Probes 8 and 9 provided maintenance data on Components 1, 2, and 3 and treatment data on Component 4. For a visual representation of the sequence of presentation for each component and probe, see Figure 1.

Experimental Phases

The experimental design utilized in this project was a multiple-probe technique, a combination of multiple-baseline and probe procedures (Horner & Baer, 1978), across program components. Guralnick (1978)
FIGURE 1. Consecutive class session indicating the specific activity occurring for each session.
Sequence of Presentation

Session 1 - Probe 1 (Baseline for topics, main ideas, supporting details, and labeling)

Session 2 - Introduction, topic instruction through Exer A

Session 3 - Probe 2 (Mid-test for topics; baseline for main ideas, supporting details, and labeling)

Session 4 - Remaining topic instruction through Exer C

Session 5 - Probe 3 (Test for topics; baseline for main ideas, supporting details, and labeling)

Session 6 - Main idea instruction through Exer E

Session 7 - Probe 4 (Mid-test for main idea, maintenance for topics, baseline for supporting details and labeling)

Session 8 - Oral remedial exercise

Session 9 - Written remedial Exercises F1 and F2

Session 10 - Remaining main idea instruction through Exer H

Session 11 - Probe 5 (Test for main idea, maintenance for topics, baseline for supporting details and labeling)

Session 12 - Supporting details instruction through Exer I

Session 13 - Probe 6 (Mid-test for supporting details, maintenance for topics and main ideas, baseline for labeling)

Session 14 - Remaining supporting details instruction through Exer J

Session 15 - Probe 7 (Test for supporting details, maintenance for topics and main ideas, baseline for labeling)

Session 16 - Review Exercise

Session 17 - Labeling instruction through Exer K

Session 18 - Probe 8 (Mid-test for labeling; maintenance for topics, main ideas, and supporting details)

Session 19 - Remaining labeling instruction through Exer L

Session 20 - Probe 9 (Test for labeling; maintenance for topic, main ideas, and supporting details)

FIGURE 1
suggested that the general technique of the multiple-baseline requires baseline on several behaviors and treatment application to each behavior separately with the untreated behaviors remaining unchanged until treatment application. The multiple-probe design allowed for measurement of acquired skills which could not have been reversed.

Figures will present each subject's results on the probes. Each subject will have a separate figure for each component. The number of correct responses for each probe will be presented up the ordinate. The probe, presented in order of administration, will be across the abscissa.

The experimental phases were basically the same for all components. Three phases were utilized: Baseline, treatment (instructional), and maintenance. The exception to this is Component 4 which only provided baseline and treatment. Data points for each component and each phase are listed in Figure 2 through the use of probe numbers.

<table>
<thead>
<tr>
<th>Component</th>
<th>Baseline</th>
<th>Treatment</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, Topics</td>
<td>Probe 1</td>
<td>2,3</td>
<td>4,5,6,7,8,9</td>
</tr>
<tr>
<td>2, Main Ideas</td>
<td>1,2,3</td>
<td>4,5</td>
<td>6,7,8,9</td>
</tr>
<tr>
<td>3, Details</td>
<td>1,2,3,4,5</td>
<td>6,7</td>
<td>8,9</td>
</tr>
<tr>
<td>4, Labeling</td>
<td>1,2,3,4,5,6,7</td>
<td>8,9</td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 2. Data points for each experimental phase and each component through the use of probe numbers.
CHAPTER IV

Results

Results are reported separately for each subject with a corresponding figure. The four components which were presented in the Outlining Preskills Program are identified as follows: Component 1 - Topics, Component 2 - Main Ideas, Component 3 - Supporting Details, and Component 4 - Labeling. The data points for each subject are reported according to the following phases: Phase 1 - Baseline, Phase 2 - Treatment (Instructional), and Phase 3 - Maintenance. Data points within the baseline and maintenance phases varied from zero to seven depending on the number of probes presented for each component. Treatment phases always had two data points (see Figure 2).

Reliability was calculated on an item by item basis for each component and for the total program. Each component for all subjects totaled 432 possible responses. Reliability for Component 1, Topics; (392/392 + 39) X 100; yielded 91%. Component 2, Main Ideas, was calculated at (392/392 + 40) X 100 to yield 91% reliability. Calculations for Component 3, Supporting Details, and Component 4, Labeling, yielded (408/408 + 24) X 100 = 94% and (425/425 + 7) X 100 = 98%, respectively.

The breakdown of points awarded for the total program was as follows: Total agreements = 1618, total disagreements = 110, and
total possible responses = 1728. The calculation of \((A/A + D) \times 100 = (1618/1618 + 110) \times 100\), yielded 94% reliability for the total program.

Subject 1

Baseline data for Component 1, Topics, was zero correct for Subject 1 (see Figure 3). Performance on both treatment probes was 8 correct out of 12 possible responses. However, points were earned for application items on Probe 2 while on Probe 3 more points were earned for writing the rule and definition correctly rather than for application. During the lengthy maintenance phase of this component performance increased from the treatment level to 100% accuracy at Probe 6, then gradually dropped to one point below treatment level. Probes 8 and 9 were presented after a two week break in instruction.

Performance on the Main Ideas component for this subject varied within each phase. Performance during baseline changed from zero correct to four correct. This was the best score for any subject during baseline on the Main Ideas component. On the first treatment probe, performance dropped two points below the last baseline data point and then increased to 9 correct responses on the second treatment probe. Significant variability appeared in the maintenance phase. This was the only phase for any component or subject which resulted in this amount of variability.

Supporting Details, Component 3, data remained constant raising only to three points during both baseline and treatment as well as during the first maintenance probe. Performance on the last probe increased seven points from the instructional phase resulting in a score of 10 correct responses.
FIGURE 3. Number correct for Topics, Main Idea, Supporting Details and Labeling as a function of class sessions for baseline (B.L.), instructional (INSTR.) and maintenance phases for Subject 1.
FIGURE 3
Data on the Labeling component remained at approximately zero during baseline. On the first treatment probe performance increased 8 points. An increase of two more points occurred at the end of the instructional phase.

Subject 2

Probe performance for Subject 2 is presented in Figure 4. Performance for Subject 2 on the Topic component, baseline phase, was four points and increased four points on the first instructional probe. A one point drop in performance occurred on the second treatment probe and then the subject missed a day of instruction from the Outlining Preskills Program. The teacher required him to make up the missed part of the program on his own. Maintenance performance began at the same level as performance on the last treatment probe, increased two points, and reached 100% accuracy on Probes 6 and 7. Probes 8 and 9, which occurred after a two week break, were two points below 100% accuracy.

Baseline and treatment data for this subject remained near the zero level for Component 2. The subject missed the first day of instruction of the Main Idea chapter in the program. Performance on the first maintenance probe rose 10 points and did not vary more than two points.

Component 3, Supporting Details, data did not reach 50% during any phase. One data point was four during the baseline phase while the rest were near the zero level. The two treatment probes were 5 points and 4 points, respectively, while the first maintenance
FIGURE 4. Number correct for Topics, Main Ideas, Supporting Details, and Labeling as a function of class sessions for baseline, instructional and maintenance phases for Subject 2.
probe score dropped to one point. The final data point represented only 5 correct responses out of 12 possible responses.

Baseline performance for the Labeling component remained near the zero level for Subject 2. A seven point score during maintenance was followed by a three point increase in performance on the last probe.

Subject 3

Data obtained for Subject 3 are represented in Figure 5. Performance on Component 1, Topics, progressed in an expected manner starting with two points during the baseline phase. An increase to 50% on the first treatment probe was followed by a two point increase. The first two maintenance probes increased two and one points, respectively, over the last treatment score. The remaining maintenance probes varied from 75% to 100% accuracy.

Baseline performance on the Main Ideas component stayed at the zero level with an increase to 66% and 75% accuracy during the instructional phase. Maintenance data for this component remained between 75% and 83%.

On the Supporting Details component, baseline phase, performance remained at the zero level. Performance on both treatment probes increased to 5 correct responses out of 12 possible points. Maintenance phase performance continued to increase with Probe 8 equaling 6 points and Probe 9, 10 points.

The last component for this subject, Labeling, showed performance levels at approximately zero. During the instructional
FIGURE 5. Number correct for Topics, Main Ideas, Supporting Details and Labeling as a function of class sessions for baseline, instructional and maintenance phases for Subject 3.
FIGURE 5

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phase, performance increased to 10 points and remained there.

Subject 4

Figure 6 depicts performance for Subject 4 on the probes presented. Performance on all Topic probes closely resembled that of Subject 3 on this component. Treatment data increased from the zero baseline level to 6 and 8 points, respectively. Maintenance data ranged from 66% accuracy to 100% accuracy.

Zero performance was obtained during baseline and the first treatment probe of the Main Ideas component. Performance on the second treatment probe and on the first three maintenance probes increased to approximately 50%. Final probe performance resulted in 83% accuracy.

Baseline and treatment phases resulted in zero performance for Component 3. The first maintenance probe performance increased to only two points while the last probe was 10 correct responses out of 12 possible responses.

The last component, Labeling, showed a minimal increase of five points during the treatment phase over the zero baseline phase.

Average Graph

The data obtained through this study remained near zero during all baseline phases. The data increased to approximately 50% accuracy during most instructional phases but did not reach 100%. Few increases were noted on the second probe during instruction. Most data obtained during the instructional phase for each component and each subject
FIGURE 6. Number correct for Topics, Main Ideas, Supporting Details and Labeling as a function of class sessions for baseline, instructional and maintenance phases for Subject 4.
FIGURE 6
reveal a rather flat profile. The maintenance data frequently con-
tinued to increase, showing gradual improvement with five of the data
points reaching 100% accuracy. An average graph representing average
scores is available in Figure 7.
FIGURE 7. Average number correct for Topics, Main Ideas, Supporting Details and Labeling as a function of class sessions for baseline, instructional and maintenance phases for all subjects.
FIGURE 7
CHAPTER V

Discussion

The purpose of this project was to develop, implement and test the validity of the Outlining Preskills Program, developed by the researcher, through the use of a multiple-probe design. The resulting data suggest, for the most part, that the goal was achieved. Students did learn to identify the topic, the main idea, and supporting details of a paragraph; and to identify each in an outline. Further, the probes appear to measure what was taught in the program.

The data obtained are typical of those obtained in the multiple-probe design. However, the data fell short of what would be considered ideal results. Ideally, results should show a flat profile during baseline, an increase to 50% accuracy during the first probe of the treatment phase, an increase to 100% accuracy at the end of treatment, and a flat profile at approximately 100% during the maintenance phase for each component. A visual configuration of what ideal results would look like is presented in Appendix G.

These trends in the data obtained could be attributed to several factors. First, the program was written for a general education target population. This means that the program may have been presented at too fast of a pace for the special education students utilized in this study. For this population, more practice may be needed for each component as well as for the subskills within each component.
The individuals who used the program appeared to have benefited from continuous review of previously presented skills as evidenced in the continued increase of the data obtained during the maintenance phase. This increase suggests that the subjects continued to learn the subskills presented within a component. They may have benefited from more practice during the instructional phases. Likewise, it suggests that the building blocks of discriminations, learning-related discriminations and rules may not have been clearly delineated in the program.

Another consideration in obtaining ideal data is the difficulty of determining the midpoint of instruction for presentation of the first instruction phase probe. The units were rather short and concise. The determination of the midpoint was based on dividing the number of exercises for each component in half. This resulted in different amounts of instruction being provided between the probes. In the future, several adjustments may help equalize the amounts of instruction. The rule and definitions should be taught and learned before any application exercises are provided. Then the first instructional probe should be presented. This will allow for two improvements. The data can be obtained on equal amounts of instruction and information may be gained on the application of definitions and rules before actual application practice is provided. Another adjustment could be made in the probes. Points earned for stating rules and definitions should be made equivalent to the points earned for application items. Further, the main idea component may require three probes due to its complexity.
One final factor which has an effect on the data obtained is the previously mentioned concern of changing the paragraphs of the application items for each probe. The trade off between learning probe responses by using the same paragraphs each time and the possible variability of the data when new paragraphs are used each time must be considered. In using the project as it stands, at least nine probes are required and are presented about twice a week. Overuse raises some serious questions about the validity of the data obtained. This researcher would opt for some variability rather than lack of validity. The variability was minimized by taking paragraphs from the same source.

Another notable trend in the data obtained is the variability in the last two data points for the first three components. This appeared to be a function of the two week Christmas break that came between Probes 7 and 8. Even though a review exercise was provided when the subjects returned to school, there is a slight drop in the number of correct responses from Probe 7 to Probe 8 especially on the Topic component. Since the data did not return to baseline levels, one would conclude that long-term retention is very probable. However, since there was a two point drop, one would suggest that for continued long-term retention occasional review and continued application should be provided.

Specific exceptions to ideal data results on the Topic component include a flat profile during the instructional phase. Upon examination of specific probe responses, this was determined to be a result of correctly answering different items on the probes. On Probe 2,
the subjects correctly answered application questions but did not state the rule and definition accurately. On Probe 3, they responded correctly to rule and definition questions. The paragraphs on this probe seemed to be more difficult by requiring two word responses for some topics.

Data obtained from the Main Idea component increased somewhat during instruction and continued to increase during maintenance. Each subjects' data progressed in a completely different way for this component. As previously stated by this researcher, this component was the most difficult requiring remedial exercises after Probe 4. The program did not provide sufficient prompts when the concept of the main idea being in other than the first sentence was presented. Further, this component contained more subskills than other components.

The Supporting Details component data points showed little or no increase during the instructional phase over the baseline phase for all subjects. More improvement appeared to be made during the maintenance phase. This could be due to the difficulties that occurred during the Main Idea component and the difficulty of determining the critical differences between the main idea and supporting details. Likewise, data obtained for the Supporting Details component suggest that a remedial exercise should have been provided.

Data obtained from the Labeling component appeared to be the closest to ideal for Subjects 1 and 2. Data for Subject 3 may be a function of an unequal amount of instruction between the treatment probes. Subject 4 probably would score closer to 100% after more practice. The teacher reported that this student generally would not write answers for any task unless she was fairly sure of being correct.
CHAPTER VI

Conclusions

Practical implications to be drawn from this project include the use of the Outlining Preskills Program as a viable means to teach critical entry skills for any recording system to students deficit in these skills. The results suggest that the intended skills were learned by the subjects. The flexibility of the program makes it practical for many different uses. It could be used for initial teaching of the concepts or for remediation when students have not gained the skills after being presented existing programs or materials. The program could be used for group instruction with teacher direction or it could be given to individual students to be used independently. Finally, it appears to have some use for special education students as well as general education students. However, some modifications should be made for special education students. The probes may be used as a program pre-post test; or they could be adapted and used as component pre-post tests.

Some specific suggestions for improvement are presented in Chapter V. Further possibilities include determining the effects of this program on writing outlines. This could be accomplished by developing a means of testing the skill of "writing an outline" for a given set of materials. The next step may be examining generalization of these skills to other academic assignments which utilize
outlining as a means to an end. It would be important to determine if this package has an effect on outlines written for a speech or a research paper and the resulting speech or paper.

Further, it would be important to revise the program and retest it with a special education population as well as utilizing it basically as it is on a general education population. Specific revisions included further breaking down each component into the specific types of tasks of discriminations, related-learning discriminations, and rules; and providing overt exercises for each (Becker & Carnine, 1980). Another revision might be including more prompts when a subskill is initially presented. Finally, one might try manipulating the order of presentation of the components to determine if the sequence used has an effect on the acquisition of the skills presented. Specifically, Components 3 and 4 could be reversed in the order of presentation.

The objectives of this project were achieved. A program was developed for an area where there appears to be a special need for well sequenced, easy to use instructional materials which meet the components of effective instruction. The classroom teacher and the subjects responded favorably to the program. The teacher indicated that a revised copy of the program would be used in her classroom. The teacher reported that the subjects appeared to enjoy doing the work contained in the program. They did everything they were asked to do, including studying the rules and definitions at home.

The program is still in an initial form and will need a few revisions as it is applied to various populations. However, the basic program as is can be used for some populations and adapted for others.
to teach the critical entry behaviors for any recording system of identifying the topic, main idea and supporting details of a paragraph and identifying these components in an outline. Likewise, this program is only a small part of the behaviors that comprise the global topic of study skills.
APPENDIX A

PROBE CONTENTS FOR EACH COMPONENT

I. Topic Probe
   A. Define topic.
   B. State the rule for choosing the topic
   C. Write the topic of this paragraph (3 paragraphs).

II. Main Idea Probe
   A. Define main idea.
   B. State the rule for choosing the main idea.
   C. Write the main idea of this paragraph (3 paragraphs).
   D. Give two examples of when you would write the main idea
      in your own words rather than copying it from the paragraph.

III. Supporting Details Probe
   A. Define supporting details.
   B. State the rule for choosing supporting details.
   C. Write the supporting details for this paragraph in the
      space provided (2 paragraphs).

IV. Labeling an Outline
   Answer the following items based on the above outline.
   A. What symbols are topics listed after?
   B. What is the second topic?
   C. What symbols are main ideas listed after?
   D. What is the first main idea listed after the first topic?
   E. Why are main ideas indented?
   F. What is the first detail after the first main idea of the
      second topic?
   G. What symbols are details listed after?
   H. Why are details indented?
   I. What symbols are details about details listed after?
APPENDIX B

CRITERION FOR GRADING EACH PROBE

I. Criterion for Topic Probe

A. Item - "Define topic."; program response - a word or phrase that generally tells about the whole paragraph; critical aspects:
   1. Brevity - word or phrase, not sentence or statement
   2. Summarizes - tells about, explains or summarizes
   3. Some larger unit - paragraph, section, chapter, speech

B. Item - "State the rule for choosing the topic."; program response - Most of the sentences in the paragraph are about the topic.
   1. Majority of - most, all, more than half; not some or a few
   2. Information - sentences, ideas, paragraphs
   3. Is about the topic - no variance

C. Item - "Write the topic" - must follow definition and rule
   2 points per paragraph

D. Total of 12 possible points

II. Criterion for Main Idea Probe

A. Item - "Define main idea."; program response - one sentence that summarizes or tells the most important information given about the topic; critical aspects:
   1. Complete thought - sentence, statement; must be more than a phrase
   2. Summarizes and/or tells - either acceptable as well as defines or explains
   3. Most important information - significance, valuable information
   4. About the topic - no variance

B. Item - "State the rule for choosing the main idea."; program response - most of the sentences are about the main idea; critical aspects:
   1. Majority of - most, all, more than half; not some or a few
   2. Information - sentences, paragraphs, other thought units
   3. About the main idea - no variance

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C. Item - "Write the main idea" - 1 point per paragraph
   1. Must be exactly as found in the paragraph except for articles and prepositions so long as meaning is not changed
   2. Must follow rule and definition

D. Item - "Give two examples of when you would write the main idea in your own words rather than copying it from the paragraph." - 1 point per example
   1. Program response - the sentence is too long with a lot of unimportant information
      a. The main idea - sentence, statement, thought
      b. Too lengthy - long, unimportant information, extra stuff
   2. Program response - there is no explicitly stated main idea sentence in the paragraph
      a. Main idea - sentence, statement, thought
      b. In the unit of information - paragraph, section, group of paragraphs
      c. Not explicitly stated - not there, not one to copy, missing

E. Total of 12 points

III. Criterion for Supporting Details Probe
    A. Item - "Define supporting details."; program response - explain or expand the main idea and/or give examples; critical aspects:
       1. Explain - expand, give more information about, tell more
       2. About the main idea - no variance
       3. Give an example about the main idea

    B. Item - "State the rule for choosing supporting details."; program response - they must be about the main idea; critical aspects:
       1. Must have got to, are; not can or may
       2. Be about - tell about, explain
       3. The main idea - no variance

    C. Item - "Write the supporting details for this paragraph."
       1. Must follow the rule and definition for supporting details - one point for each detail
D. Total points – 12

IV. Criterion for Labeling Probe

A. What symbols are topics listed after? – Roman numerals – 1 point

B. What symbols are main ideas listed after? – Capital letters – 1 point

C. Why are details indented? – To show that they are about a specific main idea; critical aspects:
   1. To show – point out, indicate
   2. They are – details
   3. About a specific – a certain, one
   4. Main idea

D. What symbols are details listed after? – Numbers – 1 point

E. What symbols are details about details listed after? – Small letters – 1 point

F. Items B, D, F, and H – Answer as per outline provided – 1 point each

G. Total – 12 points
APPENDIX C

INTRODUCTION TO FIRST PROBE

We are going to find out if an outlining preskill program will be helpful to you. These preskills include breaking down written material into parts. The parts are topics, main ideas, details and labels of those parts in an outline. If you need to use this program, you will learn a definition and a rule for finding each of the above parts. Then you will be given exercises for practice.

To find out if this program will help you, you will take a pre-test on each of the four parts that are taught in the program. Do the very best that you can, but do not feel bad if it is hard for you. If you need help with any of the words, be sure to ask.
APPENDIX D

MORE PRACTICE - EXERCISE F1

In this exercise the main idea is not in the first sentence. Read the paragraph and write the topic and main idea. The main idea is one sentence that specifically tells the most important information about the topic. Remember to count the number of sentences that tell about the main idea.

The main idea is not in the first sentence.

A gum tree is the name of several trees that produce gum. The most common is sapodilla, which produces a gum called chicle. This large forest tree grows in the tropics of both hemispheres. The sapodilla must grow for about 70 years before it can be tapped. The flowers are small and the fruits are considered good to eat.

Topic________________________________  Main idea __________________________________

The main idea is not in the first sentence.

Sports have provided a common meeting ground for boys and girls and men and women, from all parts of the world. Every four years, athletes from many nations compete in the Olympic Games. In a spirit of peace and friendship, they battle for honors in all sports.

Topic________________________________  Main idea __________________________________

The main idea is not in the first sentence.

No one knows exactly why we laugh, or why anything that is funny should cause us to make such a peculiar noise. It would be just as logical to stick our thumbs in our ears and wiggle our fingers as it is to giggle or bellow or howl with laughter. But when something strikes our "funny bone," our diaphragm flutters up and down, and we are moved to give out laughter.

Topic________________________________  Main idea __________________________________
At one time, most people were farmers. Even today, almost three-fifths of the world's people make their homes on farms. But only about an eighth of the people in the United States and about a fifth of the people in Canada live on farms. Scientific farming methods and farm machinery make it possible for comparatively few people to raise enough food and other agricultural products for everyone.

Topic ____________________________  Main idea ____________________________
MORE PRACTICE – EXERCISE F2

In this exercise the main idea might be in the first sentence, a middle sentence or the last sentence. Remember the main idea might be in the first sentence but it will not always be there. Before doing this exercise write all of the rules and definitions that you have learned so far.

A topic is ________________________________________________________________
The rule for a topic is _____________________________________________

A main idea is ________________________________________________
The rule for a main idea is ____________________________________________

Our earth has life because it has water. Wherever there is water, even in small amounts, life is usually found. But where the water supply is limited, there is little life. Few places on earth have less life than the desert sands and the polar icecaps.

Topic _____________ Main idea ______________________________

A ship model is a small copy of a full-sized ship or boat. Making ship models can be a fascinating hobby for both children and adults. Some hobbyists carve models by hand. Others make boats and ships from accurate kits sold by hobby shops. These models are made of plastic or wood. Some sailboat modelmakers belong to clubs that sponsor races.

Topic ________________ Main idea ________________________________

Mars is one of the planets of our solar system. The ancients named Mars after the Roman god of war because of its fiery red color. Iron oxide in the crust of the planet causes this color. Men have studied Mars and wondered about it more than any other planet.

Topic ________________ Main idea ________________________________

A diver may make a dive from a running or standing position. A diver may perform dives from three positions. The body may be straight, or in layout. The diver, when in the air, may bring his knees up close to or touching his chest in a tuck. The diver may bend his body forward from
the hips, keep his legs straight at the knees, and his toes pointed in a pike.

Many friendships are formed through sports. The ability of people to get along with each other receives one of its greatest tests in sports competition. But perhaps even more important are the qualities that sports develop in making a person well-adjusted to daily life. The term sportsmanship may be applied to life in general. We like persons who can win without boasting, and lose without offering excuses.
APPENDIX F

OUTLINING PRESKILLS
REVIEW

Review the following rules and definitions that you have learned so far. If necessary, practice writing them on the back of this page.

On the next page will be a few paragraphs to practice with.

1. **Topic** – a word or phrase that generally tells about the whole paragraph.

2. **Rule** – Most of the sentences in the paragraph are about the topic. Count the sentences.

3. **Main idea** – one sentence that tells the most important information about the topic.

4. **Rule** – Most of the sentences in the paragraph are about the main idea. Count the sentences. Remember that the main idea is not always in the first sentence.

5. **Write the main idea in your own words when:**
   1. The main idea sentence is very long
   2. There is not a specific main idea sentence

6. **Supporting details** – sentences that explain or expand the main idea or give examples of the main idea.

7. **Rule** – Details must tell about the main idea.

8. **Hints for deciding if the details are important:**
   1. How much new information is there?
   2. How long will it be before you use the information again?
   3. What will the information be used for?
Instructions: Write the topic, main idea and details of each paragraph on the answer sheet provided.

Exercise 1

People wear clothing made from wool to keep them warm in winter and cool in summer. Wool acts as a natural insulator and protects the body from outside changes in temperature. Wool is comfortable, too, because it gives warmth without weight and absorbs moisture without feeling wet to the skin.

Exercise 2

Animals live in almost every part of the world. They are found in hot places and cold. They live deep in the ocean and near tops of high mountains. In all, there are more than three million different kinds of animals.

Exercise 3

Paper money becomes worn out from much use, at the rate of about $40,000,000 worth a day. Federal Reserve notes are sorted out at Federal Reserve Banks. When several thousand have been collected, they are cut in half lengthwise. The two halves go to the Department of the Treasury in Washington in separate shipments several days apart. The bills are burned at the Treasury after being checked and accounted for.

Exercise 4

Animals provide man with many of his important foods such as meat, eggs and dairy products. Man clothes himself with the wool, silk, leather, and furs that animals produce. Man rides animals and uses them to pull his wagons and sleds.

Exercise 5

Weather includes all the daily changes in temperature, wind, moisture and air pressure. It affects everyone. Today's weather may make us feel hot or cold. We may get wet in a sudden shower, or have to struggle through deep snow. Bright sunshine may make the day cheerful and happy. Dark, dull clouds may make us sad and unhappy. Too much rain can cause floods. Too little rain may kill farm crops.
Exercise 6

Making airplane models has become a hobby of thousands of persons, young and old. Sometimes this hobby helps in choosing a vocation (job). Many leading aircraft designers and engineers were once builders of model planes. Other model makers may find employment as aircraft pilots, mechanics, aviation writers, or photographers. Some modelmakers sell their models. The motion picture industry uses model aircraft in making many aviation films.
APPENDIX G

FIGURE 8. Ideal results for the multiple-probe design with the number correct for Topics, Main Ideas, Supporting Details and Labeling as a function of class sessions for baseline, instructional and maintenance phases.
FIGURE 8
APPENDIX H

OUTLINING PRESKILLS

Probe 1

Instructions: Write your answers on the answer sheet.

1. Explain the word topic as it is used in the following sentence:
   Most well written paragraphs are written about one topic.

2. State the rule for choosing a topic. That is, how would you
   prove to someone that you have chosen the correct topic.

3. Explain the word main idea as it is used in the following sentence:
   Most well-written paragraphs are written about one main idea.
   A main idea is also called a topic sentence.

4. Write the rule for choosing the main idea. That is, how would
   you prove that you have chosen the correct main idea.

5. Explain the term supporting details.

6. Write the rule for choosing supporting details.

7. There are two times when you might write a main idea in your words
   rather than copying it from the paragraph. When would you write
   the main idea in your own words?

8. Write the topic, main idea and supporting details of the following
   paragraph.

   A watermelon is a vine plant that produces large green
   fruits with delicious red pulp. The plant is related to the
   pumpkin, squash, muskmelon and cucumber. The fruit is 93 percent
   water and has a low energy value. It has a fresh, delicious taste.

9. Write the topic, main idea and details of this paragraph.

   A ship model is a small copy of a full-sized ship or boat.
   Making ship models can be a fascinating hobby for both children
   and adults. Some hobbyists carve models by hand. Others make
   boats and ships from accurate kits sold by hobby shops. These
   models are made of plastic or wood. Some sailboat modelmakers
   belong to clubs that sponsor races.

10. Write the topic and main idea of this paragraph.
Next to the air we breathe, water is probably the most important thing in our lives. Without it, both men and animals would die. The bodies of living animals and plants contain more water than any other substance.

11. What type of information is listed after any Roman numeral in any outline?
12. What type of information is listed after any capital letter in any outline?
13. What type of information is listed after any number in any outline?
14. What type of information is listed after any small letter in any outline?
15. Why are main ideas indented in any outline?

Answer the rest of the questions using the outline below.

16. What is the whole outline about?
17. What is the first main idea in this outline?
18. What is the fifth topic in this outline?
19. What is the third detail?

**Natural Resources of Michigan**

I. Soil
   A. Gray, ashlike loam
      1. Northern section of the Lower Peninsula
      2. Upper Peninsula
   B. Dark or light colored and salty soil
      1. Schoolcraft County
      2. Luce County
      3. Mackinac County
   C. Gray-brown forest soil - most of southern Lower Peninsula
   D. Variety of soils on eastern shore

II. Minerals
   A. Iron-ore ranges - the greatest in the world
      1. Marquette range
      2. Menominee range
      3. Gogebic range
B. Copper found in Keweenaw Peninsula
C. Petroleum found in Central Michigan
D. Salt deposits which could supply the world for thousands of years
   1. Saginaw Valley
   2. St. Clair and Detroit rivers
   3. Western shore of the state
E. Gypsum deposits found in central Michigan
F. Limestone and shale found throughout state
G. Coal found in central Michigan

III. Forests
A. Cover about 20,000,000 acres or more than half of the state
B. Private owners control about 12,000,000 acres
C. Types of wood
   1. Hardwoods
      a. Aspen, maple, birch, elm, oak, and beech
      b. Cover three-fourths of Michigan's timber area
   2. Softwoods
      a. Spruce, fir, cedar and white pine
      b. Great commercial importance

IV. Plant Life
A. Wild fruits
B. Flowers

V. Animal Life
A. Kinds of fish
B. Fur and game animals

Probe 2

1. Explain the word topic as it is used in the following sentence:
   Most well-written paragraphs are written about one topic.

2. State the rule for choosing a topic. That is, how would you prove to someone that you have chosen the correct topic.

3. Explain the word main idea as it is used in the following sentence:
   Most well-written paragraphs are written about one main idea. A main idea is also called a topic sentence.

4. Write the rule for choosing the main idea. That is, how would you prove that you have chosen the correct main idea.

5. Explain the term supporting details.

6. Write the rule for choosing supporting details.
7. There are two times when you might write a main idea in your own words rather than copying it from the paragraph. When would you write the main idea in your own words?

8. Write the topic, main idea and supporting details of this paragraph.

Wars have always caused great suffering and hardship. Most people hate war, yet for hundreds of years war has been going on somewhere in the world nearly all the time. War is a man-made disaster. Earthquakes and floods happen to mankind, but man makes war himself. To understand why wars go on when nearly everyone wants peace, we must look into the nature of war.

9. Write the topic, main idea and details of this paragraph.

Water is so easy for most people to get that they seldom think how necessary it is for man, animal, and plant. But the pioneer of Daniel Boone's day had to hunt for a never-failing spring or brook before deciding upon a spot for a cabin. Bitter battles have been fought for the possession of some muddy water hole or tiny stream which would furnish this liquid.

10. Write the topic and main idea of this paragraph.

Weasels belong to the flesh-eating, or carnivorous, animal group. They have keen sight and smell, and are good hunters. Weasels sometimes kill farm poultry. But they can also be useful when they destroy troublesome pests. Weasels have a strong, unpleasant odor. These slim animals move swiftly.

11. What symbols are used for listing topics in any outline?

12. What symbols are used for listing main ideas in any outline?

13. What symbols are used for listing supporting details in any outline?

14. If there is more information about a specific detail, what symbol is used in any outline?

15. Why are supporting details indented in any outline?

16. How do you find out what any specific outline is about?

Answer the rest of the questions using the outline on the next page?

17. What is the second main idea?

18. What is the third topic?

19. What is the fourth detail?
Types of Sports

I. Individual Sports
   A. Oldest and most popular
   B. Do not require a team, but do require an opponent
   C. Can also be played by a team
   D. Types
      1. Boxing
      2. Fencing
      3. Tennis
      4. Wrestling

II. Combative Sports
   A. One person against another in the keenest type of competition
   B. Must be carefully played and supervised
   C. Can only be fun when done in a safe way
   D. Types
      1. Boxing
      2. Fencing
      3. Wrestling

III. Water Sports
   A. Public beaches and pools packed with people
   B. Many schools have their own pools
   C. Types
      1. Hunting and fishing
      2. In the water
         a. Swimming
         b. Skin diving
         c. Wading
      3. On the water
         a. Diving
         b. Boating and sailing
         c. Water skiing

IV. Outdoor Sports
   A. Camping trips
   B. Hiking

V. Team Sports
   A. Requires close team work
   B. Types
      1. Baseball
      2. Basketball
      3. Football
      4. Soccer
      5. Ice hockey
Probe 3

1. Explain the word topic.

2. State the rule for choosing a topic.

3. Explain the word main idea.

4. Write the rule for choosing the main idea.

5. Explain the term supporting details.

6. State the rule for choosing supporting details.

7. List two times when you would write the main idea in your own words rather than copying it from the paragraph.

8. Write the topic, main idea and details of this paragraph.

Sportsmanship demands honesty, fair play, cooperation, competitive spirit, respect for authority and rules, acceptance of responsibility, and respect for others. The true sportsman plays hard in order to win, but respects his opponent and accepts defeat gracefully. A hunter who is a true sportsman observes game regulations and gives his quarry a fair chance.

9. Write the topic, main idea and details of this paragraph.

Sometimes plants usually considered weeds are actually useful. They may serve as food for wild animals and birds. Certain weeds can be used as forage for farm animals. Also, weeds often help to control soil erosion.

10. Write the topic, and main idea of this paragraph.

A diver may make a dive from a running or standing position. A diver may perform dives from three positions. The body may be straight or in layout. The diver, when in the air, may bring his knees up close to or touching his chest in a tuck. The diver may bend his body forward from the hips, keep his legs straight at the knees, and his toes pointed in a pike.

11. What type of information is listed after any capital letter in any outline?

12. What type of information is listed after any number in any outline?

13. What type of information is listed after any small letter in any outline?
14. Why are main ideas indented in any outline?

15. What type of information is listed after any Roman numeral in any outline?

Answer the rest of the questions using the outline below.

16. What is the whole outline about?

17. There is more information about the first detail. What is it?

18. What is the third topic.

19. What is the first main idea after the third topic.

**Kinds of Hobbies**

I. Collections
   A. Many persons find collecting things a natural habit
   B. Types of collections
      1. Objects that are only novelties
         a. Cigar bands
         b. Match boxes
      2. Beautiful objects such as porcelain figurines
      3. Inexpensive useful items like buttons
      4. Expensive objects like paintings

II. Do-It-Yourself and Handicraft
    A. Fun and relaxation for people who like to use their hands
    B. Can be useful in making home improvements
    C. Many books and pamphlets for these
    D. Most popular ones
       1. Cabinetmaking
       2. Enameling on copper
       3. Weaving
       4. Making pottery
       5. Making jewelry
       6. Making mosaics
       7. Printing fabrics
       8. Wood burning
    E. Can be done inexpensively
       1. Start on a small scale
       2. Add to it as interest and skill increase
    F. Need not take up too much space

III. The Arts - Outlet for Creative Natures and Artistic Talents
    A. Dancing
       1. Popular form of recreation
       2. Many people attend dancing classes
B. Drama
1. For people who enjoy acting
2. Amateur acting groups put on productions
3. Sometimes they just enjoy reading plays out loud

C. Drawing, etching and painting

D. Music
1. Singing
2. Playing and instrument
3. Collecting records
4. Attending concerts
5. Writing music

E. Sculpture and carving

F. Metalwork and jewelry

G. Writing
1. Enjoy writing articles or poems
2. Can sell for money

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**Probe 4**

1. Explain the word topic.

2. State the rule for choosing a topic.

3. Explain the term main idea.

4. Write the rule for choosing a main idea.

5. Explain the term supporting details.

6. State the rule for choosing supporting details.

7. List two times when you would write the main idea in your own words rather than copying it from the paragraph.

8. Write the topic, main idea and details of this paragraph.

Some types of dogs are especially bred for hunting. Hound dogs follow the scent of game animals. Pointing dogs, like setters, pointers and Brittany spaniels, discover game by scent and then show the hunter the game by "pointing," or standing in a rigid position. Retrievers swim out into the water for dead waterfowl.

9. Write the topic, main idea and details of this paragraph.

A gum tree is the name of several trees that produce gum. The most common is sapodilla, which produces a gum called chicle. This large forest tree grows in the tropics of both hemispheres. The sapodilla must grow for about 70 years before it can be tapped.
The flowers are small and the fruits are considered good to eat.

10. Write the topic and main idea of this paragraph.

**Whitewash is a white mixture made from whiting, glue, water, common salt, rice flour, and unslaked lime. It is used instead of paint to put a coating of basement walls, the walls of light-houses, the inside walls of barns, fences, and other spots where a clear white is desired and where paint is too expensive to be practical. Whitewash is applied with a brush, in much the same manner as paint. A heavy coating of whitewash over rough mortar plaster closes the pores of the plaster against moisture and dirt.**

11. How would you find out what any specific outline is about?

12. What symbols are used for listing any topic in any outline?

13. What symbols are used for listing any main idea in any outline?

14. What symbols are used for listing any details in any outline?

15. Why are details indented in any outline?

16. If there is more information about a specific detail, what symbol is used in any outline?

**Answer the following questions using the outline below.**

17. What is the third main idea?

18. What is the third topic?

19. What is the third detail under the second main idea?

**Natural Resources of Michigan**

I. Soil
   A. Gray, ashlike loam
      1. Northern section of the Lower Peninsula
      2. Upper Peninsula
   B. Dark or light colored and salty soil
      1. Schoolcraft County
      2. Luce County
      3. Mackinac County
   C. Gray-brown forest soil - most of southern Lower Peninsula
   D. Variety of soils on eastern shore
II. Minerals
   A. Iron-ore ranges – the greatest in the world
      1. Marquette range
      2. Menominee range
      3. Gogebic range
   B. Copper found in Keweenaw Peninsula
   C. Petroleum found in Central Michigan
   D. Salt deposits which could supply the world for thousands of years
      1. Saginaw Valley
      2. St. Clair and Detroit rivers
      3. Western shore of the state
   E. Gypsum deposits found in central Michigan
   F. Limestone and shale found throughout state
   G. Coal found in central Michigan

III. Forests
   A. Cover about 20,000,000 acres or more than half of the state
   B. Private owners control about 12,000,000 acres
   C. Types of wood
      1. Hardwoods
         a. Aspen, maple, birch, elm, oak, and beech
         b. Cover three-fourths of Michigan's timber area
      2. Softwoods
         a. Spruce, fir, cedar, and white pine
         b. Great commercial importance

IV. Plant Life
   A. Wild fruits
   B. Flowers

V. Animal Life
   A. Kinds of fish
   B. Fur and game animals

Probe 5

1. Explain the word topic.
2. State the rule for choosing a topic.
3. Explain the term main idea.
4. Write the rule for choosing the main idea.
5. Explain the term supporting details.
6. State the rule for choosing supporting details.
7. List two times when you would write the main idea in your own words rather than copying it from the paragraph.

8. Write the topic, main idea and details of this paragraph.

Giant automobile plants in Detroit, Flint, Dearborn and other cities employ more than half the state's manufacturing workers. Henry Ford, Ransom E. Olds, and other pioneer auto makers helped make Detroit the automobile capital of the world. Grand Rapids ranks as one of the nation's most important furniture centers. Battle Creek is famous for its breakfast cereals. Michigan leads the nation in the production of athletic and sporting goods.

9. Write the topic, main idea and details of this paragraph.

Wages are the prices paid for the services of labor. Hours are the normal working period of labor, usually figured by the day or the week. The wages of workers determine their ability to buy goods. The hours of labor affect the workers' efficiency.

10. Write the topic and main idea of this paragraph.

The first "horseless carriages" chugged and snorted over streets and roads in the late 1800's. Since then, the automobile has completely changed the lives of people in the United States, Canada, and other parts of the world. It has influenced the location of our homes, the kinds of houses we build, the schools we attend, the way we earn our living, the food we eat, and how we spend our leisure time. The automobile has enabled us to see more of the world easily and comfortably.

11. What type of information is listed after any small letter in any outline?

12. What type of information is listed after any Roman numeral in any outline?

13. What type of information is listed after any capital letter?

14. What type of information is listed after any number in any outline?

15. Why are main ideas indented in any outline?

Answer the next questions using the outline on the next page.

16. What is the fifth detail?

17. What is the second topic?

18. What is the second main idea under the fourth topic?
19. What is the whole outline about?

Types of Sports

I. Individual Sports
   A. Oldest and most popular
   B. Do not require a team, but do require an opponent
   C. Can also be played by a team
   D. Types
      1. Boxing
      2. Fencing
      3. Tennis
      4. Wrestling

II. Combative Sports
   A. One person against another in the keenest type of competition
   B. Must be carefully played and supervised
   C. Can only be fun when done in a safe way
   D. Types
      1. Boxing
      2. Fencing
      3. Wrestling

III. Water Sports
   A. Public beaches and pools packed with people
   B. Many schools have their own pools
   C. Types
      1. Hunting and fishing
      2. In the water
         a. Swimming
         b. Skin diving
         c. Wading
      3. On the water
         a. Diving
         b. Boating and sailing
         c. Water skiing

IV. Outdoor Sports
   A. Camping trips
   B. Hiking

V. Team Sports
   A. Requires close team work and fast action
   B. Types
      1. Baseball
      2. Basketball
      3. Football
      4. Soccer
      5. Ice hockey
Probe 6

1. Explain the word topic.

2. Write the rule for choosing a topic.

3. Explain the term main idea.

4. Write the rule for choosing a main idea.

5. Explain the term supporting details.

6. Write the rule for choosing supporting details.

7. List two times when you would write the main idea in your own words rather than copying it from the paragraph.

8. Write the topic, main idea and details of this paragraph.

   Millions of magazines are sold and read in the United States every week. They provide information and entertainment of many kinds. Some magazines are concerned with debating foreign policy and national defense. Some discuss the latest developments in science and mechanics. Some provide descriptions of other countries. Some merely amuse us with stories about love and romance, cowboy days in the Far West, or detectives tracking down criminals.

9. Write the topic, main idea and details of this paragraph.

   Beautiful scenery, wildlife, and resorts help make Michigan one of the most popular vacation lands in the United States. The state's tourist industry ranks second in importance only to automobile manufacturing. Michigan has the longest shore line of any state. Its 11,000 lakes and 36,350 miles of rivers abound with fish, and it probably has more deer than any other state. Michigan usually outranks all other states in the number of hunting licenses issued each year. Forests cover over half of Michigan.

10. Write the topic and main idea of this paragraph.

    Water sports include all sports that are played under, on or above the water. Some are traditional, like swimming, fishing, diving, and boating. Others were developed in the 1800's and 1900's. Among more recent water sports are skin diving, spearfishing, surfboard riding, water polo, and water skiing. The Olympic Games program includes swimming, diving, and other water sports.

11. If there is more information about a specific detail, what symbol is used in any outline?
12. How do you find out what any specific outline is about?

13. What symbols are used for listing supporting details in any outline?

14. Why are supporting details indented in any outline?

15. What symbols are used for listing main ideas in any outline?

16. What symbols are used for listing any topics in any outline?

Answer the following questions using the outline below.

17. What is the third main idea under the second topic?

18. What is the fourth detail under the second main idea?

19. What is the third topic?

Kinds of Hobbies

I. Collections
   A. Many persons find collecting things a natural habit
   B. Types of collections
      1. Objects that are only novelties
         a. Cigar bands
         b. Match boxes
      2. Beautiful objects such as porcelain figurines
      3. Inexpensive useful items like buttons
      4. Expensive objects like paintings

II. Do-It-Yourself and Handicraft
    A. Fun and relaxation for people who like to use their hands
    B. Can be useful in making home improvements
    C. Many books and pamphlets for these
    D. Most popular ones
       1. Cabinetmaking
       2. Enameling on copper
       3. Weaving
       4. Making pottery
       5. Making jewelry
       6. Making mosaics
       7. Printing fabrics
       8. Woodturning
    E. Can be done inexpensively
       1. Start on a small scale
       2. Add to it as interest and skill increase
    F. Need not take up too much space
III. The Arts - Outlet for Creative Natures and Artistic Talents

A. Dancing
1. Popular form of recreation
2. Many people attend dancing classes

B. Dramas
1. For people who enjoy acting
2. Amateur acting groups put on productions
3. Sometimes they just enjoy reading plays out loud

C. Drawing, etching and painting

D. Music
1. Singing
2. Playing an instrument
3. Collecting records
4. Attending concerts
5. Writing music

E. Sculpture and carving

F. Metalwork and jewelry

G. Writing

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Probe 7

1. Explain the word topic.

2. State the rule for choosing a topic.

3. Explain the word main idea.

4. Write the rule for choosing the main idea.

5. Explain the term supporting details.

6. State the rule for choosing supporting details.

7. List two times when you would write the main idea in your own words instead of using the words in the paragraph.

8. Write the topic, main idea and details of this paragraph.

   Marbles is a children's game played with little balls of many colors. It is a very old game. Egyptian and Roman children played with marbles before Christ was born. In the United States, the neighborhood marbles game is one of the signs of Spring. The game is so popular that many cities and states have marble tournaments, with special referees and scorekeepers.

9. Write the topic, main idea and details of this paragraph.

   Agriculture is the world's most important industry. The main branches of agriculture include crop-farming, dairying, ranching,
poultry-raising, and fruitgrowing. But not all work related to
take place on farms. Many businesses process, package
and sell farm products. Trucks and railroads haul the farmer's
crops and livestock to market. Other industries make fertilizer,
tools, and machines for farming. All these activities play an
important part in agriculture.

10. Write the topic and main idea of this paragraph.

Most dogs can be trained as watch dogs to guard their masters' homes and property. Their barking and growling frighten burglars, and awaken sleeping families in case of fire. Fierce watchdogs protect stores and factories at night. Sometimes dogs accompany policemen on lonely beats. Bloodhounds track down criminals. Specially-trained seeing eye dogs lead blind persons. German shepherds and other dogs are trained to find people buried under avalanches in the Alps.

11. What type of information is listed after any number in any outline?

12. What type of information is listed after any small letter in any outline?

13. What type of information is listed after any Roman numeral in any outline?

14. What type of information is listed after any capital letter?

15. Why are main ideas indented in any outline?

Answer the following questions using the outline below.

16. What is the first detail?

17. What will the whole outline talk about?

18. What is the first main idea?

19. What is the first topic?

Natural Resources of Michigan

I. Soil
   A. Gray, ashlike loam
      1. Northern section of the Lower Peninsula
      2. Upper Peninsula
   B. Dark or light colored and salty soil
      1. Schoolcraft County
2. Luce County
3. Mackinac County
C. Gray-brown forest soil - most of southern Lower Peninsula
D. Variety of soils on eastern shore

II. Minerals
A. Iron-ore ranges - the greatest in the world
   1. Marquette range
   2. Menominee range
   3. Gogebic range
B. Copper found in Keweenaw Peninsula
C. Petroleum found in Central Michigan
D. Salt deposits which could supply the world for thousands of years
   1. Saginaw Valley
   2. St. Clair and Detroit rivers
   3. Western shore of the state
E. Gypsum deposits found in central Michigan
F. Limestone and shale found throughout state
G. Coal found in central Michigan

III. Forests
A. Cover about 20,000,000 acres or more than half of the state
B. Private owners control about 12,000,000 acres
C. Types of wood
   1. Hardwoods
      a. Aspen, maple, birch, elm, oak, and beech
      b. Cover three-fourths of Michigan's timber area
   2. Softwoods
      a. Spruce, fir, cedar and white pine
      b. Great commercial importance

IV. Plant Life
A. Wild fruits
B. Flowers

V. Animal Life
A. Kinds of fish
B. Fur and game animals

Probe 8

1. Explain the word topic.

2. State the rule for choosing a topic.

3. Explain the word main idea.

4. Write the rule for choosing the main idea.
5. Explain the term supporting details.

6. State the rule for choosing supporting details.

7. List two times when you would write the main idea in your own words rather than copying it from the paragraph.

8. Write the topic, main idea and details of this paragraph.

   Scientists are not sure exactly how an animal knows when it is time to retire to its concealed place for the winter. For some animals, lack of food seems to be the stimulus. In many animals, cold induces sleep. For example, certain animals go to sleep when the air temperature drops below 60°F. Other animals seem to be influenced by the shorter daylight hours as winter approaches. The ability and inclination to hibernate is inherited, and is characteristic of the species to which the animal belongs.

9. Write the topic, main idea and details of this paragraph.

   Agriculture includes the growing of plants and the raising of animals for food, clothing, and other needs of man. The word agriculture comes from the Latin words ager, meaning field, and cultura, meaning cultivation. The bacon and cereal we eat for breakfast come from agricultural products. So do the raw materials for woolen suits, cotton dresses, and leather shoes. Factories also make paints, plastics, and medicines from farm products.

10. Write the topic and main idea of this paragraph.

    A ship model is a small copy of a full-sized ship or boat. Making ship models can be a fascinating hobby for both children and adults. Some hobbyists carve models by hand. Others make boats and ships from accurate kits sold by hobby shops. These models are made of plastic or wood. Some sailboat modelmakers belong to clubs that sponsor races.

11. What symbols are used for listing supporting details in any outline?

12. If there is more information about a specific detail, what symbol is used in any outline?

13. How do you find out what a whole outline is about?

14. What symbols are used for listing topics in any outline?

15. Why are supporting details indented in any outline?

16. What symbols are used for listing main ideas in any outline?
Answer the following questions using the outline below.

17. What is the second detail?

18. What is the second topic?

19. What is the second main idea?

**Types of Sports**

I. Individual Sports  
A. Oldest and most popular  
B. Do not require a team, but do require an opponent  
C. Can also be played by a team  
D. Types  
1. Boxing  
2. Fencing  
3. Tennis  
4. Wrestling

II. Combative Sports  
A. One person against another in the keenest type of competition  
B. Must be carefully played and supervised  
C. Can only be fun when done in a safe way  
D. Types  
1. Boxing  
2. Fencing  
3. Wrestling

III. Water Sports  
A. Public beaches and pools packed with people  
B. Many schools have their own pools  
C. Types  
1. Hunting and fishing  
2. In the water  
   a. Swimming  
   b. Skin diving  
   c. Wading  
3. On the water  
   a. Diving  
   b. Boating and sailing  
   c. Water skiing

IV. Outdoor Sports  
A. Camping trips  
B. Hiking
V. Team Sports  
A. Requires close team work and fast action  
B. Types  
1. Baseball  
2. Basketball  
3. Football  
4. Soccer  
5. Ice hockey

Probe 9

1. Explain the word topic.  
2. State the rule for choosing a topic.  
3. Explain the word main idea.  
4. Write the rule for choosing the main idea.  
5. Explain the term supporting details.  
6. State the rule for choosing supporting details.  
7. List two times when you would write the main idea in your own words.  
8. Write the topic, main idea and supporting details of this paragraph.

    Sportsmanship demands honesty, fair play, cooperation, competitive spirit, respect for authority and rules, acceptance of responsibility, and respect for others. The true sportsman plays hard in order to win, but respects his opponent and accepts defeat gracefully. A hunter who is a true sportsman observes game regulations and gives his quarry a fair chance.

9. Write the topic, main idea and supporting details of this paragraph.

    Sometimes plants usually considered weeds are actually useful. They may serve as food for wild animals and birds. Certain weeds can be used as forage for farm animals. Also, weeds often help to control soil erosion.

10. Write the topic and main idea of this paragraph.

    A diver may make a dive from a running or standing position. A diver may perform dives from three positions. The body may be
straight, or in layout. The diver, when in the air, may bring his knees up close to or touching his chest in a tuck. The diver may bend his body forward from the hips, keep his legs straight at the knees, and his toes pointed in a pike.

11. What symbols are used for listing details in any outline?

12. If there is more information about a specific detail, what symbol is used in any outline?

13. How do you find out what a whole outline is about?

14. What symbols are used for listing topics in any outline?

15. Why are supporting details indented in any outline?

16. What symbols are used for listing main ideas in any outline?

Answer the following questions using the outline below.

17. What is the second detail?

18. What is the second topic?

19. What is the second main idea?

Kinds of Hobbies

I. Collections
   A. Many persons find collecting things a natural habit
   B. Types of collections
      1. Objects that are only novelties
         a. Cigar bands
         b. Match boxes
      2. Beautiful objects such as porcelain figurines
      3. Inexpensive useful items like buttons
      4. Expensive objects like paintings

II. Do-It-Yourself and Handicraft
   A. Fun and relaxation for people who like to use their hands
   B. Can be useful in making home improvements
   C. Many books and pamphlets for these
   D. Most popular ones
      1. Cabinetmaking
      2. Enameling on copper
      3. Weaving
      4. Making pottery

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5. Making jewelry
6. Making mosaics
7. Printing fabrics
8. Wood burning
E. Can be done inexpensively
   1. Start on a small scale
   2. Add to it as interest and skill increase
F. Need not take up too much space

III. The Arts - Outlet for Creative Natures and Artistic Talents
A. Dancing
   1. Popular form of recreation
   2. Many people attend dancing classes
B. Drama
   1. For people who enjoy acting
   2. Amateur acting groups put on productions
   3. Sometimes they just enjoy reading plays out loud
C. Drawing, etching and painting
D. Music
   1. Singing
   2. Playing and instrument
   3. Collecting records
   4. Attending concerts
   5. Writing music
E. Sculpture and carving
F. Metalwork and jewelry
G. Writing
   1. Enjoy writing articles or poems
   2. Can sell for money
APPENDIX I

OUTLINING PRESKILLS PROGRAM

CHAPTER I

INTRODUCTION

Often, as students, we are given a great deal of information which we must try to understand. We want to arrange that information into a form which will be helpful at some later time. It is also important to spend our time with only the important information. Outlining is one way to arrange information in a useful way.

Outlines can be used for a lot of different purposes. They can be helpful when preparing a report, a position paper and studying for tests. Outlines can also be useful when taking notes from a lecture, movie or discussion.

The outlining preskills that you will be learning here will be organized in a very specific way. Generally, the information will be short but complete enough that you can retell or rewrite the information at some later time. The information will be kept short by using key words and phrases.

The program will take you step by step through all of the preskills that you should know to write a good outline. It will teach you the necessary building blocks by using paragraphs. You will be asked to perform exercises in each part of the process. Follow the program as it is written. By the end you will be able to use outline preskills in all of the ways already suggested plus other ways you may choose.
CHAPTER II

TOPICS

Most well written paragraphs are written about one topic. A topic is a word or phrase that generally tells about the whole paragraph. The rule for choosing the topic is: Most of the sentences in the paragraph are about the topic. For example, the topic of the following paragraph is maps. Count the number of sentences that are about maps.

Almost everyone uses a map at one time or another. Maps help us travel from place to place, and to understand the world around us. They help us plan vacation trips and follow news events in all parts of the world. Businessmen use maps to find good places to sell and ship their products. Armed forces use maps to plan attack and defense strategy. Special kinds of maps serve different uses. One kind of map may show the number of people in every country in the world. Another map may compare the amount of rain that falls in different lands. Still another may show the different types of trees that grow in various parts of the world.

It is easy to decide that the above paragraph is about the topic maps. All of the sentences make a statement about maps.

The first exercise will be as easy as this paragraph. In each paragraph, almost every sentence will make a statement about the topic. Remember to use the rule for choosing a topic by counting the number of sentences in the paragraph which talk about your topic choice.

Exercise A - Instructions: Read each paragraph. Write the topic on the line.

Exercise A1 - Topic ____________________________

People wear clothing made from wool to keep them warm in winter and cool in summer. Wool acts as a natural insulator and protects the body from outside changes in temperature. Wool is comfortable, too, because it gives warmth without weight and absorbs moisture without feeling wet to the skin.
Exercise A2 - Topic ___________________    

A weasel is a small furry animal, whose white winter coat gives us the fur called ermine. Any weasel in its winter coat may be called an ermine, but some do not have such fine fur as others. Some weasels that live in the southern part of the United States do not turn white in the winter. The weasel family also include martens, badgers, skunks, and otters.

Exercise A3 - Topic ___________________

A savings bond is a kind of bond issued by the United States government. Through the sale of savings bonds, the federal government borrows billions of dollars in small amounts from many individuals. The person who buys a savings bond agrees to lend his money to the government for a certain length of time. The government agrees to pay interest on the money it borrows. A savings bond is thus a form of government debt.

Exercise A4 - Topic __________________

As a medium of exchange, money is a go-between in trade. A farmer sells his wheat for money. He then uses the money to buy a tractor from a farm-machinery dealer. In both cases, money is the thing spent. Money is accepted and desired only because it may be exchanged for other things. Without money, there would be little buying and selling. Some goods could be exchanged by barter, or trading. Two schoolboys might swap a comic book for some marbles. But most people would find it impossible to barter for everything they need.

Check your work. The answers are upside down on the bottom of this page. If your answers are all correct, ask your teacher for probe 1. If you made one or more errors, review the rule and definition of a topic. Count the number of sentences in each paragraph to be sure that you agree with the correct answer. Then ask your teacher for more practice on exercise A.

Sometimes topics are not as easy to find as those in the last paragraphs. A different form of the word might be used in the same
paragraph. Or the first sentence will talk about working while the rest of the sentences talk about workers. In both cases, you will count the statements made about each form. Then choose the form that is used in the most sentences.

Read the following paragraph and decide if the topic is about:

a. air pollution    b. air pollutants    c. substances or d. air

Air pollution is a term used to describe the presence of undesirable substances in the air. Such substances are called air pollutants when they accumulate in sufficient amounts to cause damage or annoyance. Natural air pollutants include pollen, plant spores, sands and dust stirred up by winds, and smoke from fires. Man-made pollution consists of visible dust, smoke, fumes, and many kinds of invisible gases. The total amount of pollutants is small compared to the total volume of air. But when excessive amounts become concentrated in the particular locality, it becomes necessary to set up controls to avoid damage.

If you chose air pollutants, then you are correct. If you did not, go back and count the number of sentences that are about air pollutants.

This paragraph is tricky because the first sentence uses the word air pollution. However, the rest of the sentences use air pollutants, a different form of the same word.

Other paragraphs will use pronouns. These will be the most difficult because it will be necessary to figure out what the pronoun is referring to. Read the next paragraph and decide if the topic is about: a. skill b. trained c. skillful d. sports or e. they

Sports demand a combination of physical skill and strength, an alert mind, enthusiasm, purpose, and usually teamwork. They represent accomplishment for which the body must be trained, and for which a person must work to become skillful.

In the above paragraph the pronoun they, in the second sentence, refers to sports in the first sentence.
Review what you have learned about topic. Below are two items related to what you learned. Write the definition of a topic and the rule for choosing the topic. Do this without looking at page 2.

Define topic _____________________________________________________________

Rule _________________________________________________________________

Now look back at page 2. Make sure you have the correct rule and definition. If not, change yours.

Exercise B - Instructions: Circle the letter which tells the topic of the paragraph.

Exercise B1

There were so few automobiles in the United States in 1896 that the Barnum & Bailey Circus displayed one as its main oddity. People traveling in carriages feared automobiles because they frightened horses and made them run away. Vermont passed a law in 1894 that made it illegal for anyone to drive a car on a public road unless someone walked several hundred feet ahead to give warning.

a. Vermont  b. automobiles  c. car  d. carriages

Exercise B2

Hershey, Pennsylvania is a privately owned community 12 miles east of Harrisburg. It was founded in 1903 as a chocolate-manufacturing center by Milton S. Hershey and is owned by the Hershey Chocolate Corporation. Among the town's well-planned features are a 1,000 acre park, a sports arena, a recreational center, and the Hershey Industrial School for orphan boys.

a. chocolate  b. Hershey, Penn.  c. town  d. community

Exercise B3

Animals live in almost every part of the world. They are found in hot places and cold. They live deep in the ocean and near tops of high mountains. In all, there are more than three million different kinds of animals.

a. ocean  b. every part of the world  c. they  d. animals
Exercise B4

Dogs have earned man's love and respect with their faithfulness and devotion. Many dogs have given their own lives to save or protect their masters. Dogs guard the home, and herd cattle and sheep. Their keen sense of smell makes them fine hunting companions. Dogs like to be with people, especially children, and often howl sadly when left alone. One of the happiest sights is a dog greeting a child with joyful barks and wagging tail.

a. people b. dogs c. masters d. their

Check your work to see if it is correct. The answers are upside down on the bottom of this page. If your choices are all correct, continue with the next exercise. If you made one or more mistakes, review the definition and rule for finding topics. Count the number of sentences in each paragraph to be sure you agree with the correct answer. Then ask your teacher for more practice on exercise B.

Exercise C - Instructions: In the blank space write the topic of each paragraph.

Exercise C1

A department store is a store which sells many different kinds of goods, each arranged in a separate department. Modern department stores serve the needs of entire families. People enjoy shopping in such stores because they can make all their purchases under one roof. Department stores depend on many customers in order to exist. Therefore, companies usually open them in large cities. Some companies open chain stores in different cities. Many department stores have branch stores in large suburban communities.

Exercise C2

The White House is the official home of the President of the United States. It is often called the Executive Mansion. The White House stands on Pennsylvania Avenue in Washington, D. C. The building is not very large, but it has dignity and excellent proportions.
Exercise C3

The Dixie Highway is a series of scenic automobile roads that lead from the Straits of Mackinac, at the northern line of Lake Michigan, to Miami, near the southern end of the peninsula of Florida. It has two main routes, an east route and a west route. The east route passes through Detroit, Michigan; Cincinnati, Ohio, and Jacksonville, Florida. The west route passes through South Bend, Indiana; Louisville, Kentucky, and Atlanta, Georgia.

Exercise C4

A moment is the smallest amount of time. It has no particular length. When most people speak of a moment, they mean a few seconds or a few minutes. But a moment is too small to be measured. Philosophers think of a moment as an instant or a point in time. The idea of a moment, or point in time, is important in philosophy, but has no practical scientific use.

Check your answers to see if they match topic choice. The answers for this exercise are upside down on the bottom of this page. If your answers are all correct, ask your teacher for probe 3. If you made one or more errors, review the definition and rule for finding topics. Look in the paragraphs for the pronouns that describe the topic. Then ask your teacher for more practice on exercise C.
CHAPTER III

MAIN IDEAS

Choosing the Main Idea

Well-written paragraphs are not only written about a specific topic; but they also include a main idea about that topic. A main idea is one sentence that summarizes or tells the most important information about the topic. Main ideas are sometimes called topic sentences. Often one sentence in the paragraph can be chosen as the main idea. The rule for choosing the main idea is: Most of the sentences in the paragraph will be about the main idea. Most of the sentences in the paragraph are about the topic. The main idea is the sentence that gives more information about the topic. The main idea is more specific than the topic. It will be easier to find the main idea if you have already found the topic.

Read the following paragraph. First decide what the topic is.

A machine is a device which changes one kind of motion into another kind of motion. But machines cannot create energy. It is impossible to get more work or energy out of a machine than the work that is put into it. In fact, even under the best conditions, the machine never performs as much work as the amount of energy that is put into it.

Right, the topic of this paragraph is machines. Now reread the paragraph and choose a sentence that summarizes or tells the most important information about the topic.

The main idea is the sentence that defines the topic of machines. In the example given, the main idea is found in the first sentence. The main idea is not always found in the first sentence. Sometimes it will be in the middle or at the end of the paragraph. Other times there may not even be a specific main idea sentence and you will have to make up your
own words when the main idea is very long and includes unimportant information.

Before doing the exercises, write the definitions and rules for topic and main idea. Do not look back at the definitions and rules until after you have written them.

Define topic __________________________________________________________
Rule ___________________________________________________________________
Define main idea ______________________________________________________
Rule ___________________________________________________________________

Now compare your answers to those on pages 2 and 8.

In the next two exercises the main ideas are found in the paragraph.

Exercise D - Instructions: Write the topic on the line. Then circle the letter which tells the main idea of the paragraph.

Exercise D1 ____________________________________________________________
A sentence is a complete thought expressed in words. It may use one word or any number of words. "Stop!" is a clear, complete sentence. There are many other one-word sentences in our language. Sentences may also use many words. In Victor Hugo's novel, Les Miserables, there is a sentence containing 823 words. Long sentences may be confusing. But this famous long one is clear, because it is well put together.

a. Long sentences may be confusing.
b. It may use one word or any number of words.
c. Sentences may also use many words.
d. A sentence is a complete thought expressed in words.

Exercise D2 ____________________________________________________________
A glider is an airplane which flies without an engine. It is man's closest approach to flying like a bird, silently and without effort. A glider can glide downhill on air, like a sled coasting down a snow-covered hill. It also can soar upward on rising wind and heat currents in the air. Flying in a glider is somewhat like riding up and down on an invisible roller coaster.
a. A glider is an airplane which flies without an engine.

b. Flying in a glider is somewhat like riding up and down in an invisible roller coaster.

c. A glider can glide downhill on air, like a sled coasting down a snow-covered hill.

d. It is man's closest approach to flying like a bird, silently and without effort.

Exercise D3

Dairying is that branch of agriculture which is concerned with producing milk, butter, evaporated milk, ice cream, cheese and dried milk products. It includes the care and feeding of the cattle which give the milk. Dairy farming is one of the leading farm activities in the United States, with a cash return in some years as high as $5,300,000,000. More than 2,000,000 farm families earn all or part of their living from dairying.

a. It includes the care and feeding of cattle which give the milk.

b. More than 2,000,000 farm families earn all or part of their living from dairying.

c. Dairying is that branch of agriculture which is concerned with producing milk, butter, evaporated milk, ice cream, cheese and dried milk products.

d. Dairy farming is one of the leading farm activities in the United States, with a cash return in some years as high as $5,300,000,000.

Check your work to see if it is correct. The answers are on the bottom of this page. If your topics and main ideas are all correct, continue with the next exercise. If you made one or more mistakes, review the definitions and rules for choosing topics and main ideas. Count the number of sentences in each paragraph to be sure you agree with the correct answer. Then ask your teacher for more practice on exercise D.
Exercise E - Instructions: Write the topic and main idea for each paragraph on the lines.

Exercise E1  Topic ___________________  Main idea __________

A magazine is a collection of articles or stories and pictures on various topics. It appears at regular intervals. The magazine usually represents the work of several different authors or artists. Magazines differ from newspapers because they do not usually concentrate upon giving the reader a summary of immediate news. There is a special type of magazine, called a news magazine, which summarizes the weekly news.

Exercise E2  Topic ___________________  Main idea __________

Many animals pass the harsh winter in the long sleep, called hibernation. The word means winter sleep and comes from the Latin word for wintry, hibernus. Besides falling asleep, the animal may also go through certain body changes. These changes help it live through long periods when the weather is severe and food is scarce.

Check your work, the answers are at the bottom of this page.

0 errors = ask your teacher for probe 4.

1 or more errors = 1) Review definitions and rules, 2) count sentences to confirm answers, 3) ask for more practice on exercise E.

Position of Main Ideas

The main ideas in the exercises you just finished were in the first sentence. Main ideas may be in the middle or at the end of the paragraph. The next exercise is an example in which the main idea is not in the first sentence. You will still use a specific sentence from the paragraph.
Exercise F - Instructions: Write the topic and main idea on the lines provided.

Exercise F1  Topic ____________________________  Main idea ___________

Making airplane models has become a hobby of thousands of persons, young and old. Sometimes this hobby helps in choosing a vocation. Many leading aircraft designers and engineers were once builders of model planes. Other model makers may find employment as aircraft pilots, mechanics, aviation writers, or photographers. Some model makers sell their models. The motion-picture industry uses model aircraft in making many aviation films.

Exercise F2  Topic ____________________________  Main idea ___________

Their main purpose is to show wild animals to the public. But zoos also give scientists an opportunity to study the ways of animals. The staffs of zoos include many specialists in the various fields of animal study. They find out much about the feeding and living habits of animals, as well as how disease affects various animals. Many important scientific discoveries have resulted from studies made at zoos.

Exercise F3  Topic ____________________________  Main idea ___________

When we see movies, we feel that we are a part of what we see and hear. We may cheer the hero and hiss the villain in a western. We laugh at talking animals in cartoons. We share the problems presented in serious motion pictures made from great books or plays. Motion pictures often open our minds to new thoughts, new ideas, and new situations.

Exercise F4  Topic ____________________________  Main idea ___________

Weather includes all the daily changes in temperature, wind, moisture and air pressure. It affects everyone. Today's weather may make us feel hot or cold. We may get wet in a sudden shower, or have to struggle through deep snow. Bright sunshine may make the day cheerful and happy. Dark, dull clouds may make us sad and unhappy. Too much rain can cause floods. Too little rain may kill farm crops.
Check your work, the answers are at the bottom of this page.

0 errors = continue with the next section.

1 or more errors = Review, confirm and ask for more practice on exercise F.

Main Ideas in Your Own Words

In this section you will have to make up your own specific main idea sentence. Remember, use your own words: 1) when the main idea sentence is very long and includes a lot of unimportant information; and 2) when there is no specific main idea sentence.

The definition and rule for main ideas remain the same for copying a sentence or for using your own words. Before practicing, review all of the rules and definitions you have learned so far.

Define topic
________________________________________________________________________

Rule _____________________________________________________________________

Main idea ________________________________________________________________

Rule _____________________________________________________________________

When do you use your own words for main ideas?

1. _____________________________________________________________________

2. _____________________________________________________________________

Read the following example paragraph. Write the topic. Then write the main idea in your own words.
Paper money becomes worn out from much use, at the rate of about $40,000,000 worth a day. Federal Reserve notes are sorted out at Federal Reserve Banks. When several thousand have been collected, they are cut in half lengthwise. The two halves go to the Department of the Treasury in Washington in separate shipments several days apart. The bills are burned at the Treasury after being checked and accounted for.

The topic of the paragraph is money. Your main idea should be short, less than 10 words. It should make a statement like this: What will happen to worn out money. However, it is not necessary to use these exact words.

Exercise G - Instructions: Write the topic. Circle the letter of the main idea.

Exercise G1 Topic ______________________

Exercise G2 Topic ______________________

A person does not have to be a skilled athlete or sportsman to practice sportsmanship. In fact, a less skilled athlete often has the best chance to show sportsmanship. A person can show good sportsmanship in many ways not connected with sports, because sportsmanship is an important part of good citizenship. A student who loses a class election shows good sportsmanship by congratulating the winner.
a. The practice of sportsmanship is not just for athletes.
b. Sportsmanship can be shown by congratulating a winner.
c. Sportsmanship is part of good citizenship.
d. Sportsmanship can be shown best by less skilled athletes.

Exercise G3  Topic __________________________

A diamond is the hardest naturally occurring substance known to man, and one of the most valuable. Because of its hardness, it is the most enduring of all gem stones. In Europe and America the diamond is the traditional jewel for engagement and wedding rings. In addition to its use as a gem, the diamond is used in many industries for cutting, grinding, and boring.

a. A diamond is the most enduring gem stone.
b. A diamond is the traditional gem for engagement rings.
c. A diamond is used in industry.
d. A diamond is valuable as a gem and in industry because it is the hardest substance.

Exercise G4  Topic __________________________

For thousands of years, one of the most tiresome of household tasks was the washing of clothes and linens. In early times, women often washed clothes on smooth stones at the edge of running streams. The clothes had to be pounded and rubbed by hand to get them clean. In some primitive parts of the world women still use such methods. For a long time, inventors tried to figure out an easier way to do such work. Even the use of a washboard, wringer, and tube require much backbreaking labor. It was not until the modern washing machine was invented that women were freed from this hard work.

a. Washing clothes has always been a tiresome task.
b. How women used to wash clothes.
c. Inventors tried to figure out easier ways to wash clothes.
d. The washing machine freed women from the hard work of washing clothes by hand.
Exercise G5  Topic ______________________

Animals provide man with many of his important foods, such as meat, eggs, and dairy products. Man clothes himself with the wool, silk, leather, and furs that animals produce. Man rides animals and used them to pull his wagons and sleds.

a. Man's uses of animals.
b. Animals provide man with many foods.
c. Man clothes himself with animal products.
d. Man rides animals.

Check your work, the answers are at the bottom of this page.

0 = continue with the next exercise.
1 or more errors = Review, confirm and ask for more practice on exercise G.

Exercise H - Instructions: Write the topic. Write the main idea in your own words.

Exercise H1  Topic ______________________ Main idea ______________

Every sentence should begin with a capital letter. It should be followed by a punctuation mark to show that it has ended. The punctuation mark may be a period, a question mark, or an exclamation point, depending on the type of sentence.

Exercise H2  Topic ______________________ Main idea ______________

A damaged bill will be redeemed at face value by the Treasury, if three fifths of the original can be identified. If less than three fifths but more than two fifths of the bill remains, it is declared to be worth half its face value. If less than two fifths remains, the bill is worthless.
Exercise H3  Topic ___________________ Main idea ___________________

The dividing line between weeds and useful plants does not lie in the plants themselves, but in the way men use them. Plants that are considered weeds in one place may be cultivated in another. For example, oats growing in a cornfield would be weeds, but oats are useful plants in an oat field. Grass grows in almost every plowed field, and gets in the way of the crop. In such a place, grass is a weed. But grass may be a very valuable crop in a hayfield or a pasture.

Exercise H4  Topic ___________________ Main idea ___________________

We cannot change the weather, but we can adjust ourselves to it. We put on raincoats when it rains, and boots when it snows. We heat our homes in cold weather and cool them in hot weather.

Exercise H5  Topic ___________________ Main idea ___________________

Sports become athletics when a person or a team competes against another, or when a team or person competes against a record or some other goal. The most popular athletic sports are baseball, basketball, boxing, football, golf, gymnastics, soccer, swimming, tennis, track and field, volleyball, and wrestling. Other sports include boating, bowling, camping, fishing, hiking, hunting, sailing, and skating.

Check your work, the answers are at the bottom of this page.

0 errors = ask your teacher for probe 5.

1 or more errors = Review, confirm and ask for more practice on exercise H.
CHAPTER IV

SUPPORTING DETAILS

Finding Supporting Details

Now that you can find the topic and main idea of a paragraph it is time to examine the rest of the sentences to find out what they tell about the topic and main idea. These sentences are called supporting details and they explain or expand the main idea. They can also be examples. Details will be written as phrases rather than complete sentences. The rule for choosing supporting details is: Details must tell about the main idea. Before going on, let's review all of the rules and definitions that you have learned so far.

Exercise I - Instructions: Write out the information for each of the following.

Define topic __________________________________________________________

Rule' ________________________________________________________________

Define main idea _______________________________________________________

Rule _________________________________________________________________

When do you use your own words for main ideas?
1. _________________________________________________________________
2. _________________________________________________________________

Define supporting details _____________________________________________

Rule ________________________________________________________________

Check your work, the answers are on the bottom of the next page.
0 errors = ask your teacher for probe 6.
1 or more errors = review and ask for more practice on exercise I.
Important Details

It is necessary to decide whether the details and examples in the paragraph are important or not. It is difficult to state a specific rule for deciding importance but here are three hints to remember:

1. How much new information is there? The less familiar you are with the information, the more details and examples you will write.

2. How long will it be before you use the information again? The longer you have to wait before you use the materials, the more details you will need.

3. What will the information be used for? The more specific the use of the information, the more details you will write.

As you use outlines more often you will begin to know how much information you will need to include for different topics and different uses. Information which is interesting but does not tell about the main idea cannot be considered important. For the next exercises you will include most of the details and examples, omitting only the information of little importance.

In these exercises you will essentially be outlining a paragraph. You will write three things about each paragraph: The topic, the main idea and supporting details and/or examples. Practice with the following

Exercise I - Answers:
example before you do the exercise.

Dives are in five main groups. The diver faces the water and enters in from a forward position in forward dives. The diver stands with his back to the water and enters it from a backward position in backward dives. The diver faces the water but then turns in mid-air in gainer dives. The diver stands with his back to the water but turns and enters it in a forward position in a cutaway dive, such as the back jackknife. The diver twists before entering the water in a twist dive. Each dive is often combined with others.

Your examples should be very similar to the ones below. In this example all but one of the sentences are important. Also, remember that details are written in phrases not complete sentences.

Topic - Dives
Main idea - Dives are in five main groups.
Details 1 Forward dive - face water and enter in forward position
2 Backward dive - stand backward and enter backward
3 Gainer - face water and turn in air
4 Cutaway - back to water, turn and enter forward
5 Twist - twist before entering water

Before doing this exercise, review the three hints for choosing important details.

1.
2.
3.
Exercise J - Instructions: Write the topic, main idea and supporting details in the lines provided.

Exercise J1

Maple sugar is made chiefly from the sap of the sugar-maple tree. Late in the winter and in early spring, the farmers of New England, New York, Pennsylvania, and eastern Canada begin their yearly job of tapping these trees. They bore a hole about 1 1/2 inches deep into the tree trunk, at a height of 3 1/2 to 4 feet from the ground. Then they drive a small metal spout or wooden trough into the hole. A bucket hangs from the spout to collect the sap that flows out of the hole. The bucket is usually covered to keep the sap clean.

Topic ______________________________
Main idea _____________________________________________________________
Details

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Exercise J2

Sporting dogs hunt chiefly by smelling the air to locate game birds. The sporting group includes 22 breeds of pointers, setters, retrievers, and spaniels. Pointers and setters smell the game, then "point" their bodies and noses toward it to guide the hunter. Setters take their name from the dogs that were once trained to set, or crouch, after locating game birds hiding in grass or bushes. The hunters then cast nets over the birds. Retrievers pick up birds that have been shot, and bring them back to the hunters. When sportsmen began using guns for hunting, they trained certain dogs to spring, or scare, game birds into the air. Such dogs are called springers. Most spaniels hunt in this way.

Topic ______________________________
Main idea ______________________________________________________________
Details

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Exercise J3

One great difference between plants and animals is the way they get their food. Animals eat plants or other animals. Most plants are able to make their own food out of substances they find in the air and soil.

Topic ____________________________

Main idea _________________________________________________________

Details __________________________________________________________

Exercise J4

Persons of all ages enjoy watching and taking part in sports. They crowd into stadiums to watch skilled athletes compete on teams sponsored by schools, colleges, recreation departments, and professional and private clubs. Other millions watch sports on television and listen to play-by-play on radio. Still others enjoy sports in back yards and vacant lots.

Topic ____________________________

Main idea _________________________________________________________

Details __________________________________________________________

Exercise J5

The urge to laugh appears very early. Babies smile, then coo, and finally chuckle when pleased. If certain parts of the body are tickled with the fingers, laughter is produced in babies as well as in many adults. But by the time a child starts school, he also laughs at things he hears and sees. He does not have to have his ribs tickled in order to giggle.

Topic ____________________________

Main idea _________________________________________________________
Exercise J - Answers:

J1: Topic - Maple sugar trees, Main idea - In late winter and early spring farmers begin tapping these trees. Details - Bore a hole into the tree trunk; Drive a small spout into the hole; Hang a bucket from the spout to collect sap; Cover the bucket to keep sap clean.

J2: Topic - Sporting dogs, Main idea - Sporting dogs hunt by smelling the air to locate game birds. Details - Pointers smell game, point body toward it; Setters set or crouch after finding game in grass or bushes; Retrievers pick up and bring back shot game; Springers spring to scare game into the air.

J3: Topic - Difference between plants and animals, Main idea - One difference is the way they get their food. Details - Animals eat plants or other animals; Plants make their own food out of things in the air and soil.

J4: Topic - Sports, Main idea - Persons of all ages enjoy watching and taking part in sports. Details - They crowd stadiums; They watch television or listen to radio; They enjoy sports in the back yard and vacant lots.

J5: Topic - The urge to laugh, Main idea - The urge to laugh appears very early. Details - Babies smile, coo, then chuckle; Babies laugh when tickled; When starting school a child laughs at things he hears and sees.

4 or more errors = Review, correct, and ask for more practice.

0 to 2 errors = Ask your teacher for probe 7.

Check your work. The answers are on the bottom of this page.
CHAPTER V

LABELING OUTLINES

So far you have learned how to correctly outline a paragraph. There are only a few more skills to learn to be able to outline an entire chapter or most anything else. You are going to learn how an outline labels the topics, main ideas and details and why they are indented.

An outline lists the most important information from the material that has been read. The title is what the entire outline will talk about. Topics are listed after Roman numerals. Main ideas are listed after capital letters. Supporting details are listed after numbers. If there is more information about a detail, it would be listed after small letters.

Exercise K - Instructions: Answer the following questions using the terms: Topics, main ideas, details, information about details, or title, and Roman numerals, capital or small letters and numbers.

K1. What tells what the entire outline will talk about? ____________
K2. What type of information is listed after any Roman numeral? ____________
K3. What type of information is listed after any capital letter? ____________
K4. What type of information is listed after any number? ____________
K5. What type of information is listed after any small letter? ____________
K6. What does the title tell us? ____________
K7. What symbols are topics listed after? ____________
K8. What symbols are main ideas listed after? ____________
K9. What symbols are details listed after? ____________
105. If there is more information about a detail, what symbol would be used? ____________________

Check your work. The answers are at the bottom of this page. If you made only one error, ask your teacher for probe 8. If you made two or more mistakes, ask your teacher for more practice on exercise K.

In the next exercise we will use an outline of Chapters II, III and IV so that you will not be concerned with new information. Notice that several pages of information can be presented in a one-page outline which has all of the most important and necessary information. Also notice that information in the outline is indented. Main ideas are indented to show that they are about a specific topic. The same is true for supporting details. Review the following outline and then do the exercise on the next page.

Outlining Preskills

I. Topics
   A. Definition - a word or phrase that tells about the whole paragraph
   B. Rule - most of the sentences are about the topic

II. Main ideas
   A. Choosing the main idea
      1. Definition - one sentence that summarizes or tells the most important information about the topic
      2. Rule - most of the sentences will be about the main idea
   B. Position of main ideas
      1. First sentence - often found here
      2. Middle or last sentence - sometimes found here
   C. Main ideas in your own words
      1. Main idea sentence is very long
      2. No specific stated main idea sentence
III. Supporting Details
   A. Finding supporting details
      1. Definitions
         a. Explains or expands on the main idea
         b. Examples of the main idea
      2. Rule - must tell about the main idea
   B. Important details - three hints
      1. How much new information
      2. Length of time before used again
      3. Use of the information

Exercise L - Instructions: Answer each of the following questions based on the outline from the preceding page.

L1. What will this outline talk about? ________________________
L2. What topic is listed after Roman numeral I? ________________
L3. What topic is listed after Roman numeral II? ________________
L4. What topic is listed after Roman numeral III? ________________

Look at Roman numeral I.
L5. What is the first main idea? ________________________________
L6. What is the second main idea? ________________________________

Look at Roman numeral II. What are the main ideas?
L7. ___________________________________________________________________
L8. ___________________________________________________________________
L9. ___________________________________________________________________

Look at Roman numeral III.
L10. What is the first main idea about that topic? ________________
L11. Why is the answer to L10 indented? __________________________

Look at the main idea from L10.
L12. What is the first supporting detail that follows the number 1? ________________
L13. What is the second detail? ________________________________
L14. Why are the numbers 1 and 2 indented? ________________________________
Check your answers with those at the bottom of this page. Make sure that you understand that the title tells what the entire outline will talk about; topics are listed after Roman numerals; main ideas are listed after capital letters; and supporting details are listed after numbers. Also, remember that indentation is used to show that information is about an earlier main idea or topic.

If you made 0 to 2 errors, ask your teacher for probe 9. If you made three or more errors, try to figure out what was confusing; then ask your teacher for more practice on exercise L.
CHAPTER VI
SUMMARY

This is a program to teach students outlining preskills. In this program you learned a definition and a rule for topics, main ideas and supporting details. You were provided practice exercises to develop skills in identifying each rule and definition. These are very important preskills for outlining or writing. They are useful whether you are dealing with a single paragraph or a whole book.

You learned the structure for a formal topical outline including the use of Roman numerals, letters and numbers, and indentation. This is a formal outline because it does use letters and numbers. Informal outlines use indentation without numbers and letters. Informal outlines are useful when taking notes from a lecture.

You learned topical outlines, which use key words and phrases instead of sentence outlines, which use complete sentences. Topical outlines take less time. However, since you have learned the basic skills, you could use sentence outlines when a long time will pass before you use the information again. For example, you outlined chapters of a textbook for weekly tests. You might also need the same information at the end of the semester for a final exam. Once the chapter is outlined, you have changed many pages of information into just a few words. Your outline is much easier to study than the whole book.

The same outlining preskills can be used in preparing for any number of activities both at school and outside of school. They can be used to organize written materials as we have done here. With more practice, they can be used to put together information from a variety of
sources so that you have the information organized in a useful manner. Outlining for school uses such as preparing for a report, a speech, a test or taking notes from a lecture, a movie or a discussion have been mentioned already. Planning a party, running errands, applying for a job, writing a resume, making a career decision, making a presentation for a club or writing directions for someone else are some outside uses of outlining knowledge. Notice that directions to put something together or a recipe for cooking are organized in an outline form. Outlines are very useful ways for you to communicate with yourself and others, as well as a way for others to communicate with you.
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