

IMPLEMENTATION OF AN INDIVIDUAL
READING AND WRITING PROGRAM

MASTER'S PROJECT

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by

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Approved by:

This culmination
of three years of study
is appreciately dedicated

to

my husband, Ken
for his patience, understanding
and
moral support

to

my daughter, Michelle
for her helpfulness and
good advice about good books

to

the 1995 8th grade l.a./reading
class of Roosevelt Middle School
for their enthusiasm and help with
this project

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CHAPTER I

INTRODUCTION

Background

Individuals. Our middle school classrooms are filled with different individuals, all functioning at different levels and all have different interests. So why are we as educators determined to teach them all the same way, using a basal and assigning the same reading and writing activities?

Even in classrooms where students have been placed in a homogeneous group there are different needs. As both a parent and an educator, this writer believes that all children need to be challenged and make academic gains during the course of the school year.

Good middle school teachers recognize the need for adjusting curriculum to meet the needs of their students. However, they oftentimes argue that there just isn't enough time to plan for individual needs. Crowded classes and a lack of parental support and discipline are but a few of the problems that confront the middle school teacher. The middle school teacher needs to ascertain ways to make learning fun and exciting in order to overcome many of the problems that exist in the middle school environment.

There is currently a trend in education to encourage the student to become actively involved in his/her learning processes. This movement discourages the use of a basal and encourages the use of young adult literature across the curriculum. Furthermore, a reading and writing program is implemented to meet the individual needs of each student. An informal assessment determines the level of the reader, allows the teacher and student to work together to diagnose individual problems, and allows for the development of skills independent of his/her classmates.

This writer has heard many middle school students say "I can't write," and "I can't read well." But they can, provided they are given assignments that meet their individual needs. The above mentioned students soon become excited when they publish a piece of writing that is meaningful to them, or finish reading a novel they have really enjoyed.

Excellent young adult literature is available, both fiction and non-fiction. But where do teachers find such literature? How do teachers evaluate such literature? Teachers need materials available to them to assist them in evaluating literature to be used in their classrooms. Teachers want their students to be lifelong lovers of literature, but this will not occur unless the students value reading good literature, talking about good literature, and owning good literature.

It is also important for the student to be able to collect and keep meaningful writings. This can be accomplished through utilization of a portfolio. The ultimate goal of a portfolio is to enable students to monitor their developmental progress during their middle school years.

In conclusion, this writer determined that there was a need to develop a handbook to assist teachers in informally evaluating their students, evaluating readability levels of tradebooks and implementing an independent writing program utilizing portfolios.

Purpose of the Project

The purpose of this project was to design and develop a handbook to support middle school teachers wishing to implement an individualized reading and writing program, thereby replacing their basal programs and employing the use of young adult literature.

More specifically, this handbook contains specific guidelines to determine readability of young adult literature, informal reading assessment inventories and how to implement the use of portfolios.

Definitions

Portfolio: A collection of student work that reflects a child's interests, gives evidence of talent, and demonstrates a student's progress.

Fry Readability Graph: A graph that provides a very expeditious way of arriving at an indication of readability of given passages. It judges difficulty on the basis of sentence length and word length by utilizing syllable count.

Informal Reading Inventory (IRI): An informal reading assessment that indicates the reading ability of a student that can be prepared by a teacher from a given passage taken from fiction and/or non-fiction reading materials.

Individualized Reading and Writing Instruction: Individualized instruction that allows each student to work within a program designed specifically for him/her.

Limitations

The purpose of this project was to develop a handbook that would support middle school teachers in developing programs within the middle school setting to best meet the individual needs of their students. Therefore, this handbook may not be helpful to elementary school teachers or secondary teachers. However, the reader is invited to utilize any aspects of the handbook to meet the needs of students at any grade level where it may be appropriate.

Significance of the Project

This writer's goal for this project was to share with other teachers an approach to implementing an individualized reading and writing instruction program in the middle school setting. There is a growing need for teachers to become more aware of the individual interests and academic levels

of students in a middle school classroom, and this handbook was prepared to help other teachers move in this direction.

Middle school language arts/reading teachers spend an enormous amount of time reviewing literature for use in the classroom. It is this writer's hope that teachers will find this handbook useful and will encourage them to attempt individualized programs.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature in support of the design and development of the handbook. More specifically the review is divided into four sections to look at each area of the program in detail.

In an effort to reverse patterns of the current basal oriented reading and writing programs and basal oriented testing materials, this writer has implemented an individualized reading and writing program in her language arts/reading classes. This program has been organized by using an informal reading inventory, Fry Readability Graph, portfolio assessment, and individualized reading and writing instruction. This writer will, in this chapter, examine the historical and philosophical background of the above-mentioned individual reading and writing methodology.

Informal Reading Inventory

In 1946 Emmett Albert Betts rocked the educational world when his book Foundations of Reading Instruction with Emphasis on Differentiated Guidance was published. Betts chastised the educational system for placing children in

"graded schools." He argued that graded schools existed because of economic necessity and societal predilection.

Instruction was regimented, requiring children to advance by climbing curriculum-driven ladders. The goal of the teacher was to get students reading for the next rung of the ladder. Instead of programs being in place to meet the needs of individual students, the students had to fit the profile of a prescribed program.

Betts further argued that reading performance assessments should reveal learner needs to the teacher as well as helping the learner become aware of his own needs. This could be accomplished through an informal reading inventory (IRI). Betts designed an IRI and furthermore gave instructions to educators on how they can designed their own IRI.

Betts indicated that the IRI that he designed would provide the following information about the reader: First, the highest reading level at which an individual can read with full understanding; Second, the highest reading level at which systematic instruction could be initiated; Third, the level at which the individual would become "baffled" by the language; And, fourth, the highest reading level at which the individual could comprehend a given passage.

The IRI has other benefits for the classroom teacher: 1) it reflects the interests, persistence, ability to concentrate, and attitude toward reading of the student; 2)

knowledge of specific needs at the instructional level in such areas as word recognition; 3) information on breadth and depth of background of the reader, and 4) evidence of physical handicap, such as defective hearing or vision.

Outlined below are the four basic levels of Betts' IRI:

A. Basal: The highest level an individual can read and satisfy all the criteria for desirable reading behavior in silent and oral reading situations.

B. Instructional Level - The teacher must have some means of arriving at a sound judgment with respect to where instruction can be given to satisfy learner needs.

C. Frustration Level - Lowest level of readability at which the pupil is unable to comprehend printed symbols to a reasonable degree.

D. Capacity Level - The highest level of readability of material at which the learner can comprehend when the material is read to him.

Betts assessed word recognition and comprehension through his IRI. The student would read 25-30 words from a graded word list. If a student recognized 99% of the words he would be functioning at an independent reading level. If he recognized at least 95% of the words he would be functioning at an instructional level. Frustration level would be 90% or less. Comprehension percentages were 90%, 75% and 50% respectively.

Betts cautions, however, that teachers should use materials that students have not previously read when preparing their own IRI.

Since the publication of Betts' book many researchers have challenged the use of Betts' IRI. They challenge the idea that every person could function in one of the three levels of the IRI. Further, it is suggested that the criteria set forth by Betts is not consistent with actual reading behavior of children (Powell, 1971). Another challenge is the percentage levels outlined by Betts. When challenged at a frustration level most students will not exceed 95% of a difficult word list (Beldin, 1970).

In conclusion, the researchers do agree, however, there is value to an IRI. The IRI allows a teacher to make an instant diagnosis in the teaching environment. Further, the IRI could be used to determine oral reading mistakes; to compare how a student will pronounce words in isolation of context. Observation is a very important part of an IRI. Self-correction of the student, as well as observation of various characteristics, strengths and weaknesses in reading can be ascertained through an IRI (Miller, 1995).

Fry Readability Graph

When this writer determined it would be in the best interests of her students to utilize tradebooks in reading classes, a determination had to be made as to how to assess

readability of the trade books used in the reading class. There are many formulas available to educators to accomplish this task: Flesch formulas give attention to abstract words as well as sentence length; the Dale-Chall formula in which 3,000 familiar words are used with specific formula; The Farr-Jenkins-Patterson formula which substituted a count of one-syllable words for Flesch's syllable count; Robert Gunning's Fog Index that counts one syllable words; the Devereaux formula that counts character spaces; the Coleman formula which is a cloze procedure; and, the Fry Readability Graph that counts syllables per hundred words and words per sentence, as well as many others (Klaren, 1975). After a brief review of these formulas it appeared that the Fry Readability Graph could easily be utilized in the classroom.

Fry first developed his readability graph in Uganda, and the graph was used mostly by British readers. Fry, himself, acknowledged problems of validity in ascertaining grade levels. As he developed his graph he questioned differences between grade level difficulty. How did publishers of textbooks determine grade level difficulty? Was it based on experience of publishers and educators? Did test data determine grade levels? Fry adjusted his levels by plotting passages of books which publishers said were 3rd, 5th, etc. readers. He concluded that he could plot all

material within one grade level of the level recommended by the publisher (Fry, 1968).

Andrew Kistilentz compared Fry's readability formula to readability of other formulas and provided relative rankings of ten books by readability to determine mean grade placement. The following table outlines his findings:

Mean Grade Placements Scores on Ten Books

	Fry	SRA	Botel	Dale- Chall	Flesch
Light in the Forest	5	5	4	5	6
Mice and Men	5	5	8	6	6
The Pearl	5	5	5	5	6
Shane	5	5	5	6	6
Death Be Not Proud	7	7	8	7	8
Moon is Down	6	6	7	7	8
To Kill A M'bird	7	6	7	7	8
Tale of Two Cities	9	10	9	11	11
Silas Marner	10	10	10	10	10
Act One	10	10	8	10	12

It is evident from Kistilentz's findings that Fry's graph produces grade readability levels at within one level of the other formulas.

However, some researchers argue that Fry overlooked an important variable when preparing his graph - that is the level of the student's interest held by a particular sample of reading material (Anderson, Shirey, Wilson & Fielding, 1986). Barr (1991) discovered "...when ratings of interestingness were compared with traditional readability

measures it was found that interestingness accounted for greater than 25 times the variance that readability did!

Maginnis (1969) discovered that a problem existed in the selection of suitable passages for informal reading inventories and readability tests. In basal readers passages at the beginning of the book may be more difficult than passages selected at the end of the book. However, he did state that the Fry Readability Graph will give an educator a fairly accurate determination of readability of that particular tradebook if several passages in the book are graphed.

Portfolios

When creating an individualized classroom, assessment is an important consideration, for both reading and writing. Standardized testing has been a generally accepted assessment since 1880, however, portfolio assessment appears to be an accepted alternative in many school districts.

Some critics of portfolio assessment argue that standardized testing is superior to portfolio assessment in that they are easily administered to large groups of students. They are not subject to ethnic, racial or gender bias, and they are relatively inexpensive to use. The General Accounting Office (GAO) estimates that standardized tests cost approximately \$16 per pupil as compared to alternative testing methods, including performance

assessments, project, and portfolios, which are estimated to cost approximately \$33 per pupil (Rothman, 1995). The standardized tests are, however, lacking in that they do not assess how the student works with the writing process.

Miller (1995) states that "...the use of portfolios should not entirely replace traditional assessment such as the use of standardized and informal tests of various types. Instead, portfolios should be an important part of a comprehensive assessment program."

There are many different portfolio options available to educators today: 1) the student collection portfolio which is a purposeful and meaningful collection of student work. This portfolio will show what a student has learned during the course of a year. 2) The showcase portfolio is also student work but will highlight only the very best work. It usually focuses on one curriculum area and is usually used during parent/teacher conferences or open house. 3) The teacher/student portfolio (often used as the student collection portfolio) is student work, standardized test scores, anecdotal records of observations and conferences, student progress, etc. 4) The expert and professional portfolio will focus on one area in which a student will become an expert. 5) The final portfolio is the teacher resource portfolio which is a portfolio by which the teacher maintains materials that lends support to the philosophical beliefs of the program implemented in his/her

particular class. While all the portfolios outlined above are beneficial, many of them can be combined with a student working portfolio. Many researchers emphasize that organization is the key to any good portfolio program. By combining the student working portfolio and the teacher/student portfolio information would be more readily available and the student could review conference notes easily.

One of the greatest benefits of a student portfolio is that a teacher and parent can review work students place in their portfolios and see a student's learning development and achievement over a prolonged period of time. Students learn to be their own critics, fostering independent learning. There is less competition in the classroom because students are no longer competing with each other to get the "best grade".

Students and teachers assess the work in the portfolio together. Therefore, the student understands how the teachers arrived at a final grade. There are no surprises at grade card time, the student is always aware of his/her progress in the class.

There are many grading options available to educators in assessing portfolios. Rubrics are a generally accepted reading/writing assessment device. Furthermore, not all pieces in the portfolio have to be graded. Peer evaluation is also beneficial in assessment as well as giving students

the opportunity to share work and see each other as readers and writers. Many educators are critical of portfolio assessment arguing that portfolios may not really be representative of what the student knows and can do. There may be pieces placed in a portfolio that do not reflect mastery of the curriculum being taught. What assessment will the educator use to show mastery of all the elements of a given course of study? (Carter and Spandel, 1992).

Students need to understand the procedure of the program before beginning the portfolio program. Goals and objectives must be clearly stated that fulfill specific district requirements. The student must be granted the time in the classroom for writing, reading and conferencing. Assessment must be discussed and agreed upon prior to the start of a program. The educator must have checklists, conference forms, etc. ready before the program begins.

In conclusion, portfolios have found their place in the educational world. They are considered a valuable tool in assessing the needs of our students.

Individualized Reading and Writing Program

In any heterogeneously or homogeneously grouped class one could anticipate different degrees of mastery of specific skills, differences in interests, differences in motivation, differences in social economic conditions of the

students, all of which condition effect students' learning abilities. An individualized reading and writing program allows each student to work within a program designed just for him/her.

This writer has aligned with the philosophies of Holdaway (1980). Holdaway outlines the basic principals of an individualized program:

1. Self-selection: Students must select their own reading materials from a large selection that matches individual interests and abilities.

2. Self-seeking: Students are encouraged to explore printed material and find for themselves materials that are relevant to their daily concerns.

3. Self-pacing: Students are able to function at a personal pace determined by their abilities as agreed upon by teacher and student. This pace can be adjusted at any time to best meet the needs of the student.

4. Self-evaluation: Students are to set their day to day goals and evaluate their own performance.

5. Self-sharing: Students are encouraged to communicate personal insights from their own reading to others as well as be open to the self-expressions of their peers.

Holdaway believes that a teacher must have reliable information about the abilities and interests of the students to insure that the tradebooks used in the classroom spans the abilities of the students. A session begins each day wherein students share their enthusiasms about books being read. A substantial part of the remainder of the reading/language period is used in sustained silent reading

or sustained writing while the teacher begins daily conferences. Also, time must be allotted to allow the teacher to teach new skills or concepts to the whole group.

Of course, implementing such a program is time consuming for an educator; and many teachers become overwhelmed by the planning, one-to-one conferences, and record-keeping involved with such a program. (Smith and Burnett, 1976). Holdaway suggested a minimum of forty-five minutes per day, with larger blocks of time being preferable. Integrating a reading/writing program with other areas in the curriculum is one way to address the problem of time organization.

While the students are working independently, the teacher has plan and conference time.

Conference time is successful if the student feels that his opinions, insights and work are valued. The conference time allows the student the opportunity to share his/her personal experience. The conference allows the teacher to monitor progress and diagnosis difficulties. Also, the teacher continually monitors the progress of the students.

It is vital that the educator become acquainted with his/her children prior to the beginning of the program. The students will need guidance through any individual program. An informal interest inventory should be obtained prior to the start of the program. Students abilities need

to be ascertained as well as their attitudes towards reading and writing.

The educator must maintain records and continually evaluate throughout this program. Reading and writing logs are suggested as well as conference logs.

Conclusion

An independent reading and writing program is a method which allows students to become actively involved in their learning process. The program allows the student to have a sense of ownership over the direction of his/her education.

CHAPTER III

METHODOLOGY

Introduction

Three years ago I observed a very unhappy reading class. The students were obviously not enjoying the assigned reading material. In fact, it came to this writer's attention that they did not appear to be enjoying any of the assigned reading. This troubled this writer a great deal due to the fact the this writer was the teacher of the class. It was obvious that there had to be a change in order to excite these seventh grade students.

Background

The journey of change has been a long one that has not yet reached its destination. It began with whole language classes at the University of Dayton. Pat Grogan, Dr. Hart and Judith Ehlerding introduced this writer to the concept of reader and writer workshops. They insisted that the concept of reading and writing workshops would be very exciting to this writer's middle school students.

Furthermore, this writer read books by authors who supported whole language and reading and writing workshops. In the Middle by Nancy Atwell, Invitations by R. Routman,

and Lasting Impressions by Shelly Harwayne have all been sources of inspiration.

But where should an educator begin? This writer began slowly introducing the idea to the students of reading not together through their basal, but reading in small groups with books selected through common interests. They seemed excited and receptive. Several different tradebook titles were gathered from the school librarian and from the school's collection of novel sets. Students selected their own groups and their own novels.

It soon became apparent to this writer that this was not a good idea. Soon this writer heard complaints such as "I don't like this book, it's boring." "I'm ahead of ____, he isn't reading and isn't participating in our discussions." "I'm going to get a bad grade if ____ doesn't help with the final book project, and that isn't fair!" The project was abandoned for that school year in order to reassess the workability of the program, and to determine means for improvement.

The following fall a new group of seventh grade students entered this writer's reading and writing classroom. We did not even pass out the basal. We began the year by discussing many different young adult books. It was communicated to the students that they could read any books of their choice, but they were urged to pick a book

that was uniquely interesting and, not because others in the class were reading the same book. Things went better, but it was obvious that some students had chosen books that were either below their reading ability or above their reading ability. This writer felt that many students were not being challenged and were reading books to "complete the assignment" while other students were struggling to master the text. Furthermore, the students were not completing their assigned reading logs. They were directed to choose partners to write to about the books they were reading. Random checks revealed that the students put little, if any, thought into what they were writing.

In addition to the above problems, the students were working out of their English basal for their writing assignments. Students were working at different levels but were completing the same assignments. Again, some students were not being challenged while some students were receiving failing English grades and not turning in their assignments.

The year continued and frustration continued in the classroom. However, it was noticeable that many students were completing novels at a faster pace and were asking for advice on what books this writer enjoyed. The gains were small but were encouraging enough to this writer to want to proceed in the journey.

Implementing an Independent Reading
and Writing Program

Another summer was spent reevaluating the program, and final class work was completed by this writer at the University of Dayton. Inspired once again through classes taught by Pat Grogan and Dr. Hart, this writer set forth in preparing the program currently being used in this writer's 8th grade class.

Through the reading disability class, this writer realized the importance of ascertaining the reading and writing abilities of each student through informal testing. This writer wanted each student to have an independent choice of their reading materials, but also wanted them to read young adult literature that they would have the ability to read and enjoy. This writer determined to conduct informal assessment of each student prior to placing any student in a tradebook. Furthermore, this writer determined that there was an advantage in knowing what interest each student had with respect to reading materials. Each student would complete an interest inventory the first week of school.

This writer devoted her efforts prior to the school year in reading young adult literature and preparing lists of books with similar readability levels. Two or three passages were selected from a given text and the Fry

Readability Graph was used to determine readability levels of the books.

Once on a list, a thirty sight word vocabulary list was selected for each book that would be offered in the classroom. Every nth word of a given passage was selected, excluding proper nouns, pronouns, articles, conjunctions and prepositions. This gave a fair representation of the vocabulary of the book and would be used to determine how well the student could pronounce the word in isolation of the text and determine if the student could handle the vocabulary of the book. These lists would be used as informal reading assessments.

The young adult literature that was chosen for the lists were selected by recommendations from various reviews of young adult literature. The book retailer known as "Books & Company" supplies lists by grade levels, numerous lists were received in reading classes at the University of Dayton, publishers offer annotated lists and the public librarian is excited to help!

Field Testing

Reading

The group of students that I field tested during the first 10 weeks of the 1995/1996 school year were my eighth grade reading/language arts students. My teaching assignment this year involved a change from seventh grade to

eighth grade and this was an advantage to this writer to be familiar with the strengths and weaknesses of many of my students. This writer explained to the students that we were going to begin something new this year; and, because many of this writer's students had participated in the novel reading the previous year they were eager to begin. This writer explained to them that an informal reading assessment would be made on each student. The student would then be given a book list from which to choose books.

Many of the books were available in my classroom; however, the students were instructed that they may have to visit the public library to obtain the book of their choice.

It was furthermore explained that the students would have different due dates to complete the tradebooks and would have different culminating activities assigned.

The students were tested individually in the hall out of the hearing of their peers in order to preserve confidentiality. Each student read from a graded reading passage taken from Alternative Assessment Techniques for Reading & Writing to determine comprehension levels. Their independent, instructional, and frustration levels were noted. Next, the students read from the book lists that this writer had prepared as explained above. After discussion with each student about their interests in reading, each student was given a word list and told to examine books in the classroom, go to the school library or

public library and choose a book within two days. Furthermore, the student would not be allowed to "give up" the book after a few days even if he/she thought they weren't going to enjoy the book. This rule was implemented in order to encourage serious deliberation in each student's selection of a book.

The students understood that their due days were set according to their reading abilities and the length of the book chosen. There were no arguments about "I'm reading a harder book than him, I should have longer to complete!" They all understood that the assigned dates were given to challenge all of them, and they seemed very pleased with the format.

Writing

As part of the reading program outlined above, this writer thought it desirable to incorporate writing as part of the weekly reading conferences. The traditional classroom setting of rows was abandoned in favor of seating by groups. The students were required to maintain a reading log in a portfolio in order that they would be prepared to discuss progress with this writer during individual conferences.

This writer decided to add writing of choice in their portfolios in addition to the reading. The students prepared a first draft written on Monday, shared it with another student and revised it on Wednesday, and prepared a

final written draft for Friday. These were stapled together on Friday and placed in their portfolios. Tuesdays and Thursdays were reserved for whole class direct instruction.

During conference with this writer the student was required to choose a piece from his/her portfolio for a final grade. The student had to assess his/her work for a grade as well as this writer, and the grade was decided upon by mutual agreement between the student and the teacher.

The students began the program conservatively, taking few risks. Also, they appeared to produce a piece that they deemed was "easy" such as poetry. On Friday time was allotted for students desiring to share their piece with the entire class.

Conclusion

The past ten weeks has been a very exciting time for this writer. Never have the students appeared to be more excited about their reading and writing. The first week was difficult. The time commitment appeared overwhelming. It was difficult to conference with all the students in one week. At the end of the first week the students, together with this writer, decided on bi-weekly conferences. The last 10 minutes of Tuesday and Thursday classes would be reserved for "emergency" conferences for any student who believed that he/she could not wait until their scheduled conference time.

The last 15 minutes on Friday was devoted to voluntary sharing of a chosen portfolio piece. During the first week only four minutes was used, the second week 10 minutes, and on the third week 15 minutes was not enough because so many students wanted to share their work with the class.

Conclusion

The reading logs appear to be working very well. The reading due dates were scheduled so that all students completed at least one tradebook and a short story during the ten week period. The students seem to be anxious to receive new reading lists and choose their next book.

The students also have demonstrated a willingness to assume challenges in their writing. If they write poetry, they oftentimes ask about different literary devices to use. Furthermore, there seems to be a great deal more thought going into the writing process, and they very freely solicit advice about improving writing.

Accordingly, this writer has prepared the handbook to assist other middle school teachers in fostering individual development. The handbook provides step by step instructions, annotations, and reading levels of tradebooks, bibliographical information, and possible culminating activities. This writer's classroom is a room filled with literature, but more importantly, it is filled with middle school students who enjoy what they are doing!

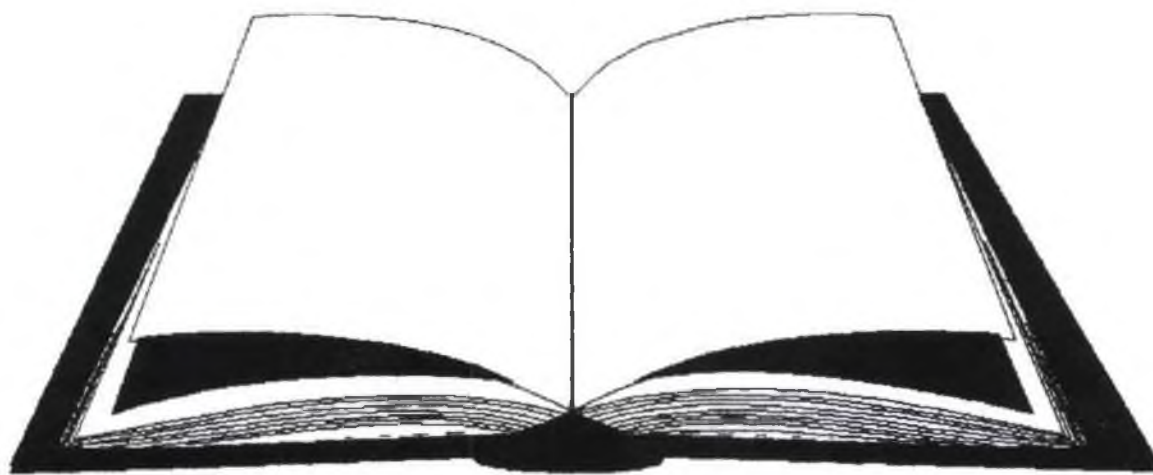
CHAPTER IV

A HANDBOOK TO FACILITATE THE
IMPLEMENTATION OF AN
INDIVIDUALIZED READING
AND WRITING PROGRAM
IN THE MIDDLE SCHOOL

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Implementing An Individualized Reading and Writing Program in the Middle School



INTRODUCTION

After several years of watching students struggling with traditional reading and writing programs, this writer determined that a change was needed within her classes. This writer attended classes at the University of Dayton, read books that supported the concept of whole language, and reading and writing workshops. Furthermore, professional workshops that support the above. As a result, this writer determined that an individualized program would best meet the needs of her middle school students.

Accordingly, this handbook has been prepared to assist other middle-school-teachers in fostering individual development. The handbook provides step-by-step instructions, annotations, reading levels of tradebooks, bibliographical information, and suggestions for culminating activities.

More specifically, this handbook contains specific guidelines to determine readability of young adult literature, informal reading assessment inventories, and how

to implement the use of portfolios.

An independent reading and writing program is a method which allows students to become actively involved in their learning process. The program allows the student to have a sense of ownership over the direction of his/her education.

PART I - THE TOOLS

What do I need to begin?

INTEREST INVENTORY:

The interest inventory is an informal assessment device. It is an instrument that can be used to determine your student's specific interests. The results of the interest inventory can be used to assist in the selection and recommendation of books that a student can read independently.

When beginning an individualized program, this writer suggests that you begin with an interest inventory. (See Appendix A) The teacher should allow the student to complete the inventory; and, during the first student/teacher conference, the inventory is reviewed between the teacher and the student.

Fry Readability Graph:

The Fry Readability Graph is a graph that provides a very expeditious way of arriving at an indication of readability of given passages. It assesses difficulty on the basis of sentence and word length by utilizing syllable count.

If you have determined to implement an individualized reading program it is recommended that you provide your students with tradebooks to read that have different levels of readability. How do you evaluate a tradebook's readability? There are many formulas that will provide readability levels, however, the Fry Readability Graph is easily utilized in the classroom.

A teacher selects a tradebook to be used in the classroom. Three 100-word passages from a book or an article are randomly selected. One should plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. The Fry Readability Graph will give an educator a fair accurate determination of readability of a particular tradebook if several passages in the book are graphed. (See Appendix B)

All tradebooks to be used in your classroom should be graphed as outlined above and placed on lists according to readability.

Informal Reading Inventory (IRI):

An informal reading assessment that indicates the reading ability of a student that can be prepared by a teacher from a given passage taken from fiction and/or non-fiction materials.

The main purposes of the informal reading inventory are as follows:

- determine a student's approximate independent (easy), instructional (learning), and frustration (hard) reading levels
- help the teacher select appropriate reading material for the student
- appraise a student's progress in word identification and oral reading fluency
- permit a teacher to make up-close observations of her students

How do I prepare a word list IRI?

A thirty sight word vocabulary list is selected from each book that will be offered in your classroom. Every nth word of a given passage should be selected, excluding proper nouns, pronouns, articles, conjunctions and prepositions. This will give a fair representation of the vocabulary of the book and could be used to determine how well a student could pronounce the word in isolation of the text and thereby determine if the student could handle the vocabulary of the book.

As your student pronounces each word on the word list his/her response is scored by placing on a student evaluation sheet a "+" for each correct word and a "0" for each incorrect response on a separate progress sheet. The student's reading levels can then be determined on each word list as follows:

* 99% or more of the words on a list recognized:
Independent reading level (easy)

*90%-98% of the words on a list recognized:
Instructional reading level (learning)

*fewer than about 89% of the words on a list
recognized:
Frustration reading level (hard)

PORTFOLIO:

The "Portfolio" is a collection of student work that reflects a child's interests, gives evidence of talent, and demonstrates a student's progress.

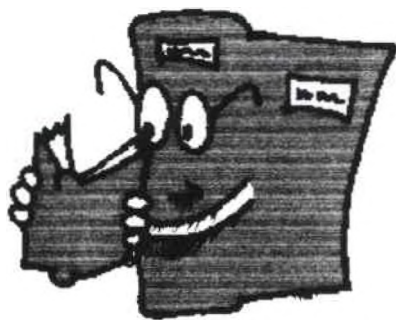
There are many several portfolio options available to educators today: 1) the "student collection" portfolio which is a purposeful and meaningful collection of student work. This portfolio will show what the student has learned during the course of a year. 2) The "showcase" portfolio is also student work but will highlight only the student's exemplary work. It usually focuses on one curriculum area and is usually used during parent/teacher conferences or open houses. 3) The "teacher/student" portfolio (often used in conjunction with the student collection portfolio) is student work, standardized test scores, anecdotal records of observations and conferences, student progress, etc. 4) The "expert and professional" portfolio will focus on one area of concentration in which the student will develop expertise. 5) The final portfolio is the "teacher resource" portfolio which is a portfolio by

which the teacher maintains materials that lends support to the philosophical beliefs of the program implemented in his/her particular class.

Remember, no matter what portfolio program is chosen for use in your room, organization is the key to any good portfolio program.

TRADEBOOKS:

Tradebooks discussed in this handbook consist of any young adult literature selected for use in the classroom. The tradebooks that were chosen were selected at the recommendations of various reviews of young adult literature.



PART II - PROCEDURE

What steps do I follow?

The students and teacher should review the entire program before beginning. The following is a step-by-step explanation of the entire program implemented in this handbook:

Instructions for the Teacher:

Reading

1. The teacher must preselect books to be used prior to the beginning of the program. The lists of the books need to be prepared. The readability level of the book should be noted on the teacher's copy, but not on the list the student will view. These books should be available to the students in the classroom, from the school library, or the public library.
2. The teacher instructs the students to complete the interest inventory. (See Appendix A) The students are instructed to answer honestly about their interests in reading.

3. The teacher will administer to each a graded reading passage to each student. This allows the teacher to ascertain the reading levels of each student in the class. (See Appendix D) The reading level should be noted on a chart.

4. The teacher then conducts conferences with each student concerning their interests in reading relying on information from the interest inventory. Each student is then asked to read several graded word lists from the set that corresponds to the reading comprehension levels outlined above. The teacher must record the graded word list on the student evaluation. (See Appendix C)

5. The teacher then provides the students with several lists from which to choose books.

6. The teacher must instruct the student that he/she will not be allowed to "give up" the book without a penalty to his/her grade. This rule is implemented in order to encourage serious deliberation in each student's selection of a book.

7. After the book is chosen the teacher conducts conferences with each student to establish reading deadlines as well as culminating activities.

Writing

1. Students should be instructed that they will be required to maintain a reading log for reference during conferences. (See Appendix E) Furthermore, they are required to write on a weekly

basis on a topic of their choice. The piece should be interesting to the student.

2. The teacher assigns the writing in three steps as follows:
 - A. The first draft that is, in turn, reviewed with a peer.
 - B. After the peer review, the first draft is revised.
 - C. Preparation of the final draft for evaluation.

All three copies are stapled together and placed in a portfolio holding area, i.e. folder, envelope, etc. for review during the conference between the teacher and the student.

The teacher and the student evaluate the work together to determine a grade.

Finally, the teacher provides a letter for the students to take to the parents outlining the reading and writing program. (See Appendix F)

Instructions for the Students:

Reading

1. The students are instructed to complete the interest inventory honestly. This will assist in the selection of the reading material to be used during the school year.

2. The teacher administers to each student a graded reading passage . The students should understand that the purpose of the graded reading passage is to ascertain reading levels and specific strengths and weaknesses of the students.

3. After the teacher determines the approximate reading levels of the students, the students will be asked to read several lists of words. This is to determine vocabulary strengths and weaknesses.

4. After the the teacher has recorded the level at which each student is functioning the students will receive lists of books. The student is to review the lists and choose a book. Once a book has been chosen the student will confer with the teacher to determine due dates on the reading of the book. The student must understand that he/she will not be allowed to "give up" the book after a few days and choose a new book without a penalty imposed on grading.

5. After a due date on the book has been determined the student will choose a culminating activity to present to the class.

6. A new book is selected and the same procedures should be followed.

Writing

1. The student will be writing independently and maintaining his/her work in a portfolio folder. Each student is required to maintain a reading log in his/her folder for use in teacher/student conferences. Also, the student is required to do weekly writing on topics of their choice.

2. On the first day, the student is required to do a rough draft. After the rough draft is completed the student is asked to share his/her piece with another student and then revise the draft. The third writing is the final copy. The two drafts and the final are

stapled together and placed in the portfolio for review with the teacher during conferences.

3. If the student chooses, the student may share his/her writing with the class at a time designated by the teacher.

Suggested Weekly Schedule

Reading: Students read daily during scheduled reading class. During this time the teacher is accomplishing bi-weekly conferences with students to review reading progress and evaluate writing. During these conferences the teacher will make the student aware of strengths and weaknesses in writing and make suggestions for improvement. Grades are discussed and agreed upon by teacher and student. Due dates for reading can be revised at this time.

Language arts: The first 20 minutes of three days per week should be reserved for sustained writing and peer conferencing. The remainder of the period should be used for whole class sharing, emergency conferences that cannot wait until bi-weekly scheduled conference or whole class instruction. Two days per week is reserved for whole class instruction of required curriculum material, and standardized testing (both formal and informal).

It should be noted that in a successful individualized reading/writing program the students need to know that they will have structured time to read and write.



PART III - RECORD KEEPING AND EVALUATION

How do I maintain records and assess the work of my students?

Record Keeping

The success of any individualized program will depend on how well the student and the teacher maintain records.

Student Records:

The student should maintain a reading/literacy log to be used in conferences with the teacher. (Appendix E) This is a log in which the student briefly summarizes all of the reading and writing that the student has completed. This log should contain a column for student self-assessment rating for both reading and writing, i.e. the grade the student that he/she feels they deserve for their accomplishments. The log should remain current and be placed in the student portfolio. Also maintained in the portfolio is the student/teacher conference notes.

Recorded on this sheet are conference notes that indicate areas that need improvement and other areas that either the student or teacher discuss and agree upon.

Teacher Records:

In order to be accountable to the students, parents and administrators it is imperative that a teacher maintain accurate records. A student evaluation form should be completed for every student upon his/her completion of the reading of the graded passages and word lists. (See Appendix C and D) Also, it is helpful to the teacher to maintain entire class evaluation lists for both reading and writing. (See Appendix G) When a teacher completes whole class instruction, test scores and problem areas should be noted for intervention purposes.

EVALUATION

This writer is not suggesting that the entire evaluation of the student be through portfolio assessment. It is also important to evaluate your students through standardized and informal tests after completing required elements of curriculum. Together, these evaluation devices give a comprehensive view of student accomplishment and development over a given period of time. All scores should be placed on a student evaluation sheet for review during conference time.

When assessing portfolio work, the student should have the controlling decision in the selection process. Accordingly, the student

should select the piece of writing that he/she will have evaluated. The teacher and the student discuss the piece and decide together upon the grade for the work. This writer has found her students to be very fair and more critical of their own work than she when evaluating for a grade.

The student also confers with the teacher to decide upon a reading grade. That grade is based upon completion of work previously agreed upon between teacher and student.

Culminating Projects

There are many projects a student can do upon completion of a novel. Oftentimes the students will decide upon a project themselves, however, here are a few suggestions:

Readers Theater

Giant comic strip of a scene from the novel.

Dress up as the main character and tell about a scene in the story.

Advertise the book through a commercial.

Do a character study.

Create a story map.

Write a poem or song about the book.

Create a poster that advertises the book or depicts a favorite scene to be displayed in the school library.

Rewrite or retell the book or story as a play, short story, picture book, folktale, soap opera, parody, or television script.

Keep a diary from the point of view of one of the characters.

Make a board game or physical game based on the book.

Design a bulletin board about the book.

Make a scene from a book by using a collage cut from old magazines.

Select a panel to debate various instances from the book.

The culminating activity should be selected immediately after the student has chosen his/her book. The reason for this is that many of the projects require students to take notes while reading. The final project should be evaluated, and again the grade is decided upon between the student and teacher. Considerations in grading are: amount of time student spent on the project, overall presentation to the class, and demonstrating adequate comprehension of the book.



PART IV - COMPREHENSION

How am I certain my students are comprehending what they have chosen to read?

This is a major consideration for all teachers of reading. One of the strengths of a basal program is that the students read and are immediately tested to determine if they have comprehended what they have read. The same type of assessments can be made in an independent reading program as well.

Reading comprehension should be viewed as consisting of two major areas: vocabulary knowledge (word meaning) and the understanding of printed material. Oftentimes, a student can be informally evaluated for comprehension by requiring a retelling of given reading material. An educator can develop a checklist similar to the checklist found in Appendix H.

After readability levels of tradebooks have been established, and

a given passage chosen, a set of open-ended questions could be developed by the teacher. Most commercially produced IRIs have between 5 and 10 questions. The following is a set of guidelines that may be followed when developing your own graded passages for comprehension purposes (Valmont, 1972):

1. Avoid yes/no questions and questions stated in the negative.
2. Make certain questions do not overlap (that the content in one question does not answer another).
3. Keep questions short and simple.
4. Begin questions with who, what, when, where, how, and why.
5. Avoid writing questions with multiple answers that cannot be specified.

Time is an important issue, because creating your own comprehension passages is a very time consuming. There are graded reading passages available from publishers and mentioned in the bibliography of this handbook.



PART V - THE LITERATURE

What books do I use?

When creating a classroom library the educator needs to supply the students with a wide range of literature. In this section you will find lists of books with corresponding reading levels. There are graded word lists for many of the books. The student graded word list is first, followed by the scoring sheet for the teacher. The list of books to be given to the students that coordinate with the graded word lists follows. Finally, you will find the teacher list of the books with their readability levels.

There are two readability levels on each list, i.e. 4 and 5, 5 and 6, 6 and 7, 7 and 8, and 8 and above. Many students will read within two levels depending on their interest in a particular book. If there is any question regarding the student's ability to master the text, the teacher should do a graded passage for comprehension as well as score the graded word list.

The young adult literature being used in this writer's classroom came from suggestions from lists received in classes at the University of Dayton, various publisher lists, the district approved reading list, as well as lists suggested by various retail bookstores.

STUDENT LIST

will	notebook	passed
wholesome	single	bridles
yourself	everything	men
tasks	hardtack	church
command	coffeepots	white
often	space	good
appear	can	grove
kindness	many	unwise
would	chuckled	time
respect	show	they
weakness	led	into
whip	where	back
bullying	leaned	when
ship	heard	keep
father	were	follow
man	your	candles
chaos	bright	with
danger	didn't	facing
cabinet	was	drifted
loaded	thirty	hot
word	you	beat
aboard	just	bent
replied	that	joined
understand	voice	tall
sir	square	man
good	white	around
come	this	heavy
something	college	there
apprehensive	chandlery	arm
crew	romance	sheep

TEACHER LIST

Avi	Latham	O'Dell
True Conf.	Carry on, Mr.	Sing Down
Charlotte Doyle	Bowditch	the Moon
will	notebook	passed
wholesome	single	bridles
yourself	everything	men
tasks	hardtack	church
command	coffeepots	white
often	space	good
appear	can	grove
kindness	many	unwise
would	chuckled	time
respect	show	they
weakness	led	into
whip	where	back
bullying	leaned	when
ship	heard	keep
father	were	follow
man	your	candles
chaos	bright	with
danger	didn't	facing
cabinet	was	drifted
loaded	thirty	hot
word	you	beat
aboard	just	bent
replied	that	joined
understand	voice	tall
sir	square	man
good	white	around
come	this	heavy
something	college	there
apprehensive	chandlery	arm
crew	romance	sheep

STUDENT LIST

solemn	answered	everybody
casually	earlier	waiting
sighed	picked	demanded
excitement	just	swallowed
surprise	folks	enough
favor	asking	front
exactly	every	teacher
intense	duty	caught
glossy	uneasy	during
carefully	respect	uneasy
schooling	they	another
different	their	cheat
stomach	trailed	their
voyage	what	though
education	everyone	morning
merriment	attempted	middle
seriously	took	quietly
clatter	muttered	behind
locust	twelve	motioned
surprise	harsh	whip
audience	word	open
understand	front	toward
mattered	justified	bounded

TEACHERS LIST

Speare
Witch of
Blackbird Pond

solemn
casually
sighed
excitement
surprise
favor
exactly
intense
glossy
carefully
schooling
different
stomach
voyage
education
merriment
seriously
clatter
locust
surprise
audience
understand
mattered

Taylor
Let the Circle
be Unbroken

answered
earlier
picked
just
folks
asking
every
duty
uneasy
respect
they
their
trailed
what
everyone
attempted
took
muttered
twelve
harsh
word
front
justified

Taylor
Roll of Thunder
Hear my Cry

everybody
waiting
demanded
swallowed
enough
front
teacher
caught
during
uneasy
another
cheat
their
though
morning
middle
quietly
behind
motioned
whip
open
toward
bounded

STUDENT LIST

- Avi The True Confessions of Charlotte Doyle. Charlotte's terrifying account of her voyage on a long Atlantic Ocean crossing. Charlotte finds herself in the middle between a ruthless Captain and a mutinous crew.
- Collier, James Lincoln. My Brother Sam is Dead. Tim is torn between his brother's patriotism and his father's Tory sympathies.
- Forbes, Esther. Johnny Termain. A story filled with danger and excitement, Johnny Termain tells of the turbulent passionate times in Boston just before the Revolutionary War.
- Latham, Jean L. Carry on, Mr. Bowditch. The story of a boy who has the perseverance to become a navigator of great sailing ships. Late 1700s, American Maritime History.
- O'Dell, Scott. Sing Down the Moon. The forced migration of Navajos from their Arizona homeland is told from the Indian point of view.
- Speare, Elizabeth George. The Witch of Blackbird Pond. Kit befriends an old woman and is accused of witchcraft.
- Taylor, Mildred D. Let the Circle Be Unbroken. An inspiring story of a black family confronted with racial injustice contributes to a deeper understanding of what it means to be black today.
- Taylor, Mildred D. Roll of Thunder, Hear My Cry. A Southern black family is determined to maintain their pride and independence against hard times and racial inequities.
- Yates, Elizabeth. Amos Fortune, Free Man. The true inspirational story of one man committed above all to serving his countrymen-both African and American.



TEACHER LIST

- Avi The True Confessions of Charlotte Doyle. Charlotte's terrifying account of her voyage on a long Atlantic Ocean crossing. Charlotte finds herself in the middle between a ruthless Captain and a mutinous crew. RL 6
- Collier, James Lincoln. My Brother Sam is Dead. Tim is torn between his brother's patriotism and his father's Tory sympathies. RL 6
- Forbes, Esther. Johnny Termain. A story filled with danger and excitement, Johnny Termain tells of the turbulent passionate times in Boston just before the Revolutionary War. RL 6
- Latham, Jean L. Carry on, Mr. Bowditch. The story of a boy who has the perseverance to become a navigator of great sailing ships. Late 1700s, American Maritime History. RL 5
- O'Dell, Scott. Sing Down the Moon. The forced migration of Navajos from their Arizona homeland is told from the Indian point of view. RL 5
- Speare, Elizabeth George. The Witch of Blackbird Pond. Kit befriends an old woman and is accused of witchcraft. RL 6
- Taylor, Mildred D. Let the Circle Be Unbroken. An inspiring story of a black family confronted with racial injustice contributes to a deeper understanding of what it means to be black today. RL 6
- Taylor, Mildred D. Roll of Thunder, Hear My Cry. A Southern black family is determined to maintain their pride and independence against hard times and racial inequities. RL 5
- Yates, Elizabeth. Amos Fortune, Free Man. The true inspirational story of one man committed above all to serving his countrymen-both African and American. RL 5



STUDENT LIST

sweetness	higher	account
fragile	grandparents	temper
remained	lowered	manage
question	mournful	stock
someone	forever	documents
commented	shouldn't	stabbed
politely	umbilical	students
approached	carried	noticed
continue	buzzing	festival
swelling	bluish	stupid
finished	twisted	lamb
remained	strangled	heathens
sometimes	exactly	imprisoned
poured	passed	starved
clouded	darker	roasted
explained	cooler	clubbed
father	answered	drifting
required	calling	warmed
afternoon	distant	foreign
chosen	faint	cymbals
project	hospital	slapped
unable	constantly	playing
possibilities	sweating	betroted
momentum	groan	she
motioned	carry	went

TEACHER LIST

Brooks
What Hearts

Creech
Walk Two Moons

Cushman
Catherine Called
Birdy

sweetness
fragile
remained
question
someone
commented
politely
approached
continue
swelling
finished
remained
sometimes
poured
clouded
explained
father
required
afternoon
chosen
project
unable
possibilities
momentum
motioned

higher
grandparents
lowered
mournful
forever
shouldn't
umbilical
carried
buzzing
bluish
twisted
strangled
exactly
passed
darker
cooler
answered
calling
distant
faint
hospital
constantly
sweating
groan
carry

account
temper
manage
stock
documents
stabbed
students
noticed
festival
stupid
lamb
heathens
imprisoned
starved
roasted
clubbed
drifting
warmed
foreign
cymbals
slapped
playing
betrothed
she
went

STUDENT LIST

morning	answer	singing
perched	frizzle	humming
ignored	ceiling	planning
exercise	plenty	neighborhood
broad	something	explained
admired	lemonade	authority
manage	ourselves	vague
through	applauded	future
lantern	expression	vacant
yeoman	delivered	building
teaching	become	boarded
snipe	yonder	instinct
eagerness	toward	pretended
notice	gabbing	connecting
sorrow	talking	would
whisper	suddenly	returned
loudly	wearing	breakfast
advances	uniform	willing
falcon	vegetables	commanded
swallows	growing	corner
together	weather	knowing
shawl	rickety	headed
romance	veterinarian	foothills
mettlesome	bragging	bottom
satisfied	tiniest	him

TEACHER LIST

Gray
Adam of the
Road

morning
perched
ignored
exercise
broad
admired
manage
through
lantern
yeoman
teaching
snipe
eagerness
notice
sorrow
whisper
loudly
advances
falcon
swallows
together
shawl
romance
mettlesome
satisfied

Greene
Phillip Hall
Likes Me

answer
frizzle
ceiling
plenty
something
lemonade
ourselves
applauded
expression
delivered
become
yonder
toward
gabbing
talking
suddenly
wearing
uniform
vegetables
growing
weather
rickety
veterinarian
bragging
tiniest

Hamilton
The Planet of
Junior Brown

singing
humming
planning
neighborhood
explained
authority
vague
future
vacant
building
boarded
instinct
pretended
connecting
would
returned
breakfast
willing
commanded
corner
knowing
headed
foothills
bottom
him

STUDENT LIST

whatever	rocking	crashing
palms	swiftly	disappeared
rolled	bookcase	dragging
slender	cleared	enough
boned	hair	swollen
filled	flashlight	carrying
sadness	angrily	through
captive	continued	angrily
bearer	wincing	different
ground	swallowed	morning
rougher	officer	shelter
gradually	ignored	bottom
garments	grimly	grazing
sitting	throat	outside
industrious	hiding	utensils
handful	anything	length
shining	children	afterwards
crude	different	round
shape	milkman	growling
fast	nothing	crooked
whatever	except	gathered
woman	suddenly	rubbing
finger	report	wasted
colored	photograph	cooking

TEACHER LIST

Lenski
Indian Captive

whatever
palms
rolled
slender
boned
filled
sadness
captive
bearer
ground
rougher
gradually
garments
sitting
industrious
handful
shining
crude
shape
fast
whatever
woman
finger
colored

Lowry
Number the
Stars

rocking
swiftly
bookcase
cleared
hair
flashlight
angrily
continued
wincing
swallowed
officer
ignored
grimly
throat
hiding
anything
children
different
milkman
nothing
except
suddenly
report
photograph

O'Dell
Island of the
Blue Dolphins

crashing
disappeared
dragging
enough
swollen
carrying
through
angrily
different
morning
shelter
bottom
grazing
outside
utensils
length
afterwards
round
growling
crooked
gathered
rubbing
wasted
cooking

Student List

- Brooks, Bruce. What Hearts. Four interrelated stories about significant moments in the life of a brilliant boy named Asa who learns about baseball, survival, and the power of the words of love.
- Creech, Sharon. Walk Two Moons. After her mother leaves home, 13-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left.
- Cushman, Karen. Catherine Called Birdy. Catherine, a spirited and inquisitive young woman of a good family, narrates in diary form the story of her fourteenth year—the year 1290.
- Gray, Elizabeth Janet. Adam of the Road. The adventures of 11-year-old Adam as he searches the open roads of 13th century England for his missing father, a minstrel, and his stolen red spaniel.
- Greene, Bette. Phillip Hall Likes Me, I Reckon Maybe. First love has come to 11-year-old Beth Lambert.
- Hamilton, Virginia. The Planet of Junior Brown. Already a leader in New York's underground world of homeless children, Buddy Clark takes on the responsibility of protecting the overweight, emotionally disturbed friend with whom he has been playing hooky from eighth grade.
- Lenski, Lois. Indian Captive : The Story of Mary Jemison. An authentic reconstruction of the fascinating story of Mary Jemison's capture, fight, and early years with the Seneca Indians.
- Lowry, Lois. Number the Stars. An inspiring story of a little Danish girl's bravery when Nazis threatened her best friend's safety.
- O'Dell, Scott. Island of the Blue Dolphins. A young Indian girl lives alone on a Pacific island for years.



Teacher List

- Brooks, Bruce. What Hearts. Four interrelated stories about significant moments in the life of a brilliant boy named Asa who learns about baseball, survival, and the power of the words of love. RL 6
- Creech, Sharon. Walk Two Moons. After her mother leaves home, 13-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left. RL 5
- Cushman, Karen. Catherine Called Birdy. Catherine, a spirited and inquisitive young woman of a good family, narrates in diary form the story of her fourteenth year-the year 1290. RL 6
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- Lowry, Lois. Number the Stars. An inspiring story of a little Danish girl's bravery when Nazis threatened her best friend's safety. RL 5
- O'Dell, Scott. Island of the Blue Dolphins. A young Indian girl lives alone on a Pacific island for years. RL 5



STUDENT LIST

radiation
 school
 during
 release
 awhile
 longer
 posted
 slapped
 pasture
 turned
 jacking
 brilliant
 browsing
 shoulders
 weight
 grazing
 stopped
 smiling
 brought
 bedroom
 window
 rifle
 season
 contain
 tired

kitchen
 window
 urged
 congratulated
 related
 restaurant
 carefully
 among
 cartoon
 restaurant
 relating
 shadowy
 welcome
 opened
 started
 rise
 motion
 toward
 stretched
 another
 horse
 rattling
 approach
 purchases
 conversation

comforted
 depended
 everybody
 waiting
 coming
 spoonful
 tasted
 expression
 crossed
 preserves
 believe
 comfort
 peculiar
 depend
 upstairs
 accident
 listless
 agony
 consoling
 strawberry
 disobedience
 happened
 mother
 her
 went

TEACHER LIST

Hesse
Pheonix Rising

radiation
school
during
release
awhile
longer
posted
slapped
pasture
turned
jacking
brilliant
browsing
shoulders
weight
grazing
stopped
smiling
brought
bedroom
window
rifle
season
contain
tired

Hunt
Across Five
Aprils

kitchen
window
urged
congratulated
related
restaurant
carefully
among
cartoon
restaurant
relating
shadowy
welcome
opened
started
rise
motion
toward
stretched
another
horse
rattling
approach
purchases
conversation

Montgomery
Anne of
Avonlea

comforted
depended
everybody
waiting
coming
spoonful
tasted
expression
crossed
preserves
believe
comfort
peculiar
depend
upstairs
accident
listless
agony
consoling
strawberry
disobedience
happened
mother
her
went

STUDENT LIST

screamed	higher	understand
mumble	hidden	around
retreating	clothes	thought
afternoon	jackets	evening
hardly	entertain	someone
plunged	explode	dozen
reckon	popping	running
nudged	milking	bottoms
stomped	weeding	tearing
wandered	vegetable	hunting
prideful	garden	predicted
interesting	opportunity	riverbanks
minute	moved	affected
hollered	begged	climbing
possible	baseball	hounds
completely	subject	jumping
avoided	tend	screaming
imagine	sitting	afterwards
wonderful	haunches	prowled
perfection	remembering	coonskins
shimmering	hesitated	ringtails
killing	phrase	wearing
bearable	respect	afternoon
quietly	teaching	couldn't
against	tried	lost

TEACHER LIST

Paterson
 Bridge to
 Terabithia

screamed
 mumble
 retreating
 afternoon
 hardly
 plunged
 reckon
 nudged
 stomped
 wandered
 prideful
 interesting
 minute
 hollered
 possible
 completely
 avoided
 imagine
 wonderful
 perfection
 shimmering
 killing
 bearable
 quietly
 against

Patterson
 Parks Quest

higher
 hidden
 clothes
 jackets
 entertain
 explode
 popping
 milking
 weeding
 vegetable
 garden
 opportunity
 moved
 begged
 baseball
 subject
 tend
 sitting
 haunches
 remembering
 hesitated
 phrase
 respect
 teaching
 tried

Rawls
 Where the Red
 Fern Grows

understand
 around
 thought
 evening
 someone
 dozen
 running
 bottoms
 tearing
 hunting
 predicted
 riverbanks
 affected
 climbing
 hounds
 jumping
 screaming
 afterwards
 prowled
 coonskins
 ringtails
 wearing
 afternoon
 couldn't
 lost

STUDENT LIST

falling	airplane	matrons
suddenly	firmly	married
subject	impulse	housekeeper
tired	almost	denounced
lessons	married	impossible
swords	dangled	absurd
exercise	clothes	commendation
porridge	formal	liberally
teasing	rebraided	stronger
sparkled	intertwining	buffet
morning	braids	genius
dumping	hung	succeed
because	latest	dainty
through	model	buttons
chopping	corresponding	discovered
battle	emotions	energy
grandfather	questions	paradise
fighting	readily	overanxious
except	impulse	bustled
decorate	comb	impatient
guess	impersonal	brought
steel	believed	determination
metals	handle	romance

TEACHER LIST

Voight
Jackaroo

falling
suddenly
subject
tired
lessons
swords
exercise
porridge
teasing
sparkled
morning
dumping
because
through
chopping
battle
grandfather
fighting
except
decorate
guess
steel
metals

Yep
Dragonwings

airplane
firmly
impulse
almost
married
dangled
clothes
formal
rebraided
intertwining
braids
hung
latest
model
corresponding
emotions
questions
readily
impulse
comb
impersonal
believed
handle

Alcott
Little Women

matrons
married
housekeeper
denounced
impossible
absurd
commendation
liberally
stronger
buffet
genius
succeed
dainty
buttons
discovered
energy
paradise
overanxious
bustled
impatient
brought
determination
romance

STUDENT LIST

- Hesse, Karen. Phoenix Rising. Thirteen-year-old Nyle learns about relationships and death with 15-year-old Ezra who was exposed to radiation leaked from a nearby nuclear plant, comes to stay at her grandmother's Vermont farmhouse.
- Hunt, Irene. Across Five Aprils. The heartache and agony of the Civil War as reflected in the life of a young Illinois boy.
- Montgomery, L.M. Anne of Avonlea. Anne Shirley was a poor, young orphan when she arrived at Green Gables. Now she is several years older, more attractive, and a popular teacher at her old school. Life is still full of surprises whenever Anne is around.
- Paterson, Katherine. Bridge to Terabithia. The story of a very special friendship between a boy and girl.
- Patterson, Katherine. Park's Quest. 11-year-old Park makes some startling discoveries when he travels to his grandfather's farm in Virginia to learn about his father who died in the Vietnam war.
- Rawls, Wilson. Where the Red Fern Grows. A young boy's dogs win the gold cup in a contest, but tragedy strikes.
- Voight, Cynthia. Jackaroo. In a country oppressed by titled folk during feudal times, an innkeeper's daughter is moved by the poverty and suffering she sees all around her to don the cloak of the legendary Jackaroo and ride to the aid of the deprived peasants.
- Yep, Laurence. Dragonwings. Moon Shadow is eight years old when he sails from China to join his father, Windrider, in America. He soon grows to love and respect his father.



TEACHER LIST

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- Paterson, Katherine. Bridge to Terabithia. The story of a very special friendship between a boy and girl. RL 6
- Patterson, Katherine. Park's Quest. 11-year-old Park makes some startling discoveries when he travels to his grandfather's farm in Virginia to learn about his father who died in the Vietnam war. RL 5
- Rawls, Wilson. Where the Red Fern Grows. A young boy's dogs win the gold cup in a contest, but tragedy strikes. RL 6
- Voight, Cynthia. Jackaroo. In a country oppressed by titled folk during feudal times, an innkeeper's daughter is moved by the poverty and suffering she sees all around her to don the cloak of the legendary Jackaroo and ride to the aid of the deprived peasants. RL 6
- Yep, Laurence. Dragonwings. Moon Shadow is eight years old when he sails from China to join his father, Windrider, in America. He soon grows to love and respect his father. RL 6



STUDENT LIST

curious	delight	impatient
glowed	larger	happens
glittered	crying	apprehension
pointedly	toward	between
gruffly	timbers	humming
preoccupation	ignoring	ambrosia
cheerfully	flogging	darkened
grabbed	condition	darkness
reached	forced	gesture
demanded	threaten	flashed
probably	vaguely	organized
respective	expelling	somehow
broach	difficulty	crystal
enchantment	mystery	interfering
snarling	alongside	illusion
tightened	burdens	opaque
stomach	shoving	directly
flickered	measure	preliminaries
especially	backed	concussion
delicious	dripped	practically
startlingly	treated	desire
chuckled	silent	horrible
recognize	wondered	nourishing
puzzling	suddenly	primitive
glancing	lifted	focusing

TEACHER LIST

Cooper
The Dark is
Rising

curious
glowed
glittered
pointedly
gruffly
preoccupation
cheerfully
grabbed
reached
demanded
probably
respective
broach
enchantment
snarling
tightened
stomach
flickered
especially
delicious
startlingly
chuckled
recognize
puzzling
glancing

Fox
The Slave
Dancer

delight
larger
crying
toward
timbers
ignoring
flogging
condition
forced
threaten
vaguely
expelling
difficulty
mystery
alongside
burdens
shoving
measure
backed
dripped
treated
silent
wondered
suddenly
lifted

L'Engle
A Wrinkle in
Time

impatient
happens
apprehension
between
humming
ambrosia
darkened
darkness
gesture
flashed
organized
somehow
crystal
interfering
illusion
opaque
directly
preliminaries
concussion
practically
desire
horrible
nourishing
primitive
focusing

STUDENT LIST

complaining
violently
peevishly
forward
jangled
addressing
garden
gently
motioned
lawyer
rather
suppose
solemnly
follows
business
factor
possession
amazement
enclosures
eccentric
uppermost
disappearance
indescribable
conquering

property
occur
submission
creatures
guessable
transmitted
ignorant
scarecrows
legitimate
humbleness
blindfolding
inherit
skeletons
untortured
established
hesitate
curious
traditions
muttered
pitifully
inheriting
subordinate
oppression
considered

grandmother
insisted
garden
something
alarmed
curved
saleslady
appreciated
angry
money
listening
dresses
answered
jumpers
sturdy
ignored
necklace
waited
twitching
fabric
biting
jingled
position
bosom

TEACHER LIST

Stevenson
Dr. Jekyll &
Mr. Hyde

complaining
violently
peevishly
forward
jangled
addressing
garden
gently
motioned
lawyer
rather
suppose
solemnly
follows
business
factor
possession
amazement
enclosures
eccentric
uppermost
disappearance
indescribable
conquering

Twain
A Connecticut
Yankee in King
Arthur's Court

property
occur
submission
creatures
guessable
transmitted
ignorant
scarecrows
legitimate
humbleness
blindfolding
inherit
skeletons
untortured
established
hesitate
curious
traditions
muttered
pitifully
inheriting
subordinate
oppression
considered

Voight
Dicey's Song

grandmother
insisted
garden
something
alarmed
curved
saleslady
appreciated
angry
money
listening
dresses
answered
jumpers
sturdy
ignored
necklace
waited
twitching
fabric
biting
jingled
position
bosom

STUDENT LIST

- Alcott, Louisa May. Little Women. Mr. and Mrs. March certainly have their hands full with their four lively daughters. Through the heartache of losing a loved one the family face life with the strength and spirit that comes from a powerful bond of love.
- Cooper, Susan. The Dark is Rising. For the 12 days of Christmas, life for Will Stanton is simultaneously ordinary and wonderful as he is drawn through terror and delight into eternal conflict between good and evil.
- Fox, Paula. The Slave Dancer. The horrors of the slave trade are seen vividly through the eyes of Jessie Bollier.
- L'Engle, Madeleine. A Wrinkle in Time. It was a wild, stormy night when the unearthly visitor arrived to change the lives of Meg, her small brother Charles, and their scientist mother.
- Stevenson, Robert Louis. Dr. Jekyll and Mr. Hyde. The horrifying, riveting account of how a man liberates and then falls victim to a devil; his own evil nature.
- Twain, Mark. A Connecticut Yankee in King Arthur's Court. The last thing Hank Morgan can remember is being hit over the head during a brawl in his home town in Connecticut. When he finally comes to, Hank finds himself in a strange country, seated beside a man dressed in a suit of armor.
- Voight, Cynthia. Dacey's Song. At the beginning of summer, Momma had abandoned them and then later been traced to an asylum where she lay unrecognizing, unknowing. So four children move in with grandmother, and trouble begins.



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STUDENT LIST

dangerous	listener	however
feeble-minded	unspeakable	effectively
anybody	sergeant	enjoyment
thought	pleading	society
pleased	fashion	extraordinary
arithmetic	procession	positive
remember	humility	planting
cousin	sardonic	covered
menace	blood	providence
leaving	soaked	memorandum
shotgun	shrank	prosper
tempted	expression	distance
civilized	mustered	obliged
reputation	wounds	beforehand
strongest	together	practicable
quarter	courage	composed
dismally	danger	resigning
surveyed	suffused	mutually
embarrassing	studiously	answer
geology	barrels	vastly
happened	youth	grudged
banners	beautiful	considering
flourish	powerful	discoveries
groceries	shaft	curing
unseeing	downward	labor

TEACHER LIST

Cleaver
Where the
Lillies Bloom

dangerous
feeble-minded
anybody
thought
pleased
arithmetic
remember
cousin
menace
leaving
shotgun
tempted
civilized
reputation
strongest
quarter
dismally
surveyed
embarrassing
geology
happened
banners
flourish
groceries
unseeing

Crane
The Red Badge
of Courage

listener
unspeakable
sergeant
pleading
fashion
procession
humility
sardonic
blood
soaked
shrank
expression
mustered
wounds
together
courage
danger
suffused
studiously
barrels
youth
beautiful
powerful
shaft
downward

Defoe
Robinson
Crusoe

however
effectively
enjoyment
society
extraordinary
positive
planting
covered
providence
memorandum
prosper
distance
obliged
beforehand
practicable
composed
resigning
mutually
answer
vastly
grudged
considering
discoveries
curing
labor

STUDENT LIST

decide	judged	fountains
cutting	parents	roasting
calling	crazy	contentedly
scarf	independent	trembling
everywhere	centered	obliged
pulling	released	famished
ponytail	perfectly	boughs
straight	genuinely	precept
ignore	laughing	dreadful
feeling	enormous	eerie
between	ordinary	escape
flower	amount	discussing
realize	nervously	cutting
packed	intenseness	horrible
charity	stirred	thinking
friends	grandma	flapped
objects	lotion	happened
house	incident	precious
through	admire	pocket
spend	secret	sudden
feeling	amazing	sequel
wonderful	relatively	pawing
marvelous	island	poking
honey	attention	branches
boxes	crisis	peering

TEACHER LIST

Johnson
Toning the
Sweep

decide
cutting
calling
scarf
everywhere
pulling
ponytail
straight
ignore
feeling
between
flower
realize
packed
charity
friends
objects
house
through
spend
feeling
wonderful
marvelous
honey
boxes

Paterson
Jacob Have I
Loved

judged
parents
crazy
independent
centered
released
perfectly
genuinely
laughing
enormous
ordinary
amount
nervously
intenseness
stirred
grandma
lotion
incident
admire
secret
amazing
relatively
island
attention
crisis

Tolkien
The Hobbit

fountains
roasting
contentedly
trembling
obliged
famished
boughs
precept
dreadful
eerie
escape
discussing
cutting
horrible
thinking
flapped
happened
precious
pocket
sudden
sequel
pawing
poking
branches
peering

STUDENT LIST

happened	reminded	appearance
wrench	shivering	inexplicable
pliers	between	adventure
between	adamant	reassuring
already	together	followed
smudged	uncomfortably	yourself
ditch	unbound	complete
crawled	painless	flooded
preacher	inhabited	bemused
oil	permitted	questions
squirmed	existed	attack
gasket	weathered	warily
greasy	wondered	hesitated
rabbit	drifting	horribly
cylinders	gingerly	themselves
bearings	recognized	quicken
fitted	generally	rapidly
kneeled	desperately	silver
monkey	disappointed	becoming
preaching	imagining	appearance
married	ointment	farmland
wheels	together	angry
loosening	embers	briars
bolts	permitted	followed
tight	protected	frightening

TEACHERS LIST

Steinbeck
The Grapes
of Wrath

happened
wrench
pliers
between
already
smudged
ditch
crawled
preacher
oil
squirmed
gasket
greasy
rabbit
cylinders
bearings
fitted
kneeled
monkey
preaching
married
wheels
loosening
bolts
tight

McKineley
The Hero and
the Crown

reminded
shivering
between
adamant
together
uncomfortably
unbound
painless
inhabited
permitted
existed
weathered
wondered
drifting
gingerly
recognized
generally
desperately
disappointed
imagining
ointment
together
embers
permitted
protected

Adams
Watership Down

appearance
inexplicable
adventure
reassuring
followed
yourself
complete
flooded
bemused
questions
attack
warily
hesitated
horribly
themselves
quicken
rapidly
silver
becoming
appearance
farmland
angry
briars
followed
frightening

Student List

Cleaver, Vera & Bill. Where the Lillies Bloom. A spunky 14-year-old girl holds her orphaned family together after the death of their father.

Crane, Stephen. The Red Badge of Courage. A young Civil War recruit is bewildered by the mad pattern of battle.

Defoe, Daniel. Robinson Crusoe. Against his father's wishes, Robinson Crusoe leaves home to find adventure at sea. He does find adventure fraught with danger and hardship. Pirates, slavery and shipwrecked on a desert island.

Johnson, Angela. Toning the Sweep. A special relationship exists between a 14-year-old Emily and her grandmother who is dying of cancer.

Patterson, Katherine. Jacob Have I Loved. My beautiful and golden twin sister was adored by everyone, except me--the one who should have loved her best.

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Steinbeck, John. The Grapes of Wrath. The epic chronicle of families forced off the land during the Great Depression.

McKinley, Robin. The Hero and the Crown. Fighting the dragon made girl-warrior Aerin a legend for all time and a true hero who would wield the power of the blue sword.



Teacher List

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STUDENT LIST

spared	scared	presently
signified	wonder	thirsty
business	gradually	sparks
termination	dropped	triumph
alienation	recollected	whisper
intellect	agreed	beast
prepared	provender	forget
mount	roused	angels
horse	solved	favor
reports	accustomed	private
frequently	wrappings	depths
illness	procession	moment
conveyed	composed	brilliantly
calamity	lethargy	happy
suffer	consider	dumped
coursed	repeated	mountain
escaped	staircase	nothing
plantation	apparent	feast
necessary	compassion	space
consequences	bullies	crawled
companion	escape	sunlight
countenese	saying	reached
directions	laughingly	running
doubts	foolish	restlessly

TEACHERS LIST

Bronte	Dickens	Golding
Wuthering	A Tale of Two	Lord of the
Heights	Cities	Flies
spared	scared	presently
signified	wonder	thirsty
business	gradually	sparks
termination	dropped	triumph
alienation	recollected	whisper
intellect	agreed	beast
prepared	provender	forget
mount	roused	angels
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necessary	compassion	space
consequences	bullies	crawled
companion	escape	sunlight
countenese	saying	reached
directions	laughingly	running
doubts	foolish	restlessly

STUDENT LIST

necessary	whiz	justification
imperfect	interesting	seconds
semicircle	station	prospects
unctuously	surveyed	comfortable
appreciated	skiing	contrast
possessed	touring	hickory
simplicity	country	futility
prettier	decorative	interested
chilliest	something	displayed
mountaintop	overland	aggregation
prisoner	fashioned	fascination
mankind	shoot	described
wretch	chapel	impassive
enjoyment	morning	peculiar
painter	anything	squatted
brothers	noticing	ramshackle
lighter	field	straightened
imperfect	bottom	slammed
reality	slope	coughed
frozen	curiously	leaning
cheeriest	anyway	pulled
breathing	friend	violently
expelled	whom	handkerchief
appreciated	delivered	husky
individuality	pretend	leaning

TEACHERS LIST

Hawthorne
The House of
Seven Gables

necessary
imperfect
semicircle
unctuously
appreciated
possessed
simplicity
prettier
chilliest
mountaintop
prisoner
mankind
wretch
enjoyment
painter
brothers
lighter
imperfect
reality
frozen
cheeriest
breathing
expelled
appreciated
individuality

Knowles
A Separate
Piece

whiz
interesting
station
surveyed
skiing
touring
country
decorative
something
overland
fashioned
shoot
chapel
morning
anything
noticing
field
bottom
slope
curiously
anyway
friend
whom
delivered
pretend

Lee
To Kill a
Mockingbird

justification
seconds
prospects
uncomfortable
contrast
hickory
futility
interested
displayed
aggregation
fascination
described
impassive
peculiar
squatted
ramshackle
straightened
slammed
coughed
leaning
pulled
violently
handkerchief
husky
leaning

STUDENT LIST

- Adams, Richard. Watership Down. The unique odyssey of a rabbit warren and their efforts to survive when a construction team moves into their territory.
- Bronte, Emily. Wuthering Heights. Heathcliff is a poor orphan rescued from the streets of London, and brought to Wuthering Heights, where he meets Catherine Earnshaw. Romance, despair and vengeance to the grave.
- Dickens, Charles. A Tale of Two Cities. Love, marriage and the guillotine, will Charles Darnay who is imprisoned by rebellious French citizens die? Sydney Carton believes he can give his life meaning, forges a plan so desperate and insane that it just might save.
- Golding, William. Lord of the Flies. Story of the return to the wild of a group of British schoolboys marooned on an island.
- Hawthorne, Nathaniel. The House of Seven Gables. The curse of a man hanged for witchcraft centuries ago still haunts the House of Seven Gables. Now it appears the curse is about to strike again, threatening to destroy the Pyncheon family.
- Knowles, John. A Separate Piece. Story of a lonely introvert and his rival, a daredevil athlete, and what happens at school.
- Lee, Harper. To Kill a Mockingbird. A white lawyer in a Southern town defends a Negro accused of criminal assault.
- Shelley, Mary. Frankenstein. Victor Frankenstein, a Swiss scientist, has a great ambition: to create intelligent life. But when his creature first stirs, he realized he has made a monster. A monster, which, abandoned by its maker and shunned by everyone who sees it, dogs Dr. Frankenstein with murder and horrors to the very ends of the earth.



TEACHER LIST

- Adams, Richard. Watership Down. The unique odyssey of a rabbit warren and their efforts to survive when a construction team moves into their territory. RL 9
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- Golding, William. Lord of the Flies. Story of the return to the wild of a group of British schoolboys marooned on an island. RL 8
- Hawthorne, Nathaniel. The House of Seven Gables. The curse of a man hanged for witchcraft centuries ago still haunts the House of Seven Gables. Now it appears the curse is about to strike again, threatening to destroy the Pyncheon family. RL 8
- Knowles, John. A Separate Piece. Story of a lonely introvert and his rival, a daredevil athlete, and what happens at school. RL 8
- Lee, Harper. To Kill a Mockingbird. A white lawyer in a Southern town defends a Negro accused of criminal assault. RL 10
- Shelley, Mary. Frankenstein. Victor Frankenstein, a Swiss scientist, has a great ambition: to create intelligent life. But when his creature first stirs, he realized he has made a monster. A monster, which, abandoned by its maker and shunned by everyone who sees it, dogs Dr. Frankenstein with murder and horrors to the very ends of the earth. RL 8



PART VI - FINAL THOUGHTS

Conclusion

The tradebooks contained in Chapter V are representative of a small amount of the books that are available for middle school classroom use. Students now bring books to class to "add to the list." The benefits to the students of an individualized reading and writing program far outweigh the initial time involvement of the educator to implement the program. It is this writer's hope that this handbook will serve as a springboard to assist you in developing your own individualized program!



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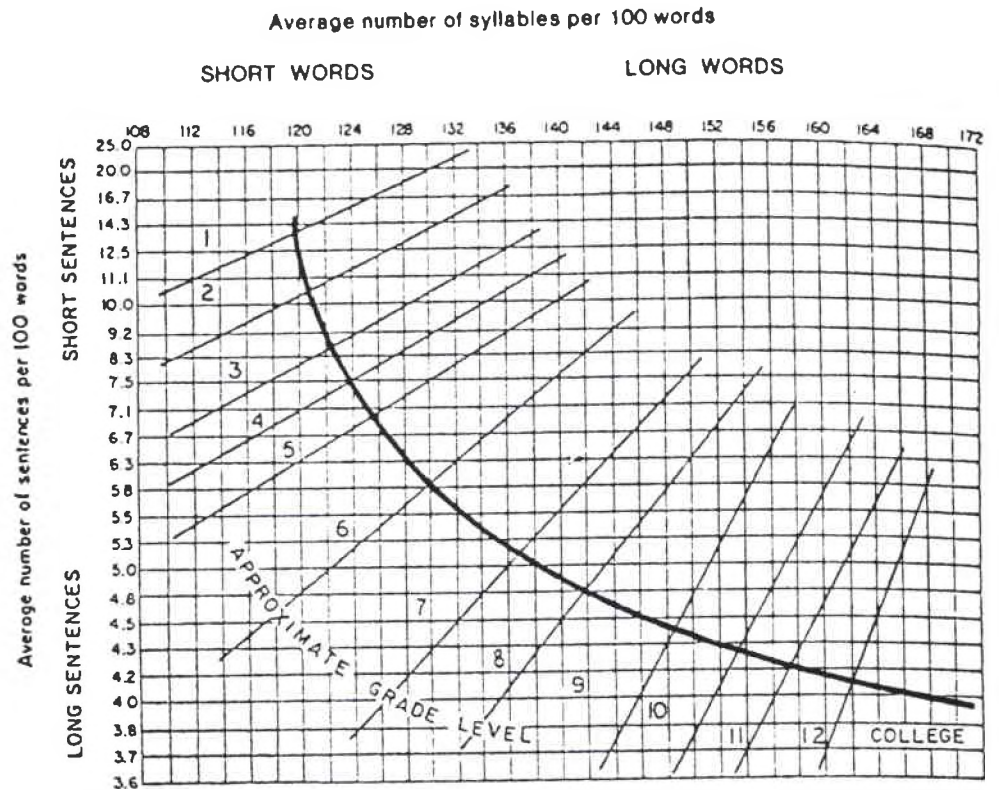
APPENDICES

INTEREST INVENTORY (Intermediate-Grade Level)
Written Form

1. How much do you like to read?
very much _____ not very much _____
quite a bit _____ not at all _____
2. What are the titles of several of the books you really have enjoyed reading?
3. What are the titles of some of the books in your home?
4. Do you have a library card?
5. What are the names of some of the books you have checked out from the school library or public library during the past month or so?
6. What part of the newspaper do you like to read?
sports section _____ letters to the editor _____
comics section _____ classified ads _____
news section _____ editorials _____
advice column like "Dear Abby" or "Ann Landers" _____
7. What are the names of the magazines you read quite often?
8. What are the names of some of the comic books you enjoy reading?
9. What are the names of your three favorite television programs?
10. What sports do you like to watch on television?
11. What is your favorite subject in school? Why is it your favorite? What is your hardest subject in school? Why do you think that it is hard for you?
12. What do you like the best about school?
13. What do you like the least about school?
14. What do you like to do the best after school?
15. What do you like to do the best on the weekends?
16. What kinds of hobbies do you have?
17. Do you have any collections? If you do, what do you collect?
18. What do you want to be when you grow up?
19. Where do you usually go on vacation with your family?
20. Have you ever gone to camp in the summer? If you have, what did you enjoy the most about camp?

GRAPH FOR ESTIMATING READABILITY*

By Edward Fry, Rutgers University Reading Center,
New Brunswick, New Jersey

**Directions:**

Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

Example:

	Syllables	Sentences
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

Readability: 7th Grade (see dot plotted on graph)

* For further information and validity data, see the April 1968 *Journal of Reading* and the March 1969 *Reading Teacher*.

APPENDIX C
STUDENT EVALUATION

NAME: _____

DATE: _____

ATTEMPTED LIST: _____

RL _____

Independent Reading Level _____ %
99% or more of the words on list recognized
Instructional Reading Level _____ %
90%-98% of the words on a list recognized
Frustration Reading Level _____ %
fewer than about 89% of the words on a list recognized

DATE: _____

ATTEMPTED LIST: _____

RL _____

Independent Reading Level _____ %
99% or more of the words on list recognized
Instructional Reading Level _____ %
90%-98% of the words on a list recognized
Frustration Reading Level _____ %
fewer than about 89% of the words on a list recognized

DATE: _____

ATTEMPTED LIST _____

RL _____

Independent Reading Level _____ %
99% or more of the words on list recognized
Instructional Reading Level _____ %
90%-98% of the words on a list recognized
Frustration Reading Level _____ %
fewer than about 89% of the words on a list recognized

Name _____ Grade _____ Teacher _____ Date _____

ORAL READING PASSAGE**THE NORTHERN LIGHTS***

Those people who have witnessed a spectacular display of the northern lights or aurora borealis say that it is a sight that they will always remember. The northern lights may appear at dusk and then for several hours blend into various glowing colors, weaving graceful forms. When they first appear, they may color a graying sky with a yellowish or greenish white light in the form of a huge arc. Suddenly after a few hours, the lower edge grows intense and bright, and the arc separates into fanlike rays that blaze into pink, red, and purple. In the climax of the display, the lights fill the entire sky. However, the climax lasts only a few minutes, and the intense colors quickly fade leaving the sky with only a faint glowing light.

Very briefly, the colorful display of northern lights occurs when solar wind particles, which are charged particles of electrons or protons, are first caught up in the Earth's magnetic field. Since the entire Earth is a giant magnet, it has both north and south magnetic poles, and the entire magnetic force field is called the magnetosphere. The solar wind then is speeded up by the Van Allen radiation belts, which are huge doughnut-shaped rings that surround the Earth and are part of the magnetosphere.

The solar wind particles are then hurled into the Earth's upper atmosphere where they collide with atoms and molecules formed mostly of oxygen and nitrogen. Each time an oxygen or nitrogen atom is struck, it loses one or more electrons. However, almost immediately it finds one or more loose electrons and replaces the lost one. As it does so, the atom gives off a little burst of energy that is seen as light.

When oxygen atoms regain lost electrons, they give off bursts of green or red light. So it is the energy bursts of oxygen atoms that account for the reddish, pink, or green colors of the northern lights. When nitrogen molecules regain the lost electrons, they give off bursts of violet or blue light.

Although the northern lights may be seen occasionally throughout the year, they are especially frequent and bright when there is much activity on the sun, which occurs about every eleven years. Since the last period of activity was in 1990, the next period should be in 2001. One of the most spectacular auroras ever seen occurred on the night of February 11, 1958, following a strong solar flare two days earlier.

*The readability level of this passage was computed by the Dale-Chall Readability Formula.

THE NORTHERN LIGHTS

BEFORE READING

Assessing Prior Knowledge and Interest

1. What do you know about the northern lights or aurora borealis?
2. Do you think you will like reading this story? Why? Why not?

AFTER READING

Number of words in this selection 412

Number of word identification miscues _____

Word Identification Miscues

- Independent reading level 0-7
 Low independent reading level approx. 8-16
 High instructional reading level approx. 17-26
 Instructional reading level approx. 27-37
 Low instructional reading level approx. 38-47
 Frustration reading level 48+

Assessing Comprehension

Score 1 for a correct response and 0 for an incorrect response in the appropriate column. Score ✓ for any answers that are clearly illogical or + for any answers that are very good, detailed, or insightful.

	Score	Appropriateness
<i>Reading the Lines</i>		
1. What is the other common name for the northern lights? (aurora borealis)	_____	_____
2. How long does the climax of the northern lights last? (a few minutes; several minutes)	_____	_____
3. In what year will the next period of especially bright and frequent display of northern lights occur? (2001)	_____	_____
<i>Reading Between the Lines</i>		
4. Why do you think a display of the northern lights impresses people so much? (it is so beautiful; the colors are so beautiful; the northern lights may light up the entire sky)	_____	_____
5. What kind of weather do you think is necessary for the best display of the northern lights? (clear weather; clear, cold weather; a clear sky)	_____	_____
6. Why do you think the northern lights are the most frequent and bright when there is much activity on the sun? (the sun would be giving off many solar wind particles)	_____	_____
<i>Reading Beyond the Lines</i>		
7. Would you like to see a display of the northern lights in 2001? Why? Why not? (any logical answer—some examples: YES it would be beautiful to see; it would be exciting to see; it would be interesting to see; NO I'm not interested in astronomy)	_____	_____
8. Would you ever be interested in studying astronomy? Why? Why not? (any logical answer—some examples: YES I like to learn about the sun, planets, and moon; I like to use a telescope; it would be interesting; NO I don't like to study about the sun, planets, or moon; I don't like science at all)	_____	_____

Number of comprehension questions correct _____

Comprehension Score

- Independent reading level 8
 Instructional reading level 5-7
 Frustration reading level 4 or fewer

SELF-MONITORING OF COMPREHENSION

- How well do you think you answered these questions?
 very well _____
 all right _____
 not so well _____

APPENDIX E

Name _____ Grade _____ Teacher _____

MY READING/WRITING LOG

RATINGS:

Great ☆ ☆ ☆ ☆

Good ☆ ☆ ☆

All Right ☆ ☆

Poor ☆

Date	Title and Author	R or W	My Comments: Why I Read or Wrote It; Why I Like or Didn't Like It; My Other Comments	My Overall Rating

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APPENDIX E

Student Conference Record for Writing

Date: _____

Name: _____

What is the title of the piece you are working on now?

What kind of piece is it? (story, poem, essay, report, etc.)

Who is your writing partner?

What changes were suggested by your partner on your second draft?

Teacher Comments

Final Draft:

Student Score _____

Teacher Score _____

Student/Teacher Comments

Student Conference Record for Reading

Name of Book: _____

Total Pages Read to Date: _____

Comprehension Paper Assigned: _____ Due: _____

APPENDIX E

Reading Partner: _____

Book is to be Completed: _____

Final Project: _____

Date _____

Dear Parent,

In your child's class this year each student will collect pieces of writing and other materials in a portfolio. Some of the papers may be drawings or writing that was done after the student read something that was very interesting to him or her. As an example, your child may write a different ending to a book or story or write why he or she particularly liked a book or story. In some cases, the child may write about nonfiction that especially interests him or her.

The students will be collecting many other things in their portfolios such as clippings from old magazines and other sources as ideas for stories to write. *I hope that some of the pieces of writing and other materials will be done or found at home. However, these activities should not be thought of as homework because all reading, writing, and thinking about things should be fun and interesting.*

Another important part of the student portfolios will be some simple records. As an example, your child will keep a log of all things he or she reads and writes both at school and at home. It also will include comments by your child about the books, stories, and other materials read and about the papers he or she wrote. There also may be longer notes in the portfolio that tell about writing particular pieces of work contained in it and that analyze his or her progress as a reader and writer. There also will be notes from some other people who look at the portfolio. I will write some notes, and your child's classmates also may write some. Your child and I also will make notes at the conferences we will be having about the portfolio. Although we will probably be talking about the portfolio nearly every day, we also will have regular conferences in which your child and I together evaluate his or her reading and writing progress and set some goals for the future.

You will also have opportunities to write comments that can be included in the portfolio. It will be a working portfolio which means that it is a full collection that encourages self-assessment by your child. It is not a show portfolio to be evaluated by either of us. *The major purpose of portfolios is to help a student assess or evaluate his or her work better so that he or she will become a better reader and writer.*

During this year there will be several opportunities for you to look at the portfolios and ask questions about what they contain. You can then also talk with me about your child's performance as a reader and writer. However, if you have any questions now, please feel free to let me know.

There are many ways in which you can become involved in your child's portfolio. You should always encourage your child to read and write at home as often as possible. It also is very important for your child to include things read and written at home in his or her portfolio. Things that are read at home can be added to the reading/writing log, and things written at home can be brought to school to be added to the portfolio if your child wants. *In any case, always continue to praise the strengths and improvements you notice in your child's reading and writing.*

Sincerely,

CHAPTER V

Summary, Conclusions, Recommendations

In Chapter I this writer discussed the need to adjust the curriculum to meet the individual needs of students. There are current trends in education that encourage the student to become actively involved in his/her learning processes. One method that allows individual development is implementation of an individualized reading and writing classroom.

Thus, the purpose of this project was to develop a handbook to support middle school teachers who wish to utilize an individual reading and writing program in their classroom.

In order to use this handbook, the teacher must commit the time in his/her classroom to begin such a program. What appears to be overwhelming soon falls into routine. This handbook will provide teachers a tool to assist in getting started.

In Chapter II the writer reviewed the pertinent literature which cited the use of Informal Assessment Inventories (IRI) as a method to assess informally the reading abilities of students. Further discussed was the

use of the Fry Readability Graph which presented a formula by which readability levels of given text could be ascertained.

Finally, the research was cited indicating in an individual program the importance of assessment must be considered for both reading and writing. It was found that portfolio assessment is an acceptable alternative to standardized testing.

Chapter III discussed how the writer came to believe that an individual reading and writing program would benefit her students. This writer reflects on her journey to implement an individual reading and writing program in her classroom.

This writer then reviews the procedures taken to develop the handbook.

Chapter IV is the handbook.

This writer believes that the research contained within this project will demonstrate to parents and administrators the importance of individual programs.

This writer believes this handbook contains ideas that will be beneficial to educators who desire to move away from traditional methods of teaching. Furthermore, this handbook should serve as an additional resource for those wishing to utilize quality literature in the classroom.

Reviewing the literature for this project has strengthened this writer's belief that IRIs and portfolios

are an important part of the assessment process. The program has shown this writer that when interested students become very excited about their reading and writing. Thus, the goal of creating this handbook was to encourage other educators to allow their students to have choice in the educational processes.

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