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Development of a team approach for the teaching of reading at seventh grade

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DEVELOPMENT OF A TEAM APPROACH FOR THE
TEACHING OF READING AT SEVENTH GRADE

by

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CHAPTER I

INTRODUCTION

Reading instruction, to be effective, must proceed on
an individual basis. The teacher, however, is teaching
a class and not just one child. Her problem is one of
so organizing instruction that a class may be taught as
a community with all members doing educationally worth-
while things. At the same time instruction must be
adjusted to meet the needs and characteristics of in-
dividuals. In addition, instruction must be so organized
so that, for at least part of the time, the teacher is
free to devote attention to those children who need
special guidance. The problem of adjusting instruction
to individual differences in large classes is probably
the most difficult one faced by the teacher.[1]

With this thought in mind, the Whitnall Middle School

located in southwest suburban Milwaukee County decided to

try a team teaching approach to facilitate movement towards

individualization of the reading program. The inception of

the program was at the seventh grade level. The seventh

grade consisted of 280 students. Eighty-two of these

students were selected by their sixth grade teachers to

take part in the program. Those selected were considered

to be most in need of remediation in reading. No formal

testing was done at the time of selection and the placement

was purely based on teacher recommendation.

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[1]Guy L. Bond and Miles A. Tinker, Reading Difficulties
Their Diagnosis and Correction (New York: Meredith Pub-
lication Company, 1967), p. 43.

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The eighty-two students were divided into two sec-
tions of forty-one students each. Each section met for one
45-minute period five days per week. The same three teachers
worked with each group.

Statement of the Problem

The purpose of this paper was to document the
inception of a seventh grade reading program as it moved
away from teaching to the median and worked instead toward
individualization based on need.

Points for consideration:

1) Bases on which student weaknesses were identified.

2) The team teaching approach used to meet these
   needs.

3) The scope and sequence of the program.

4) Materials used.

5) Evaluation as an ongoing part of the program.

6) Semester evaluation as to types of gains based
   on the evening of the reading profile as deter-
   mined by Stanford Diagnostic Reading Test
   Level II.

Scope and Limitations

The eighty-two students involved in this program
are all middle class children enrolled in the seventh grade
at Whitnall Middle School, Greenfield, Wisconsin. The

three teachers involved all had experience teaching reading at the seventh grade level. However, only the writer had experience with an individualized program and then not one that involved such large numbers.

The standardized testing and much of the materials were those things already owned or ordered by the school when this writer was hired to coordinate the program. While this should be a consideration kept in mind by readers of this paper, and while the writer in no way suggests that the materials are those best suited for an individualized program, the main point is that an individualized reading program starts with what is available in the way of students, materials, classroom space and teacher hours. A coordination of all of these leads to an individualized program.

For the purpose of research, it would have been advantageous to evaluate the program at the end of a full school year. However, the time limitation on this paper made it necessary to evaluate after one semester.

Significance

The significance of this study lies in the utilization of personnel, materials, and space to meet the individual needs of seventh grade students who have exhibited problems with reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

To the teacher of reading it becomes self-evident
that as pupils ascend in grade level the span of reading
abilities widens. At the middle school level the content
area teachers become increasingly frustrated with students
whose skill deficiencies render them unable to handle
classwork. Gordon in discussing the disabled reader says

> For many middle school children reading has become a
> great barrier. To these children, many of whom have
> average learning capacity, reading disability has
> closed the door to academic success and has filled them
> with frustration.[1]

A rough profile of these middle school students evolves
that shows a great span of abilities with those at the lower
edge meeting varying degrees of academic failure in all
areas.

Individualizing

How then does the reading teacher approach these
groups? Veatch in discussing the necessity of individualizing
says

> It seems necessary to present some underlying fundamental
> premises, as follows:

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[1]Mary Bowers Gordon, "Helping the Disabled Reader in
Junior High," _Elementary English_ 50 (January 1973):103.

> Reading is a matter individual to each child.
> A child should have the opportunity to proceed at
> his o pace.
> The reading experiences should eliminate compari-
> sons with others thus minimizing feelings of
> inadequacy.
> The level of the reader or reading material should
> be subordinate to the act and enjoyment of
> reading itself.
> Allowing a child some freedom of choice in selection
> of his reading materials will develop real pur-
> pose for reading.
> Instruction in reading and reading itself are con-
> stantly interwoven.[1]

When taken into consideration, these underlying premises

bring realization of the necessity of the individualized

reading programs. Individualized reading programs do not

come in cans, however, and as Odom says

> The IR program does not represent a single method with
> predetermined steps in procedure to be followed, but a
> flexible program guided by a knowledgeable teacher who
> has in mind the individual differences and needs of her
> pupils.[2]

So the individualized reading program must be developed

within the schools that will use it, by the teachers who will

us it, for the students that they are teaching.

Bond and Tinker see adjusting to individual differences

in large classes the greatest difficulty faced by the teacher.[3]

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[1]Jeannette Veatch, Individualizing Your Reading Program (New York: G. P. Putnam Sons, 1959), p. 195.

[2]Sterling C. Odom, "Individualizing a Reading Program," The Reading Teacher 24 (February 1971):410.

[3]Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction, p. 43.

Hanslonsky, Moyer and Wagner say

> Certain activities by their very nature limit group sizes. It is disastrous to learning to schedule into a lab or a skill-building exercise more students than the teacher can help individually.[1]

The case for individual instruction in reading is easily made. But the reality of being able to provide this instruction is not as easy. Hayes reports

> For many years, reading teachers have complained--and with some justification--of the number of students in each class. A drastic reduction in pupil-teacher ratio is impractical because of the large amount of money which would be required and very nearly impossible because of the increased number of classrooms which would be needed. The flexibility of team teaching appears to offer a sensible means of obtaining very small pupil-teacher ratios for limited periods of time. In this way, a teacher can give his full attention to a small number of pupils (say five to ten) who need remedial instruction in phonetic analysis, word recognition or some other specific skill. The instruction of large student groups requires techniques which differ from those which are normally used. Therefore, teachers have tended to freshen their methods of presentation and to make a more effective use of audio-visual aids and outside resources. In general, the teams have taken a new look at what they are teaching and how they are teaching it. Generally improved and more interesting instruction has been the result.[2]

Team Teaching

Team teaching then has become an alternative for providing individual instruction where pupil-teacher ratio would not allow it in self-contained classrooms, or where

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[1] Glenda Hanslonsky, Sue Moyer and Helen Wagner, Why Team Teaching (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), p. 45.

[2] Charles Hayes, "The Pittsburgh Experiment in Team Teaching," in Individualizing Instruction in Reading, ed. Donald Cleland and Elaine Vilscek (Pittsburgh: University of Pittsburgh, 1964), p. 65.

the classroom teacher, being untrained in remediation, is
unable to handle the task. Historically this is how team
teaching has developed in reading. Ramsey reports

> Team teaching and departmentalization in reading have
> frequently come about because one or two teachers have
> had advanced training in teaching reading and are chosen
> to teach reading (usually corrective or remedial) to two
> or more groups of children. Because of the great short-
> age of well-trained reading teachers the use of special
> teachers in the field is booming.[1]

Having accepted the premise of the necessity of individual-
ized instruction, the question presents itself regarding the
historical background of this premise. Investigation re-
veals that the concern for individualizing instruction
threads itself through education history. Team teaching
is a method, compatible with current educational structure,
for dealing with this timeless concern for individual
differences in learning. A quote from Fay emphasizes this
point.

> Seen in its proper perspective, however, team teaching
> is simply a recent attempt to more effectively individual-
> ize instruction. Hence while the method is timely, the
> basic concern is timeless as this quotation from Confucius
> indicates. In an essay entitled "The Ideal Teacher,"
> written some 500 years before Christ, Confucius said,
> "These . . . things show that individuals differ in their
> mental endowments and only through a knowledge of the
> different mental endowments can the teacher correct their
> mistakes. A teacher is but a man who tried to bring out

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[1]Wallace Ramsey, "A Conclusive Look at the Caring for
Individual Differences in Reading," in Organizing for Individ-
ual Difference, ed. Wallace Ramsey (Newark, Delaware: Inter-
national Reading Association, 1967), p. 125.

the good and remedy the weaknesses of his students."
To insightful teachers from Confucius to the present
individual differences have been the most fundamental
problem faced in the classroom. Interesting also, is
Confucius' suggestion that the effective teacher must
be a diagnostician who "knows his students thoroughly"
in order to "remedy their weaknesses."[1]

Individualizing instruction is not the only advantage

encompassed in team teaching. Where the self-contained

classroom has the limited talent and ideas of one teacher,

the team talent and ideas are multiplied by the number of

teachers comprising the team. If, in addition, one of the

team members has advanced training, the team is further

enriched. In support of the concept of team teaching, Hunt

and Johnson say

> Team teaching is a valid idea. The pooling of time and
> talent, the opportunity for joint planning, the exchange
> of ideas, the mixture of different sets of talents be
> applied with complete flexibility, and the opportunity to
> come closer to individualizing instruction support our
> contention that these are practical ways of improving
> instruction. Why, then, must we want for a foolproof
> package before attempting to profit from an obvious
> "opportunity"?[2]

The impact of a team is at the least the multiple

impact of its members. But formation of a team by no means

eliminates the lack of capabilities of its component members.

The mere grouping does not necessarily act therapeutically.

In discussing how teams operate, Hayes says

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[1]Leo C. Fay, "Team Teaching as a Method of Individ-
ualizing Reading Instruction," in Individualizing Instruc-
tion in Reading, ed. Donald Cleland and Elaine Vilscek
(Pittsburgh: University of Pittsburgh, 1964), p. 50.

[2]John J. Hunt and Robert H. Johnson, Jr., Rx for Team
Teaching (Minneapolis, Minn.: Burgess Publishing Co., 1968),
p. 14.

Simply grouping teacher and pupils into teams will not insure any kind of improvement. Effective team operation depends on the capabilities of individuals. In my judgment, the team approach does provide opportunities for improved and more nearly individualized instruction . . . There is nothing automatic about the team approach. But it can be made to operate, and I believe, made to operate in a manner that will be more effective than the efforts of individual teachers working in isolation.[1]

Each team is unique unto itself because of the variety of its components. Operation of a team in one situation will not be the exact duplicate of another team, nor of the same team in another situation. In discussing the formation of a team, Hayes says

What I am trying to stress is that a form of team teaching should not be indiscriminately transplanted from one school district to another. It is imperative that it be determined what you hope to achieve by team teaching before you decide on the brand you will use.[2]

A team's composite is as varied as its members and their students, their physical facilities and their materials. No formula can be written that will insure a uniformly perfect outcome in team formation. However, people who have experienced team formation can set forth some guidelines of essentials. Hanslonsky, Moyer and Wagner give this statement on the essential ingredients of team operation.

We must repeat that there is no formula which assures a successful team operation. Certain ingredients are essential, however.

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[1]Hayes, "The Pittsburgh Experiment in Team Teaching," p. 66.

[2]Ibid., p. 64.

1. Teachers and administrators must really want to be
   involved in team teaching.
2. Teachers must develop the patience and the talent
   to blend their attitudes and abilities, and to accept
   each others' values while retaining their individual-
   ity.
3. The staff must have the willingness to devote extra
   time to planning, daily revamping, and to allowing
   each member to utilize his own techniques for
   thinking through decisions concerning group efforts.[1]

Availability of Research

The lack of plentiful or valid research on team

teaching as a means of individualizing instruction is a

hindrance to those who might try such a plan.   In discussing

this factor, Ramsey says

> Research on the long term advantages of such plans is
> further complicated by the fact that, frequently, when
> teaming and departmentalization are instituted, certain
> other changes are made which make the new situation dif-
> ferent in several respects from the old.   School adminis-
> trators have not hesitated to publicize achievement
> test results from old and new groups, labeling them
> "control" or "experimental" and attributing differences
> to teaming or departmentalization or whatever innovation
> has been instituted.[2]

A computerized search of ERIC documents turned up not

a single example of the team teaching of reading in the inter-

mediate grades.   Ramsey, in discussing the lack of research

regarding school organization for reading, says:

_____

[1]Hanslonsky, Moyer and Wagner, _Why Team Teaching_, p.
89.

[2]Wallace Ramsey, "A Conclusive Look at the Caring for
Individual Differences in Reading," _Organizing for Individ-
ual Differences_, Wallace Ramsey, editor, International
Reading Association (Newark, Delaware: 1967), p. 125.

Success or failure in teaching reading is influenced
by a whole constellation of interrelated factors; and
the degree of influence of any one factor, such as
school organization, is difficult to isolate and measure.
The complexity of human behavior and human institutions
is the cause of this state of affairs. Research in
reading has only begun to explore the complex relation-
ships existing. Even now we may lack the tools of mea-
surement that will permit the kind of analysis needed.
Parents and school personnel are resistant to the kind
of probing necessary to get the data that would
satisfactorily answer the question "What kind of organi-
zation is best, here, now?"[1]

The need for individualized reading programs is

undisputed. Literature on the advantages of teaching in

teams and the opportunity afforded by team flexibility is

available. Yet research documenting the use of team

teaching in reading is not available. One can only

suggest that if it is being done that ideas be shared as a

means of advancing reading organization.

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[1]Ibid., p. 128.

CHAPTER III

THE PROCEDURE

Description of the School and Students

Whitnall Middle School is situated in Greenfield, a southwestern Milwaukee suburb. There were 723 students in attendance in September 1974--the time that this program was begun.

There were three grade levels in the Whitnall Middle School--sixth, seventh and eighth. This paper concerns itself with only part of the total seventh grade population. The students selected for the program were considered by their sixth grade teachers to be most in need of special help in reading. The total number of students involved was 82.

Description of the Team

The team consisted of three reading teachers. Two of the teachers teach three other sections of seventh grade reading. The third teaches two sections of eighth grade reading and runs a reading center one period per day.

The three teachers involved all had experience teaching reading at the seventh grade level. However, only the writer had experience with an individualized program and then not one that involved such large numbers.

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Description of the Scheduling Procedure

The 82 students were divided into two sections of 41 students each. Each section met for one 45-minute period per day five days per week. The same three teachers worked with each group.

The students were divided equally between the teachers and thus formed a heterogenous home reading group of approximately fourteen pupils each. This school had previously grouped the severe reading problems into one class. This was found unsatisfactory because of the image of the students in the class and because it concentrated behavior problems. The purpose then of the home reading group was to overcome these disadvantages.

The purposes of the team approach were (1) to start a movement of coordination for the seventh grade reading program, (2) to provide flexibility of scheduling that would allow one reading teacher to work in small groups with students who showed specific weaknesses.

The ongoing schedule that developed is shown in Table 3 of the appendix. The development was spontaneous. One teacher became the skills specialist and worked in remediation. This teacher was in the reading center one hour per day and was able to take students for additional remediation during that time. The second teacher developed the vocabulary experience. The third teacher developed the reading enrichment activities. Since both the vocabulary

experience and the reading enrichment were done as large
group activities this freed the other two teachers. This
time was used to take small groups out of the main group
for remediation and it also gave the third teacher addition-
al planning time.

Testing Procedure

In September, during the second week of school,
the <u>Stanford Diagnostic Reading Test, Level II, Form W</u>,[1] was
administered to all of the students in this program. All
of the subtests were given with the exception of Rate of
Reading. The reason for not administering this subtest
was that the experience of the staff involved in the pro-
gram was that due to the scoring procedure not providing
for correction for inaccuracy the validity of the score
is questionable. Stool, in her research with the <u>Stan-
ford Diagnostic Reading Test</u>, reports the same findings.

> In this instance a closer analysis of the test data
> disclosed that thirty-nine of the Ss obtained scores
> in the eighth or ninth stanines on the Rate of Reading
> subtest, placing 27 percent of the scores in stanines
> which are theoretically defined as the top 11 percent
> of the total test population. Since the scoring proce-
> dure for this subtest provides no correction for in-
> accuracy, students who merely make "x's" as rapidly as
> possible were able to obtain a maxium score.

> That this phenomenon is not unique to the present sample
> is verified by a later analysis of data obtained on forty-
> three fourth and fifth graders achieving below grade level

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[1]<u>Stanford Diagnostic Reading Test, Level II, Form W</u>,
(New York: Harcourt, Brace and World, Inc., 1966).

in reading. Of this sample, nineteen of the forty-three, or 44 percent, obtained scores in stanine nine--a stanine which theoretically represents only 4 percent of an average test population and presumably less of a remedial population.

The distribution of scores on the rate subtest for both groups was bimodal with a bulk of scores at either extreme and only a few in between. Whether the formal of the subtest initiates guessing behavior on the part of the troubled reader remains to be investigated. Meanwhile, diagnosticians are advised to interpret the Rate of Reading subtest with caution when prescribing remedial instruction, as present data suggest it may be measuring something other than reading rate when used with children experiencing difficulty in reading.[1]

The scores from the Stanford Diagnostic Reading Test were then used to identify students with areas of weakness. These students were given remedial instruction either during class time on the two days when the skills teacher was available for remedial work or during the one hour reading center time.

Coupled with this testing was criterion-reference testing that was done every two to three weeks and was based solely on the material taught in the home reading class. An example of these criterion-based tests is in the appendix.

An example of the use of this criterion-reference testing is (1) a student scoring in the third stanine or below in sound discrimination was given remediation with the skills teacher over a two-week period, (2) sound discrimination was then presented to the home reading groups,

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[1]Patricia Donath Stoll, "A Study of the Construct and Criterion-Related Validity of the Stanford Diagnostic Reading Test," The Journal of Educational Research 66 (December 1972):186.

(3) criterion-reference testing followed this skills work in the home reading group, (4) those students exhibiting below a certain level of proficiency were remediated again. This remediation also picked up students who were not identified as having a weakness on the original diagnostic testing.

The teachers gave the criterion-based tests to their own home reading group students. They then scored the tests themselves and came together to decide the criteria for identifying those in need of more help on an individual skill.

As the semester progressed the criterion reference tests were also used to single out students who had mastered a skill while the majority of the group had not. These students then were provided with a directed Learning Resource Center activity while the home groups were given additional instruction in the particular skill.

No I.Q. testing was done during the development of this study. The information, however, was readily accessible from the guidance counselor. That information is not included here since most of it was at least two years old.

Materials Used

The program was based on the structured material in the Action Reading System. The team of teachers decided on their own a scope and sequence and then drew from the Action Reading System for lessons. On a weekly basis a skill

was selected, the Action Lesson used and then additional teacher-made material was used to back this lesson up. The Action lessons were used one to two days per week. They were never used more than that.

The Specific Skill Series was also used one day per week. This was coupled with oral reading or small group activity in word attack areas.

The large group vocabulary lesson that was done one day per week was taken from materials used in the Social Studies and Science departments. This was an attempt to tie in vocabulary with the content areas. Some additional vocabulary and spelling work was done at this time using the word lists from the Action Reading System.

The large group enrichment reading which was also done one day per week was taken from a variety of sources. Some of it from the books, kits, supplementary materials and periodicals mentioned in the bibliography. Other times it was in the form of films and film strips.

Fridays were quiz days every other week. Quizzes usually lasted about twenty minutes and were coupled with pleasure reading activities that individual students could start at their own pace. The Action Libraries were used here. Adventurers for Readers and the Scholastic Edition of Scope Magazine was also used. This was usually coupled with

group word games. We purposely avoided worksheets on Friday and gave each home reading teacher a chance to develop her own activity for this day.

Whitnall Middle School has an excellent Learning Resource Center. The students spent one Language Arts Class per week at the resource center and could select supplementary material at that time.

CHAPTER IV

RESULTS OF THE STUDY

Post-Test Results

In January the <u>Stanford Diagnostic Reading Test</u> <u>Form X</u>[1] was given to 79 of the original 82 subjects. Three of the subjects had left the program. One of these no longer attended the school. The other two were absent for an extended period during which the post-testing took place and so are not included in this report.

Table 1 shows a complete report by subtest of the changes between the September and January testing. Page 46 of the appendix shows a complete report of each student's score on the January testing.

In Table 1 it will be noted that the least amount of gains occurred in the subtest on comprehension. Only 32 of the 79 subjects made gains in this area, while 27 showed no change and 20 actually lost in comprehension score.

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[1]<u>Stanford Diagnostic Reading Test, Level II, Form X</u> (New York: Harcourt, Brace and World, Inc., 1966).

TABLE 1

TOTAL CHANGES IN STANINES BETWEEN SEPTEMBER
AND JANUARY ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST

Stanine Change	Comp.*	Voc.*	Syl.*	Sound Disc.*	Bl.*
Gained					
1	16	24	15	26	27
2	10	13	12	23	6
3	5	4	5	4	6
4+	1	1	10	1	2
Total	32	42	42	54	41
Lost					
1	15	14	15	7	9
2	5	2	4	0	3
3	0	0	1	2	0
4+	0	0	0	0	0
Total	20	16	20	9	12
No Change	27	21	18	16	26

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*   Comp. = Comprehension        Sound Disc. = Sound
    Voc.  = Vocabulary                         Discrimina-
    Syl.  = Syllabication                      tion
                                 Bl.         = Blending
```

The three areas of vocabulary, syllabication and blending had approximately equal gains. Forty-two students gained in vocabulary and syllabication and forty-one students gained in blending. Sixteen students lost in vocabulary. Twenty students lost in syllabication and 12 students lost in blending. Twenty-one students showed no change in vocabulary. Eighteen showed no change in syllabication and 26 showed no change in blending. Fifty-four students made gains in sound discrimination. This subtest

showed the greatest number of gains and the fewest number, nine, losses. Sixteen students remained unchanged in sound discrimination.

While Table 1 gives information for the entire group, it was felt important to determine if any particular subgroup had profiles that differed from the profiles of the group as a whole. For this reason, categories were established using the grade level reading score from the September testing. By categorizing in this way five sub-groups were formed. These subgroups are shown in Table 2.

TABLE 2

SUBGROUPS BY SEPTEMBER GRADE LEVEL SCORE

Grade Level Reading Score	Number of Students
7.0 and above	26
6.0 to 6.9 inclusive	22
5.0 to 5.9 inclusive	17
4.0 to 4.9 inclusive	7
2.0 to 3.9 inclusive	8

The tables that follow present the percentage of each group which gained on each of the subtests between the September and January testing. These tables allowed comparison of performance between the subgroups on each of the subtests.

Table 3 shows the percentage of each group which gained in comprehension between September and January. In the 7.0 and above group, 23 percent made gains. In the 6.0

TABLE 3

PERCENTAGE OF SUBJECTS MAKING GAINS ON THE
COMPREHENSION SUBTEST OF THE STANFORD
DIAGNOSTIC READING TEST BY GRADE
LEVEL SUBGROUP

| * | 7.0+ | 6.0+ | 5.0+ | 4.0+ | 2.0+ |

```
*   7.0+ = 7.0 and above
    6.0+ = 6.0 to 6.9 inclusive
    5.0+ = 5.0 to 5.9 inclusive
    4.0+ = 4.0 to 4.9 inclusive
    2.0+ = 2.0 to 3.9 inclusive
```
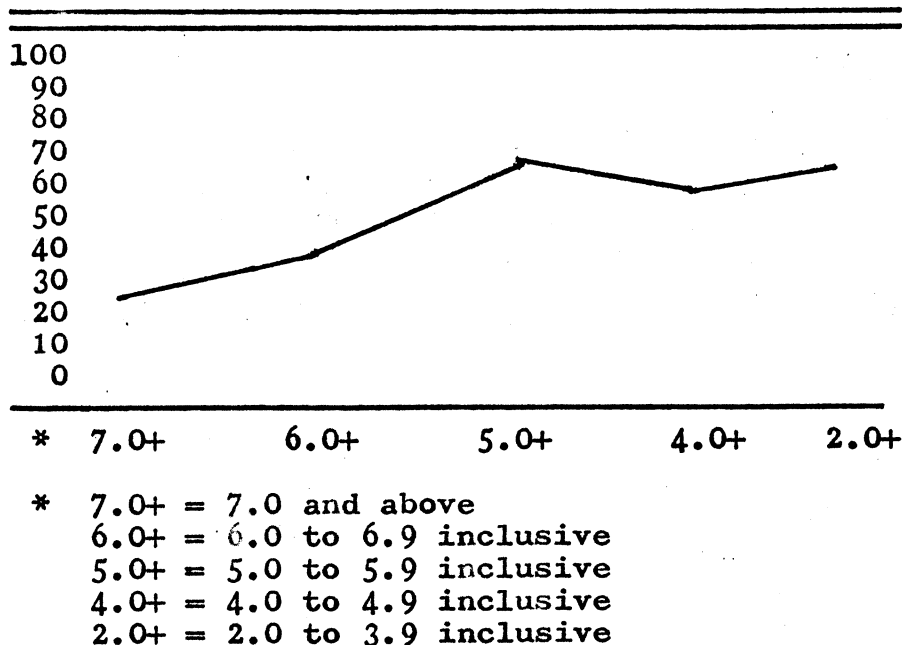
to 6.9 group, 32 percent made gains. In the 5.0 to 5.9 group, 65 percent made gains. In the 4.0 to 4.9 group, 57 percent made gains. In the 2.0 to 3.9 group, 63 percent made gains.

Table 4 shows the percentage of each group which gained in vocabulary between September and January. In the 7.0 and above group, 73 percent made gains. In the 6.0 to 6.9 group, 41 percent made gains. In the 5.0 to 5.9 group, 47 percent made gains. In the 4.0 to 4.9 group, 43 percent made gains. In the 2.0 to 3.9 group, 38 percent made gains.

TABLE 4

PERCENTAGE OF SUBJECTS MAKING GAINS ON THE
VOCABULARY SUBTEST OF THE STANFORD
DIAGNOSTIC READING TEST BY GRADE
LEVEL SUBGROUP
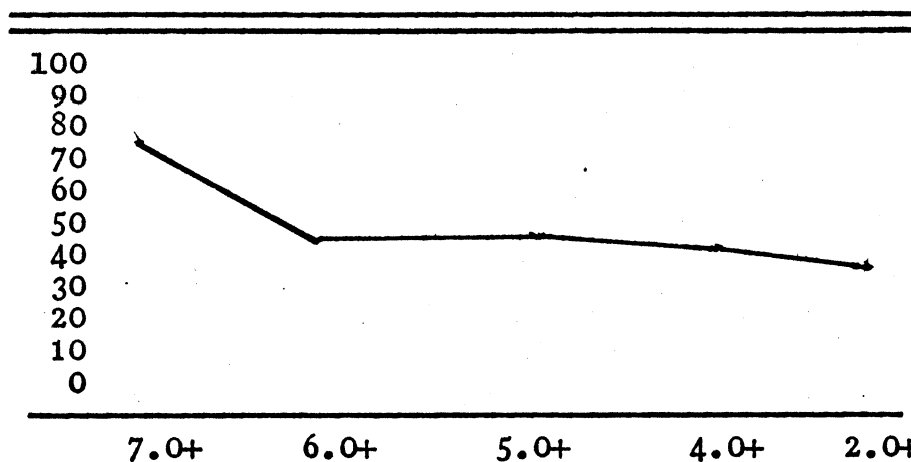
Table 5 shows the percentage of each group which gained in syllabication between September and January. In the 7.0 and above group, 62 percent made gains. In the 6.0 to 6.9 group, 41 percent made gains. In the 5.0 to 5.9 group 59 percent made gains. In the 4.0 to 4.9 group, 27 percent made gains. In the 2.0 to 3.9 group, 63 percent made gains.

TABLE 5

PERCENTAGE OF SUBJECTS MAKING GAINS ON THE
SYLLABICATION SUBTEST OF THE STANFORD
DIAGNOSTIC READING TEST BY GRADE
LEVEL SUBGROUP
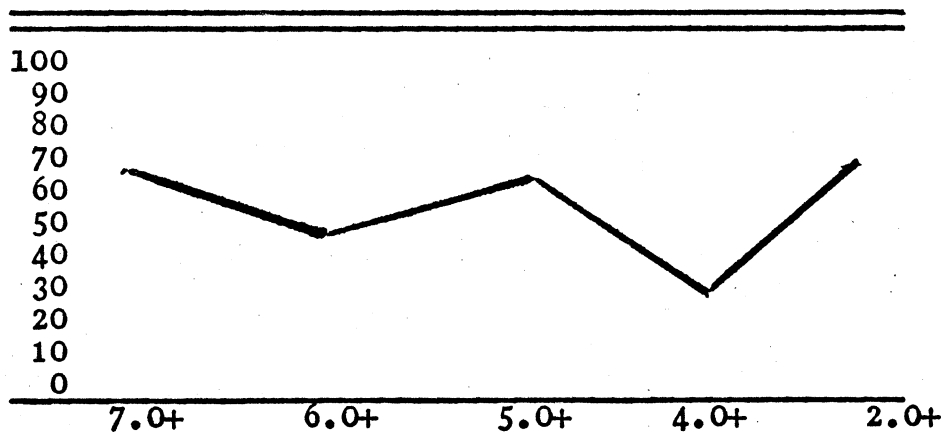
Table 6 shows the percentage of each group who gained in sound discrimination between September and January. In the 7.0 and above group, 81 percent made gains. In the 6.0 to 6.9 group, 64 percent made gains. In the 5.0 to 5.9 group, 71 percent made gains. In the 4.0 to 4.9 group, 57 percent made gains. In the 2.0 to 3.9 group, 38 percent made gains.

TABLE 6

PERCENTAGE OF SUBJECTS MAKING GAINS ON THE
SOUND DISCRIMINATION SUBTEST OF THE
STANFORD DIAGNOSTIC READING TEST BY
GRADE LEVEL SUBGROUP
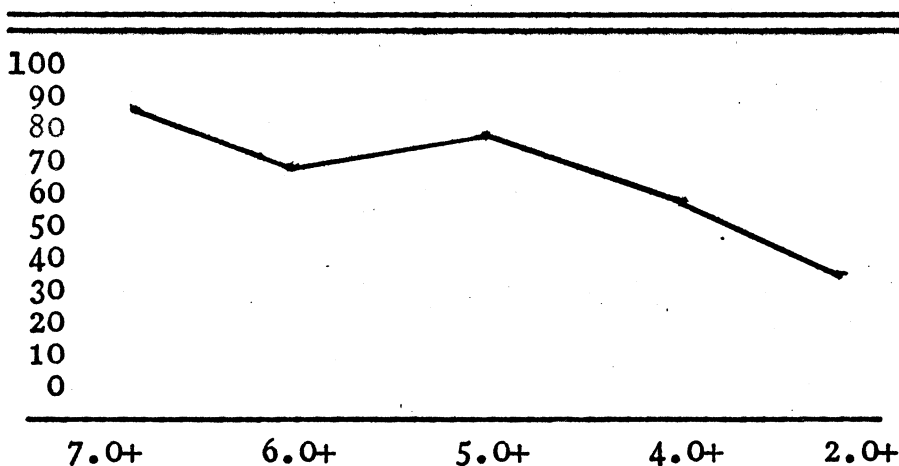
Table 7 shows the percentage of each group who gained in blending between September and January. In the 7.0 and above group, 58 percent made gains. In the 6.0 to 6.9 group, 55 percent made gains. In the 5.0 to 5.9 group, 47 percent made gains. In the 4.0 to 4.9 group, 14 percent made gains. In the 2.0 to 3.9 group, 63 percent made gains.

TABLE 7

PERCENTAGE OF SUBJECTS MAKING GAINS ON THE
BLENDING SUBTEST OF THE STANFORD
DIAGNOSTIC READING TEST BY GRADE
LEVEL SUBGROUP
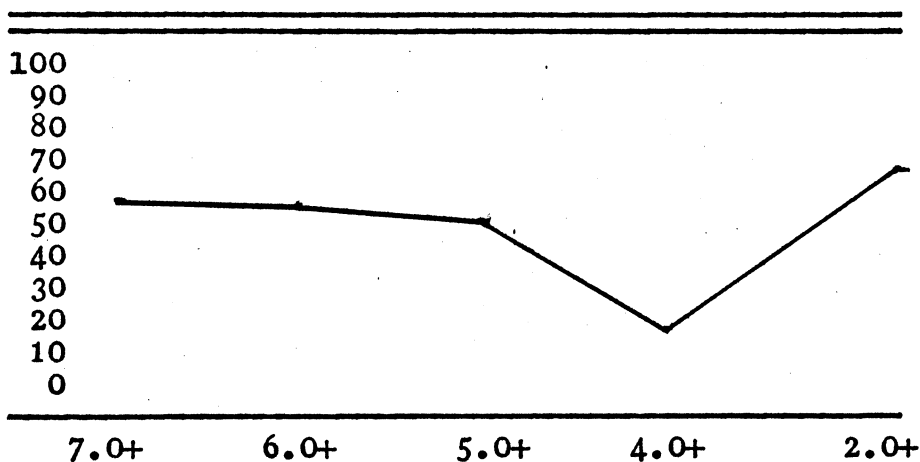
The testing information was also used to compare the performance of each subgroup on each of the subtests. This provided information on the total effect of the program on each of the subgroups. Special notation was given not only to the gains but also to the losses and no changes as well. The five even-numbered tables that follow give this information. The five odd-numbered tables that follow convert this information to percentage of gains which allows for comparison both within the subgroups and between the subgroups.

Table 8 shows the changes in stanine for each of the subtests for students whose grade level score was 7.0 and above in September. Of the 26 students in this group, a total of six students made gains in comprehension. Nine students lost in comprehension and eleven students showed no change. In vocabulary, 19 students gained while three lost and four showed no change. In syllabication 16 students

TABLE 8

CHANGES IN STANINES BETWEEN THE SEPTEMBER AND
JANUARY TESTING ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST
(7.0 OR ABOVE IN SEPTEMBER)

Stanine Change	Comp.	Voc.	Syl.	Sound Disc.	Bl.
Gained					
1	5	11	5	9	8
2	1	6	5	11	5
3	0	2	2	1	2
4+	0	0	4	0	0
Total	6	19	16	21	15
Lost					
1	4	3	4	3	4
2	5	0	2	0	1
3	0	0	0	0	0
4+	0	0	0	0	0
Total	9	3	6	3	5
No Change	11	4	4	2	6

made gains. Four of these students made gains of 4 or more
stanines. Six students showed a loss in syllabication and
four students showed no change. In sound discrimination,
21 students showed gains. Three students lost in sound
discrimination and two students showed no change. In
blending, 15 students gained while five lost and six showed
no change.

Table 9 shows the percentage of students who gained
on each of the subtests in the subgroup whose grade level
score was 7.0 and above in September. Only 23 percent
of these students made gains in comprehension. Seventy-
three percent of these students made gains in vocabulary.

TABLE 9

PERCENTAGE OF STUDENTS MAKING GAINS BETWEEN THE
SEPTEMBER AND JANUARY TESTING ON EACH OF THE
SUBTESTS OF THE STANFORD DIAGNOSTIC READING
TEST (7.0 AND ABOVE IN SEPTEMBER)

```
100
 90
 80
 70
 60
 50
 40
 30
 20
 10
  0
      Comp.    Voc.    Syl.    S.Disc.    Bl.
```
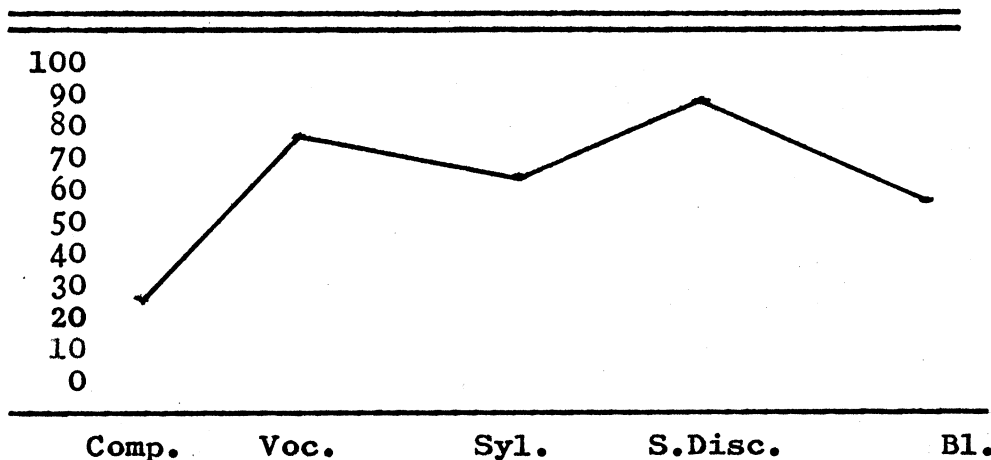
Sixty-two percent made gains in syllabication. Eighty-one percent of the students made gains in sound discrimination. Fifty-eight percent of the students made gains in blending.

Table 10 shows the changes in stanines between September and January on each of the subtests for students whose grade level score was 6.0 to 6.9 in September. There were 22 students in this group. Seven of the students made gains in comprehension. Eight of the students lost in comprehension and 7 remained unchanged. In vocabulary, nine students made gains while five students lost and eight students remained unchanged. In syllabication, nine students gained while nine lost and four remained unchanged. In sound discrimination, 14 students gained while two lost and six remained unchanged. In blending, 12 students gained while three lost and seven remained unchanged.

TABLE 10

CHANGES IN STANINES BETWEEN THE SEPTEMBER AND
JANUARY TESTING ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST
(6.0 to 6.9 IN SEPTEMBER)

Stanine Change	Comp.	Voc.	Syl.	Sound Disc.	Bl.
Gained					
1	4	5	2	7	7
2	3	3	3	4	1
3	0	1	1	2	2
4+	0	0	3	1	2
Total	7	9	9	14	12
Lost					
1	8	4	6	1	3
2	0	1	2	0	0
3	0	0	1	1	0
4+	0	0	0	0	0
Total	8	5	9	2	3
No Change	7	8	4	6	7

Table 11 shows the percentage of students who gained on each of the subtests in the subgroup whose grade level score in September was 6.0 to 6.9. Thirty-two percent of the students showed gain in comprehension. Forty-one percent of the students showed gain in vocabulary and syllabication. Sixty-four percent showed gain in sound discrimination. Fifty-five percent showed gain in blending.

Table 12 shows the changes in stanines between September and January on each of the subtests for students whose grade level scores were 5.0 to 5.9 in September. There were 17 students in this subgroup. Eleven of the students made gains in comprehension. Two of the students

29

TABLE 11

PERCENTAGE OF STUDENTS MAKING GAINS BETWEEN THE
SEPTEMBER AND JANUARY TESTING ON EACH OF THE
SUBTESTS OF THE STANFORD DIAGNOSTIC READING
TEST (6.0 TO 6.9 IN SEPTEMBER)
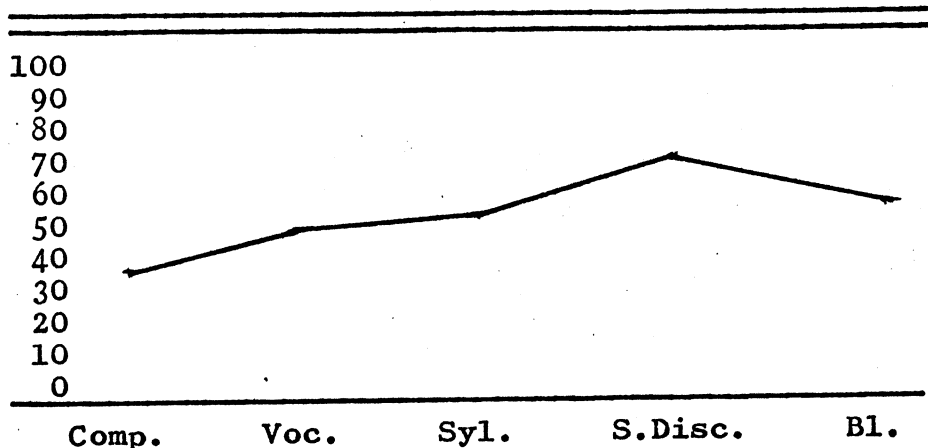
TABLE 12

CHANGES IN STANINES BETWEEN THE SEPTEMBER AND
JANUARY TESTING ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST
(5.0 TO 5.9 IN SEPTEMBER)

Stanine Change	Comp.	Voc.	Syl.	Sound Disc.	Bl.
Gained					
1	5	7	6	7	7
2	5	1	0	4	0
3	1	0	2	1	1
4+	0	0	2	0	0
Total	11	8	10	12	8
Lost					
1	2	3	4	2	0
2	0	0	0	0	1
3	0	0	0	0	0
4+	0	0	0	0	0
Total	2	3	4	2	1
No Change	4	6	3	3	8

lost in comprehension and four of the students remained unchanged. In vocabulary, eight of the students gained while three lost and six remained unchanged. In syllabication, ten of the students gained while four lost and three remained unchanged. In sound discrimination, twelve of the students gained while two lost and three remained unchanged. In blending, eight of the students gained while one lost and eight remained unchanged.

Table 13 shows the percentage of students who gained on each of the subtests in the subgroup whose grade level score in September was 5.0 to 5.9. Sixty-five percent of the students made gains in comprehension. Forty-seven percent made gains in vocabulary. Fifty-nine percent made gains in syllabication. Seventy-one percent made gains in sound discrimination. Forty- seven percent made gains in blending.

TABLE 13

PERCENTAGE OF STUDENTS MAKING GAINS BETWEEN THE
SEPTEMBER AND JANUARY TESTING ON EACH OF THE
SUBTESTS OF THE STANFORD DIAGNOSTIC READING
TEST (5.0 TO 5.9 IN SEPTEMBER)

| | Comp. | Voc. | Syl. | S.Disc. | Bl. |
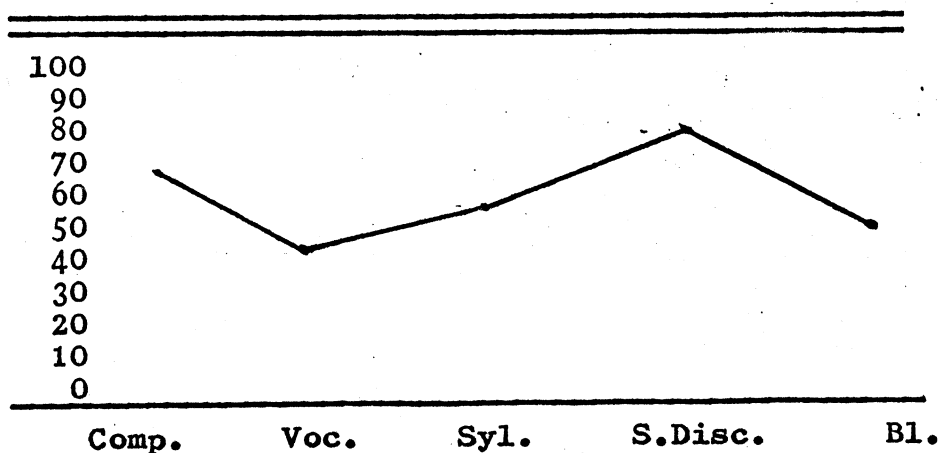
Table 14 shows the changes in stanines between September and January on each of the subtests for students whose grade level scores were 4.0 to 4.9 in September. There were seven students in this category. Four of the students made gains in comprehension. One of the students lost and two showed no change. In vocabulary, three students gained while two lost and two remained unchanged. In syllabication, two students gained while one lost and four remained unchanged. In sound discrimination four students gained while one student lost and two remained unchanged. In blending, one student gained while two lost and four remained unchanged.

TABLE 14

CHANGES IN STANINES BETWEEN THE SEPTEMBER AND
JANUARY TESTING ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST
(4.0 TO 4.9 IN SEPTEMBER)

Stanine Change	Comp.	Voc.	Syl.	Sound Disc.	Bl.
Gained					
1	2	0	0	1	0
2	0	1	1	3	0
3	2	1	0	0	1
4+	0	1	1	0	0
Total	4	3	2	4	1
Lost					
1	1	2	1	1	1
2	0	0	0	0	1
3	0	0	0	0	0
4+	0	0	0	0	0
Total	1	2	1	1	2
No Change	2	2	4	2	4

Table 15 shows the percentage of students who gained on each of the subtests in the subgroup whose grade level score in September was 4.0 to 4.9. Fifty-seven percent of the students gained in comprehension. Forty-three percent gained in vocabulary. Twenty-seven percent gained in syllabication. Fifty-seven percent gained in sound discrimination. Fourteen percent gained in blending.

TABLE 15

PERCENTAGE OF STUDENTS MAKING GAINS BETWEEN THE
SEPTEMBER AND JANUARY TESTING ON EACH OF THE
SUBTESTS OF THE STANFORD DIAGNOSTIC READING
TEST (4.0 TO 4.9 IN SEPTEMBER)
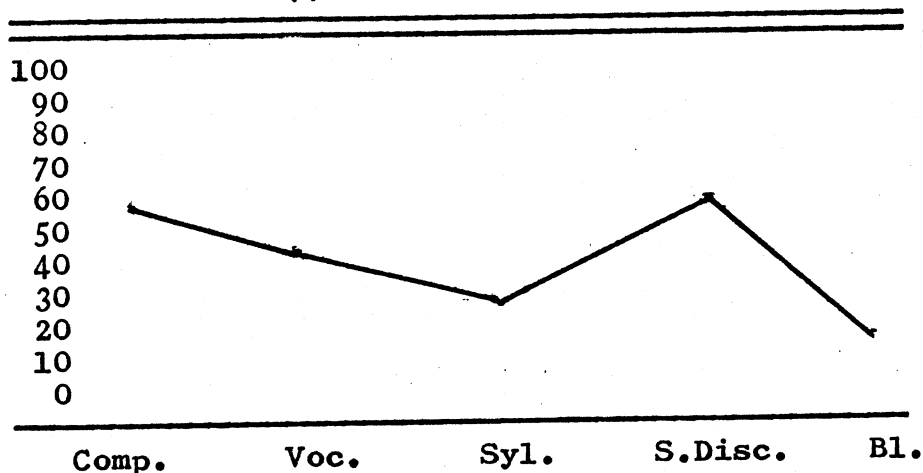
Table 16 shows the changes in stanines between September and January for each of the subtests for students whose grade level score was 2.0 to 3.9 in September. There were eight students in this category. Five of the students made gains in comprehension. None lost in comprehension and three remained unchanged. In vocabulary, three students gained while three students lost and two remained

TABLE 16

CHANGES IN STANINES BETWEEN THE SEPTEMBER AND
JANUARY TESTING ON THE SUBTESTS OF THE
STANFORD DIAGNOSTIC READING TEST
(2.0 TO 3.9 IN SEPTEMBER)

Stanine Change	Comp.	Voc.	Syl.	Sound Disc.	Bl.
Gained					
1	1	1	2	2	5
2	1	2	3	1	0
3	2	0	0	0	0
4+	1	0	0	0	0
Total	5	3	5	3	5
Lost					
1	0	2	0	0	1
2	0	1	0	0	0
3	0	0	0	1	0
4+	0	0	0	0	0
Total	0	3	0	1	1
No Change	3	2	3	4	2

unchanged. In syllabication, five students gained while none lost and three remained unchanged. In sound discrimination, three students gained while one lost and four remained unchanged. In blending, five students gained while one lost and two remained unchanged.

Table 17 shows the percentage of students who gained on each of the subtests in the subgroup whose grade level score in September was 2.0 to 3.9. Sixty-three percent of the students gained in comprehension, syllabication and blending. Thirty-eight percent gained in sound discrimination and vocabulary.

TABLE 17

PERCENTAGE OF STUDENTS MAKING GAINS BETWEEN THE
SEPTEMBER AND JANUARY TESTING ON EACH OF THE
SUBTESTS OF THE STANFORD DIAGNOSTIC READING
TEST (2.0 to 3.9 IN SEPTEMBER)

Comp.	Voc.	Syl.	S.Disc.	Bl.
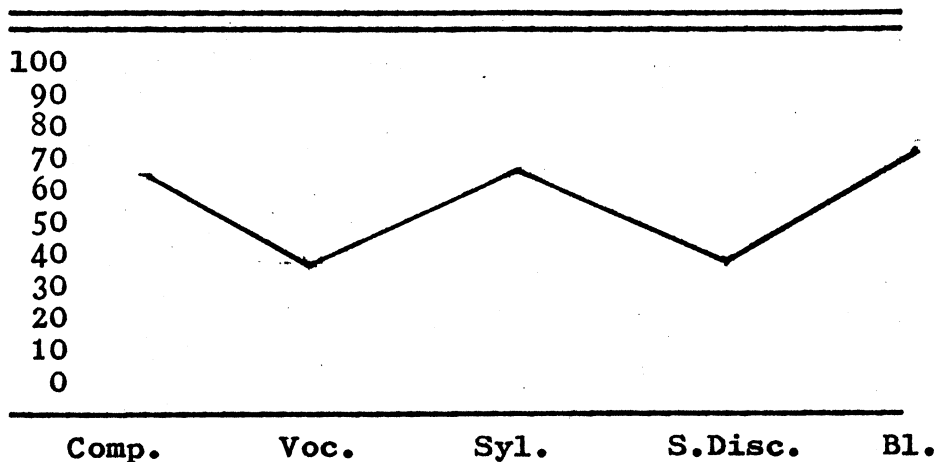
Conclusions

Table 1 shows that the greatest number of students making gains was in the area of sound discrimination. Vocabulary, syllabication and blending had approximately equal numbers of students making gains. Comprehension had the least number of gains and the largest number of losses. From this table the conclusion could be made that the intensive sound discrimination instruction showed results while the program was relatively less successful in teaching comprehension.

Students came into the program reading at grade level from 2.0 to 11.0. It seemed important, if the program was to be evaluated as to its usefulness, that an evaluation be made of the effectiveness of the program for the different groups.

Table 3 shows that more than half of the students reading 5.9 and below made gains in comprehension. Less than half of the students reading above 5.9 did so. The conclusion regarding comprehension would then be modified to say that the program had good results for those at 5.9 and below but not for the upper level group. The materials used for comprehension did not adequately provide for the needs of the upper level students. Additional grouping for comprehension or individualizing within the home group might correct this inadequacy of the program.

Table 6 indicates good growth for all the groups in sound discrimination. This growth is approximately in a descending order. This was important information particularly regarding the upper groups since there was question during the program if sound discrimination work was necessary for students at upper levels. From the growth patterns this was not a valid concern.

In the other three areas no real pattern evolves. While the growth was approximately even on the total picture, a different pattern is observed by isolating the groups. Erratic highs and lows are found particularly in syllabication and blending. Vocabulary seems at first to have normal distribution below the 5.9 level. This would probably relate to the comprehension material being used. However, the very high score of the 7.0 to 7.9 group would be unexplainable excepting to say that they were probably reflecting growth from exposure outside this class.

On the other hand the others were also exposed to vocabulary development in other areas.

Table 9 for the 7.0 and above group shows good gains in all areas but comprehension. It seems that the program was adequate for this group with the exception of the change needed in comprehension.

Table 11 for the 6.0 to 6.9 group indicates a relatively even profile but not nearly as successful as the upper group. It is difficult to explain this.

The 5.0 to 5.9 group seemed to do the best overall. The last two groups, as shown in Tables 13 and 17, show the most erratic patterns. While their percentage of gains is less than the 7.0 group or the 5.0 group, their performance is good considering that their past performance indicates less able learners. Their erratic pattern is unexplainable, particularly since the lowest group had percentage gains far above the 4.0 to 4.9 group in syllabication and blending. The reverse was true in vocabulary and sound discrimination.

The final conclusion is that by working as a team, and therefore providing remediation to those students who show weaknesses as measured by the Stanford Diagnostic test, teachers can provide the bases for a successful seventh grade reading program. However, material meant for remedial readers hindered the comprehension growth of the student whose instructional level was above the material.

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APPENDIX I

Table 18 in this Appendix gives student
scores by grade level and stanine on the
Stanford Diagnostic Reading Test, Level
II, Form W, given in September.

Table 19 in this Appendix gives student
scores by grade level and stanine on the
Stanford Diagnostic Reading Test, Level
II, Form X, given in January.

The student numbers remain the same on
both of the tables. An individual
student's score on each of the testings
can therefore be compared.

TABLE 18

STUDENT SCORES BY GRADE LEVEL AND STANINE ON THE STANFORD DIAGNOSTIC READING TEST—SEPTEMBER

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
1	5.7	4	4	1	4	3
2	9.0	7	5	4	4	6
3	6.9	5	5	5	4	5
4	5.8	4	5	5	4	5
5	9.5	7	4	3	4	5
6	8.5	6	5	5	4	4
7	6.0	4	2	5	4	3
8	7.5	5	4	2	4	4
9	11.1	8	5	2	4	6
10	7.2	5	7	3	2	3
11	5.8	4	7	2	4	3
12	2.0	1	4	2	2	3
13	8.5	6	5	3	4	4
14	7.8	6	4	2	4	4
15	5.0	3	5	3	2	2
16	5.1	3	4	2	3	3
17	7.2	5	5	4	4	5
18	4.1	2	1	1	3	1
19	6.7	5	3	8	3	6
20	6.2	4	2	4	4	4
21	5.2	3	4	4	3	3
22	2.0	1	1	4	1	2
23	8.5	6	3	3	4	4
24	5.3	4	3	3	3	5
25	6.9	5	4	3	3	2
26	5.2	3	3	5	6	5
27	4.4	2	2	4	6	5
28	6.2	4	4	5	6	5
29	7.5	5	4	8	6	9

TABLE 18--CONTINUED

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
30	4.8	3	4	5	6	5
31	7.8	6	4	8	6	5
32	10.1	7	7	5	6	4
33	7.8	6	3	4	6	5
34	6.0	4	3	7	5	7
35	8.5	6	4	3	5	6
36	5.1	3	3	2	5	6
37	5.7	4	4	3	5	4
38	8.2	6	5	3	5	6
39	4.6	2	4	6	2	3
40	6.0	4	4	2	3	4
41	3.0	3	2	3	4	4
42	3.2	1	2	2	4	2
43	5.2	3	4	4	2	3
44	9.5	7	5	3	3	4
45	4.5	5	4	3	3	5
46	6.7	5	2	6	3	5
47	5.3	4	2	2	4	2
48	4.3	2	2	1	4	4
49	4.4	5	3	2	4	3
50	3.2	1	4	1	4	3
51	8.5	6	5	2	4	6
52	6.0	4	4	3	4	5
53	6.7	5	5	3	4	4
54	7.2	5	4	3	4	7
55	9.5	7	5	3	3	3
56	6.7	5	4	5	4	4
57	5.2	3	3	1	3	3
58	5.1	3	2	2	3	4
59	6.9	5	3	3	2	1
60	6.0	4	4	3	3	5
61	6.0	4	2	5	4	5

TABLE 18--CONTINUED

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
62	6.7	5	3	5	4	4
63	6.9	5	3	5	4	4
64	3.8	1	5	5	4	3
65	5.8	4	2	2	3	3
66	5.1	3	2	3	1	2
67	6.7	5	5	1	5	1
68	3.2	1	1	3	6	5
69	6.9	5	5	2	4	2
70	6.9	5	3	6	6	5
71	6.7	5	5	4	6	4
72	7.8	6	4	6	5	7
73	8.2	6	6	5	5	4
74	8.5	6	5	5	5	5
75	6.4	5	5	7	6	5
76	7.5	5	5	6	6	5
77	9.0	7	7	5	5	4
78	9.0	7	5	7	6	3
79	6.0	4	3	5	6	5
80	5.2	3	4	3	4	5
81	6.0	4	4	4	4	4
82	3.2	1	4	2	2	4

TABLE 19

STUDENT SCORES BY GRADE LEVEL AND STANINE ON THE
STANFORD DIAGNOSTIC READING TEST--JANUARY

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
1	6.7	5	3	2	6	4
2	10.6	8	6	5	6	6
3	6.9	5	5	7	6	5
4	8.2	6	5	4	6	5
5	6.9	5	5	5	5	4
6	8.5	6	7	5	6	3
7	6.0	4	2	3	3	3
8	6.4	5	5	8	6	5
9	7.8	6	6	8	6	8
10	6.9	5	5	5	4	6
11	8.5	6	5	7	6	5
12	5.5	4	3	3	3	3
13	7.2	5	5	5	6	5
14	7.8	6	5	3	5	4
15	5.8	4	5	4	3	3
16	5.5	4	5	2	5	1
17	6.4	5	7	7	6	6
18	4.2	2	4	3	5	1
19	6.5	4	5	7	4	6
20	5.1	3	3	6	5	5
21	6.2	4	5	3	4	4
22	7.5	6	3	2	3	3
23	7.5	5	4	6	4	4
24	4.8	3	2	8	2	8
25	6.0	4	2	8	6	5
26	7.2	5	4	6	7	6
27	6.7	5	4	4	5	5
28	6.9	5	5	6	5	5
29	6.9	5	7	6	5	9

TABLE 19--CONTINUED

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
30	6.0	4	4	5	8	5
31	7.8	6	4	7	7	8
32	9.5	7	9	4	6	6
33	8.5	6	5	6	7	5
34	No longer in program					
35	5.5	4	5	8	3	7
36	6.9	5	3	3	6	6
37	6.2	4	5	3	5	4
38	10.1	7	7	4	6	4
39	6.7	5	3	5	2	3
40	7.2	5	4	4	3	4
41	6.4	5	4	3	4	3
42	4.1	1	2	4	1	2
43	4.5	2	4	3	4	3
44	7.2	5	5	5	5	6
45	8.3	6	4	3	5	3
46	6.0	4	2	5	6	6
47	5.5	4	3	3	4	3
48	4.6	2	8	5	4	5
49	2.0	1	2	2	3	2
50	2.0	1	1	2	2	4
51	7.2	5	4	6	6	7
52	7.8	6	3	7	6	6
53	6.4	5	5	3	5	3
54	8.5	6	7	3	5	6
55	10.1	7	6	6	4	4
56	9.0	7	3	3	5	5
57	5.0	3	3	1	3	3
58	6.9	5	1	5	6	5
59	5.3	5	3	3	2	1
60	6.7	5	4	9	7	7
61	No longer in program					

TABLE 19--CONTINUED

Student	Grade Level	Comp.	Voc.	Syl.	Sound Disc.	Blend
62	6.0	4	5	5	5	5
63	6.9	5	4	5	4	4
64	4.2	2	5	3	4	2
65	5.7	4	4	3	2	3
66	5.8	4	2	2	2	2
67	9.0	7	8	4	5	6
68	3.3	1	2	4	7	6
69	6.0	4	4	3	6	4
70	6.0	4	4	3	7	6
71	7.5	5	4	3	6	9
72	7.8	6	4	6	8	8
73	9.5	7	7	4	6	5
74	10.6	8	7	5	4	4
75	6.9	5	5	6	8	4
76	8.2	6	6	7	7	5
77	7.2	5	6	4	5	4
78	7.8	6	4	5	5	4
79	5.5	4	5	5	6	4
80	8.2	6	4	3	5	5
81	No longer in program					
82	5.3	4	4	2	2	4

The table that follows gives an example of the weekly scheduling of both the teachers and the students within this program.

TABLE 20

TEACHER-STUDENT SCHEDULING

	Teacher I	Teacher II	Teacher III
Mon.	Home Group 14 students	Home Group 14 students	Home Group 13 students
Tues.	Skill Group 6-10 students	All students not with skills teacher	Extra planning time
Wed.	Skills Group	Extra planning	All students not with skills teacher
Thurs.	Home Group All class skills lesson	Home Group	Home Group
Fri.	Home Group	Home Group	Home Group

APPENDIX III

The pages that follow are examples of criterion-
reference testing done within this program. A description
of how this testing was used is found on page 15 of
Chapter III.

CONSONANTS AND BLENDS

1. Write a word that rhymes with STAIN _____

2. Write a word that starts with BR _____

3. Write a word that rhymes with
   the word you chose above.   _____

4. Put two letters in front of
   EAM to make a word   _____

5. Write 3 words that end in   a. _____
   IVE, use only one
   consonant.   b. _____

                                c. _____

6. Write 2 words using a
   blend (two letters) that   a. _____
   end in ING.
                               b. _____

LONG A -- Circle the words that have a long A.

land	pane	flame	apple	fact
slave	saint	after	tale	blade
Santa	pants	trade	maid	rain

SUFFIX ER

Add ER to the words that change the meaning from something
done to some one who does that.

sing_____   stand_____   teach_____

art_____   play_____   fly_____

run_____   golf_____   love_____

fall_____   small_____   speak_____

COMPOUND WORDS   NAME_____

Make compound words from the list below. Each word will
be used once and only once.

 1. light   a. hopper   _____
 2. shoe   b. house   _____
 3. farm   c. string   _____
 4. water   d. less   _____
 5. spring   e. mate   _____
 6. time   f. yard   _____
 7. cell   g. fall   _____
 8. pocket   h. time   _____
 9. noon   i. book   _____
10. man   j. out   _____
11. life   k. bush   _____
12. hand   l. clock   _____
13. grass   m. boat   _____
14. ground   n. card   _____
15. rose   o. kind   _____

Try putting together the pairs of words below to create
compound words.

        1.   shell   egg   _____

        2.   speck   fly   _____

        3.   mother grand   _____

        4.   chair   high   _____

        5.   land   mark   _____