

1-1-1978

Comprehension activities for primary grades including a review of commercial products and suggestions for teacher-made materials

Kay M. Krier

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COMPREHENSION ACTIVITIES FOR PRIMARY GRADES INCLUDING
A REVIEW OF COMMERCIAL PRODUCTS AND SUGGESTIONS
FOR TEACHER-MADE MATERIALS

by

Kay M. Krier

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT CARDINAL STRITCH COLLEGE
Milwaukee, Wisconsin
1978

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This research paper has been
approved for the Graduate Committee
of Cardinal Stritch College by

Sister Marie Colette Ray
(Advisor)

Date: October 1, 1977

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ACKNOWLEDGMENTS

The writer wishes to express her gratitude for the patient guidance of Sister Marie Colette Roy O.S.F. The writer also wishes to thank her husband, Chris, who assumed many extra responsibilities so that the writer could complete this paper.

CHAPTER I

The Problem

Introduction

As young children begin learning how to read in the primary grades much emphasis is put on word decoding skills. Yet there is a need for stressing, even at these early levels, understanding of what is read, not just decoding the words.

Many fascinating games, audio-visual equipment, and activities are available for word attack activities. It is the purpose of this study to compile a list of educational resources which are able to make the learning of comprehension skills just as appealing to the young primary student mind.

Statement of the Problem

The purpose of this study is to seek out many different commercial sources of comprehension materials for students in grades one through three. Many simple, inexpensive, yet interesting materials can also be made by the reading resource teacher, classroom teacher, aides, and others to supplement these commercial products. Ideas

for these will also be included.

Scope

This study will deal only with comprehension materials designed for the primary grades.

Significance

It is hoped that this paper will provide a practical resource for primary grade teachers in need of supplementary comprehension aides for their students.

CHAPTER II

REVIEW OF RESEARCH

Definitions of Comprehension

Comprehending or understanding what is read is closely related to the thinking process. It calls on the reader not just to decode words but also to use his memory, his experiential background, and his reasoning abilities.

Analyzing the decoding part of reading is a relatively orderly task. Wardeburg feels that

Much emphasis has been placed and money has been spent on studies of initial instruction designed to show that one or the other decoding process is more or less successful; little is spent on research regarding comprehension. Decoding is the relatively mechanical part of reading, easy to analyze, to segment, to test. Most people readily admit that this skill alone does not assure reading and that comprehension is important. Yet, ways to research this component are not well developed.¹

Cleland has found that "Before 1915, when early emphasis in reading was on its oral aspects, not much attention was paid to comprehension. In fact, the

¹Helen L. Wardeberg, "Con-Challenger", in Current Issues In Reading, Vol. 13, Part 2, ed. Nila Banton Smith (Newark, Delaware: International Reading Association, 1969), pp. 105-106

term was rarely found in literature."¹ This concept has changed dramatically today for comprehension is now considered an important part of the reading process. However, research and information about it varied from author to author, textbook company to textbook company, and tester to tester.

Research on comprehension necessarily finds its roots in studies of the thinking process. Many scholars have provided models of the thinking process. The research is good but no one model has been accepted by all as the model. Cleland has summarized several of the best along with some of their implications for reading:

1. Holmes substrata-factor theory. In this structure he has attempted to relate ideas of the function of the brain to the reading process.
2. Smith and Carrigan's neuro-chemical model. They postulate that chemical imbalance, due to inappropriate amounts of actylcholine and cholinesterase in the synapses is the primary cause of reading retardation.
3. Implications to the teaching of reading by Spache's application of Guilford's famous model of the structure of the intellect.
4. McCullough's "Schema of Thought Patterns" which has some factors in common with Guilford's three-dimensional model of the structure of the intellect.
5. The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.
6. The Gray and Robinson model, essentially a skills model, which maintains that understandings, skills, and attitudes can be classified under four headings; namely, word perception, comprehension, reaction and evaluation of ideas, and assimilation of what is read.
7. Cleland's offer of a comprehension model in which

¹Donald L. Cleland, "A Construct of Comprehension", in Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (New York: International Reading Association, 1968) p. 16

5

constitute the reading act: perception, apperception, abstraction, ideation, and application.¹

Just as there are numerous models for thinking there are many models of comprehension. The simplest breakdown is found in Miller in which she says

There are several levels of comprehension in reading --a literal level and a higher-type level. The lower level of comprehension usually is called literal comprehension and deals with reproducing or translating an author's words while answering a question based upon what was read. Higher-type comprehension is called inferential comprehension and consists of reading between the lines or understanding.²

A second list of comprehension skills can be found in Zintz. His two major breakdowns come in the areas of literal comprehension, or pre-interpretive skills, and interpretive skills. Critical reading ability is the application of these skills in reading and applying judgmental, evaluative, and selective skills while reading. Zintz' skills list is as follows:

I. Literal Comprehension

A. Foundation Skills

1. Expanding vocabulary concepts

- a. Using the rest of the sentence to determine meaning
- b. Matching word meanings
- c. Putting words in categories
- d. Choosing synonyms
- e. Recognizing sequence of ideas within a sentence

¹Donald L. Cleland, "Pro-Challenger", in Current Issues In Reading, Vol. 13, Part 2, ed. Nila Banton Smith (Newark, Delaware: International Reading Association, 1969) p.98

²Wilma H. Miller, Identifying and Correcting Reading Difficulties in Children (New York: Center For Applied Research in Education, Inc., 1971) p.27

- f. Determining if sentence explains why, when, where
 - g. Understanding antecedents or pronoun referents
 - 2. Finding and remembering details
 - 3. Understanding and following directions
 - 4. Understanding paragraph organization
 - B. Getting meaning from the context
 - 1. Reading to find answers
 - 2. Finding the main idea in a paragraph or in a story
 - 3. Putting ideas in proper sequence in a story
- II. Interpretive skills
- A. Learning to anticipate meanings
 - 1. The cloze procedure
 - 2. Predicting what will happen next
 - B. Drawing inferences
 - C. Drawing generalizations
 - D. Selecting and evaluating
 - 1. Fact vs. fancy
 - 2. Selecting material pertinent to a given topic
 - 3. Overstatement or unfounded claims
 - 4. Judging emotional response to what is read.¹

Joll sees comprehension as consisting of three levels also but in a different sequence:

1. Literal where the student gets full and accurate meaning from the lines.
2. Critical reading which involves the ability to read carefully and to react intelligently to the presentation of the author.
3. Reading interpretively which not only involves the previous two levels but requires a sensitiveness and involvement on the part of the reader.²

Bond and Tinker have broken down comprehension in a different manner. They feel that the basic needs

¹Miles Zintz, The Reading Process (Dubuque, Iowa: Wm. C. Brown Co. Publ., 1970) p. 182

²Leonard W. Joll, "Three Important Levels of Comprehension," in Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (New York: International Reading Association, 1968) pp. 58-60

are based on an understanding of :

1. Word meanings
2. Thought units
3. Sentence comprehension
4. Paragraph comprehension
5. Comprehending larger units.¹

"To diagnose where the comprehension difficulty lies the reading specialist should determine the level at which a child can read with satisfactory comprehension."²

Harris and Smith have involved several other factors in a definition of reading comprehension, as is shown in figure one on page eight. They bring in a child's experiential background, intelligence, physical setting, language and thinking skills, and add these to the usually mentioned components to define reading comprehension.

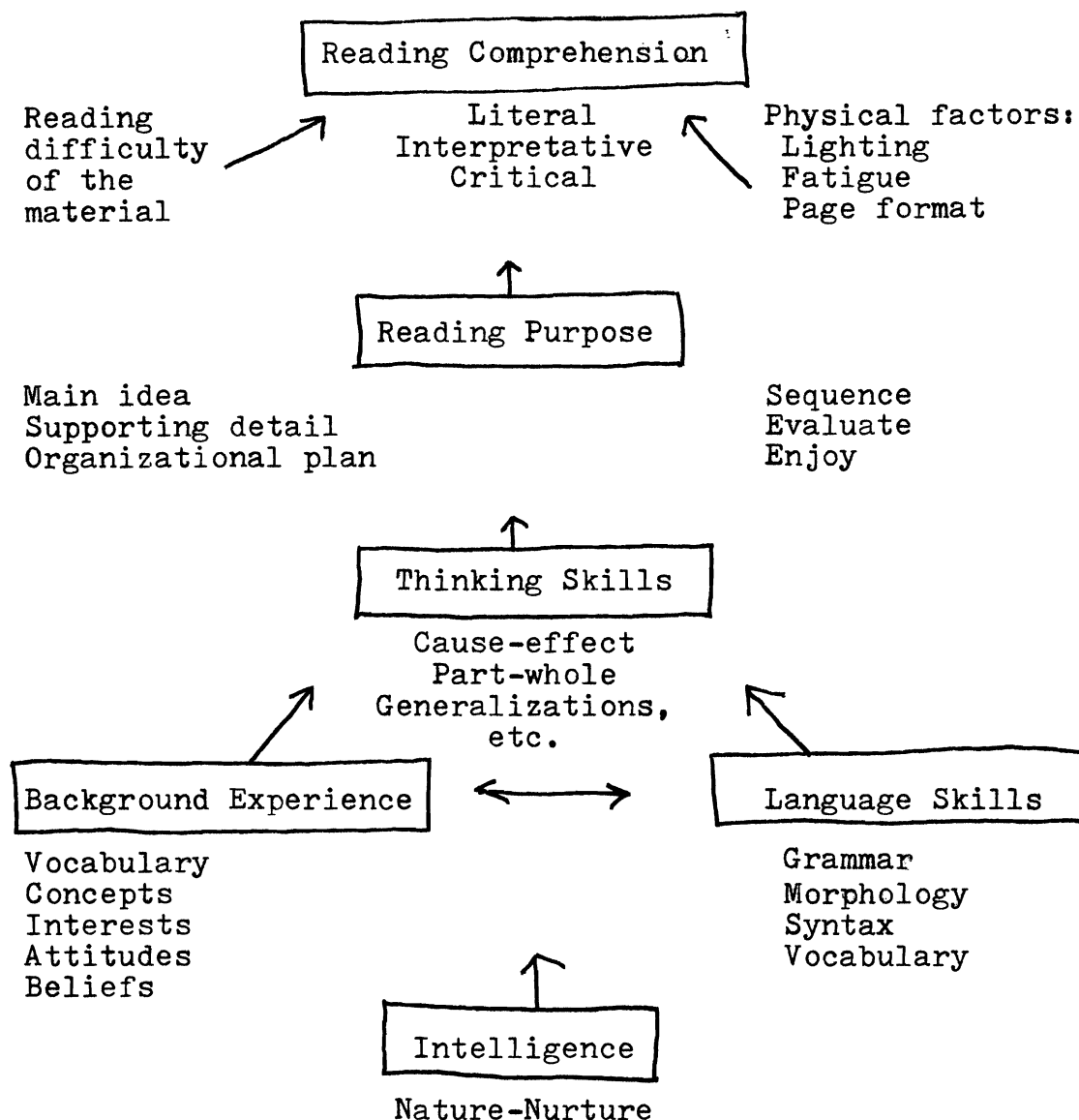
The model most closely aligned with not just the cognitive thinking skills but also the affective domain is Barrett's taxonomy. This list can be found in figure two on page nine. Thus he involves not just a child's reasoning skills but also his feelings.

In addition to all of the theoretical models, each textbook has a sequence of different skills, taught at different times, and with different emphases. An

¹Guy L. Bond and Miles Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, 1973) p.363

²Ibid., p.365

FIGURE 1

DEFINITION OF READING COMPREHENSION¹

¹Larry A. Harris and Carl B. Smith, Reading Instruction Through Diagnostic Reading (Chicago: Holt, Rinehart, and Winston, Inc., 1972) p.242

BARRETT'S COGNITIVE AND AFFECTIVE DIMENSION
OF READING COMPREHENSION

Literal Comprehension

Recognition of
 details
 main ideas
 sequence
 comparison
 cause and effect relationships
 character traits

Recall of
 details
 main ideas
 sequence
 comparisons
 cause and effect relationships
 character traits

Reorganization of ideas or information explicitly
 stated
 classifying
 outlining
 summarizing
 synthesizing

Inferential Comprehension

Inferring details
 Inferring main ideas
 Inferring sequence
 Inferring comparisons
 Inferring cause and effect relationships
 Inferring character traits
 Predicting outcomes
 Interpreting figurative language

Evaluation or judgments about

Reality or fantasy
 Fact or opinion
 Adequacy and validity
 Appropriateness
 Worth, desirability, and acceptability

Appreciation

Emotional response to the content
 Identification with characters or incidents
 Reactions to the author's use of language
 Reactions to the author's word pictures

¹Dolores Durkin, Teaching Them to Read (Boston: Allyn and Bacon, Incorporated, 1970) pp. 368-369

example of just two differing approaches to comprehension may be found in figures three and four beginning on page eleven. They differ with respect to terms used, detail involved, and length.

Thus any school with a multi-text approach may have a conflicting or non-complementary skills continuum of comprehension skills. Teachers may find themselves trying to adapt themselves to several methods and objectives.

Reading tests testing comprehension differ as to comprehension and it is often questionable if what they are testing is comprehension. Kerfoot has analyzed three tests and found that:

1. The Durrell-Sullivan Reading Capacity and Achievement Tests, Primary II Battery, measure the comprehension of each of several paragraphs by the use of five multiple-choice questions.
2. The Stanford Achievement Tests, Primary II Battery, measure the comprehension of each of several paragraphs using a contextual approach. Words or phrases are to be selected to fill in blank spaces.
3. The Gates Advanced Primary Reading Test, Paragraph Reading, measures the comprehension of paragraphs by asking the child to follow directions given in each paragraph.¹

¹James F. Kerfoot, "Problems & Research Considerations in Reading Comprehension," in Developing Comprehension Including Critical Reading, ed. Mildred A. Dawson (New York: International Reading Association, 1968) p. 38

FIGURE 3

HOLT-RINEHART-WINSTON COMPREHENSION SKILLS LIST

First Grade-Levels 1-8

Cause and effect
Personification
Recalling details
Recalling sequence of events
Direct, literal meaning of sentences
Classification
Identifying story setting
Inferences
Distinguishing realism and fantasy
Inferring
Recognizing
Drawing conclusions
Comparing selections in terms of details
Rereading for details
Inferring causes
Clues leading to conclusions, identifying
Interpreting non-verbal signals
Relating to personal experience
Predicting outcomes
Understanding sentence meaning

Second Grade--Levels 9-10

Body language
Cause and effect, recognizing
Drawing conclusions
Using context clues
Noting contrasts
Comparing and contrasting details
Inferring details
Recalling details
Rereading for details
Skimming to identify details
Recognizing supporting details
Making generalizations
Recognizing implications
Making inferences
Making judgments
Identifying main idea
Using picture clues
Predicting outcomes
Describing problem
Perceiving sentence meaning

Identifying sequence of events
 Summarizing
 Using typographic clues
 Vocal inflections
 Describing action
 Appearance, distinguished from reality
 Inferring causes
 Making comparisons
 Content, applying to real life experience
 Identifying irrelevant sentences
 Oral reading
 Picture interpretation
 Relating print and picture
 Seeing relationships
 Noting similarities
 Describing solution
 Finding solution
 Identifying symbols
 Identifying topic sentence
 Vocal and facial expressions to express emotions

Third Grade--Levels 11-12

Body language
 Identifying cause and effect
 Inferring cause and effect
 Making comparisons
 Drawing conclusions
 Recalling details
 Identifying supportive details
 Inferring supportive details
 Responding through improvisation
 Making judgments
 Comparing selection in terms of main idea
 Identifying main idea
 Inferring main idea
 Using picture clues
 Identifying sequence of events
 Recognizing similarities and differences
 Thinking beyond story
 Using context clues
 Selecting and constructing titles that reflect main idea
 Main idea of paragraphs
 Distinguishing nonfiction from fiction
 Predicting outcome
 Constructing titles and selecting titles
 Using typographic clues
 Formulating and verbalizing value judgments
 Identifying author's purpose
 Describing effect of author's use of idioms
 Punctuation clues

Distinguishing fact from opinion
 Relating to personal experience
 Perceiving sentence meaning
 Skimming to locate information

FIGURE 4

HARPER & ROW PRIMARY COMPREHENSION SKILLS

Analogous relationships
 Cause and effect relationships
 Characterization
 Comparison
 Conclusion
 Creative thinking
 Creative writing
 Detail
 Emotional reaction of characters
 Empathy
 Forecasting
 Inference
 Main idea
 Personal experience
 Personal evaluation
 Part and whole relationships
 Paragraph meaning
 Previous knowledge
 Pronoun antecedents
 Reading aim
 Recall
 Phrase meaning
 Personal reaction
 Picture interpretation
 Sentence meaning
 Sentence melody
 Sequence
 Setting
 Place relationship
 Time relationship
 Classification
 Climax
 Phrasing
 Size relationship
 Fact or fiction
 Plot
 Sentence contour
 Generalization

(Both lists were taken from company literature.)

"All three of these instruments measure 'reading comprehension'. Investigators using any of these instruments may report the effect of an experimental treatment on 'reading comprehension'. Are we sure that they are all measuring the same ability?"¹

Since a definition of reading comprehension differs from source to source this paper will not provide the definition but will seek to provide many materials and activities which could supplement any reading program. Thus a teacher may help a child who is weak in a skill or provide a boost to a text which is deficient in a particular area.

Current Research on Comprehension

Many researchers are now trying to analyze the reading comprehension process to determine where children can go wrong and how we can help them correct their reading comprehension difficulties. In this section, an analysis of several topics and some of the studies done in each area will be made. These are some of the recent questions being researched but there are many more which could be asked and probably will be asked in the future.

While studying the relationship between listening and reading comprehension, researchers have found

¹ Ibid.

that both methods need to be used. A false conception of many was that listening should predominate in the early grades and that reading comprehension should replace it in the later grades.

When reviewing studies of this question Swalm felt that differing results on previous studies were caused by "the interaction between the students' reading ability and the difficulty level of the material to be learned".¹ Swalm studied second, third and fourth graders in a large elementary district. Each group had an equal number of above-average, average, and below-average readers. Cloze tests were used as a comprehension device for all passages. Overall, he found no difference between the group that read the passage and the groups that listened to the passage. However, when he examined the statistics more closely he found that there was a strong tendency for above-average students to do better when reading rather than listening. Average students followed the same pattern but the differences were not as large nor statistically significant. However, below-average readers did much better when listening rather than reading. Swalm feels that his study "appears to determine whether the teacher should use listening or

¹J.E. Swalm, "Is Listening Really More Effective for Learning in the Early Grades?", Elementary English, 51, November, 1974, p. 1110

reading for most efficient learning within the classroom rather than grade level of the students."¹

Walker has found that readers tended to recall with greater precision than listeners. However, in her study one group was asked to write as much as they could recall of written material and the other to write as much as they could recall of spontaneous speech. The readers did better than the listeners but this result could be attributed to the fact that the recall was written for both groups, thus the listeners had to change modalities of operation. Perhaps oral recall should have been built into the study design.²

Cunningham used an oral listening comprehension activity to teach silent reading comprehension. In her listening-reading transfer lesson the

students learn that the kinds of things they can do after listening to a passage are the same kind of things they are asked to do after reading a passage. To achieve this, the teacher plans two parallel lessons. In the first, the students listen and respond in certain ways; immediately following they read and respond in the same ways.³

She found three principles crucial to listening-reading

¹Ibid., p. 1112

²L. Walker, "Comprehending Writing and Spontaneous Speech," Reading Research Quarterly 2 (1975-76): 144

³Patricia M. Cunningham, "Transferring Comprehension from Listening to Reading," The Reading Teacher 29 (Nov., 1975) p. 170

1. The student is asked to do the same thing while reading as listening and that they realize the similarity of the two processes.
2. The teacher sites very specific purposes for listening and reading.
3. The teacher must get children to explain how they arrived at a certain answer.¹

Presenting a model to follow and helping to establish a plan of attacking the comprehension problem seems to be the chief benefit of such a lesson. As Cunningham observes: "It is through probing processes that children who cannot comprehend observe the inner workings of those who can."²

By comparing good comprehenders with poor comprehenders, researchers are trying to identify the things that a teacher can work on to improve comprehension abilities of the poor reader.

Willows created two reading passages. Both reading passages were double-spaced but the experimental passages had red words printed between the lines. Relative to the control performance, good readers in the selective reading condition made more comprehension errors that were intrusions from the red lines than did poor readers. Thus he reached the conclusion that

Good and poor readers probably focus their atten-

¹Ibid., p. 172

²Ibid.

tion on different aspects of the reading task. Poor readers appear to focus most of their processing capacity on the visual aspect of the display. Hence, increasing the complexity of the visual array interferes with the mechanics of scanning and decoding the symbols on the page.

Good readers, on the other hand, have automatized the more basic visual skills involved in reading to the extent that they can be handled "preattentively". Thus, they are able to concentrate most of their processing capacity on the extraction of meanings.¹

In a recent article Adams states that

Comprehension can be lost if the student gets too involved in details and misses the significance of that which he is reading. Many students may recognize and attack words easily, be fluent in rate, and still not develop skills of comprehension.²

Golinkoff describes the following qualities

of a reader with good comprehension:

1. Capable of rapid and accurate word recognition
2. Reads in phrase-like units
3. Adaptable and flexible in patterns of reading
4. Pays most attention to information relevant to his purpose
5. Ignores information that has no utility for the task
6. Makes fewer uncorrected oral reading errors that disturb the meaning of the text.³

However, a poor comprehender can be of two types:

The deficit comprehender has a lack of vocabulary and decoding skills. He can be identified by his poor oral reading. A difference comprehender has

¹D.M. Willows, "Reading Between the Lines: Selective Attention in Good and Poor Readers", Child Development 45 June, 1974, pp. 414-415

²Anne Adams, The Reading Clinic, (New York: The MacMillan Company, 1970) p. 98

³R.M. Golinkoff, "Comparison of Reading Comprehension Processes in Good and Poor Comprehenders", Reading Research Quarterly 11(1975-76):658-659

difficulty at the textual level of organization. This poor textual organization means that he is not reading in units larger than word units.¹

Thus research sometimes links poor word decoding with poor comprehension but not necessarily. A poor decoder who has good comprehension skills can often use them to help him in difficult decoding tasks.

The "passive" reader as studied by Schwartz and Sheff is the poor comprehender "who has been led to expect little meaning from what he has read."² These researchers have developed a technique in which a pupil's thought processes are consciously directed.

The steps involved are: 1) posing a problem, 2) reasoning while reading, and 3) verifying the original hypothesis. Thus a poor comprehender can be helped by focusing his thinking with a questioning technique and also restricting the amount of material to be digested at one time.³

A program stressing library reading is especially helpful in ~~gaining~~ and holding this student's attention since the subject is of his choosing and thus holds his interest.

In their study, Golinkoff and Rosinski found that:

¹Ibid.

²E.Schwartz and A. Sheff, "Student Involvement in Questioning for Comprehension", The Reading Teacher 29 (Nov., 1975) p.153

³Ibid., p.152

Less skilled comprehenders possess weak decoding skills as compared to skilled comprehenders but that their semantic access skills are not impaired. Thus, a further implication of our results is that problems in reading comprehension do not necessarily imply a general inability to process the meaning of printed words.¹

They reached these conclusions by using a set of decoding tests and picture word interference tasks administered to third and fifth graders who were skilled and less skilled comprehenders as determined by the Metropolitan Achievement Test. Both groups experienced semantic interference on the picture-word interference task when words and pictures did not match. Thus the authors concluded that "decoding and semantic processing are separable reading processes and that problems in reading comprehension cannot be attributed to a failure to obtain single-word meaning."²

A note of caution regarding its wider implications is that they dealt only with single-word comprehension.

Another comprehension area receiving much attention is that of examining the types of comprehension questions asked by teachers.

Guszak observed second, fourth, and sixth grade

¹Roberta Michnick Golinkoff and Richard R. Rosinski, "Decoding, Semantic Processing and Reading Comprehension Skill", Child Development, 47, March, 1976, p. 256

²Ibid.

teachers and recorded the types of questions they asked their students over a three-day period. His results indicated that seventy per cent of the questions asked dealt with literal comprehension. By analyzing student responses he found that the students were sensitive to what the teacher wanted and generally did a good job of supplying it. His results led him to recommend that teachers follow up unsupported value statements with a 'why' question. He also recommended that teachers should listen to a tape of their own patterning practices.¹ Thus a teacher should make an effort to ask a wide spectrum of comprehension questions, not just literal ones, become aware of how her students are responding, and try new ways of eliciting well-thought-out responses.

Durkin sets up two criteria for teacher questions:

1. The questions ought to be posed before children read the material.
2. Questions should never be used for the purpose of 'tricking' children.²

She also cautions that "the responses of children, whether right or wrong, should always be viewed as an

¹Frank J. Guszak, "Teacher Questioning and Reading", The Reading Teacher (Dec., 1967):p.234

²Dolores Durkin, Teaching Them to Read (Boston: Allyn and Bacon, Incorporated, 1970) p. 374

important instrument for learning about the success or failure of some particular instruction."¹

Lamb and Towner also encourage teachers to use open questions and state that

Teachers need not apologize for or be anxious about open thinking and creative expression just because they don't yield a test score. We must teach children how to comprehend, not what to comprehend and this involves tapping and nurturing the meaning that is in the reader.²

Guthrie emphasizes the fact that children perceive a story in terms of its structure. He cautions that there is no such thing as one main idea in a story but multiple components. Teachers should check materials that they are using to eliminate any haphazard questions drawn from story facts and to use questions that will help reconstruct the story.³

As a teacher selects materials to be used to help improve comprehension she should critically analyze it to make sure that it will help the student. Axelrod has given us some excellent guidelines of flaws in commercial comprehension materials:

1. Pupil doesn't have to read selection to answer questions.

¹Ibid.

²G.S. Lamb and J.C.Towner, "Portents of Reading", The Reading Teacher (April, 1975):pp.641-642

³John T. Guthrie, "Story Comprehension", The Reading Teacher (February, 1977):p.577

2. Pupil can just skim or skip to find the answer.
3. Pupil can't answer because the directions are vague or indefinite.
4. Pupil is not given any or enough information either implicitly or explicitly from the story to be able to answer the question.
5. The pupil is not able to answer correctly because the question is not culture-free.
6. The pupil is able to guess the correct answer because the other answers are ridiculously incorrect.
7. The pupil is offered too limited a choice of answers.
8. Some authors do not allow for multiple answers to be considered correct.
9. The pupil is able to arrive at the correct answer by detecting the grammatical construction of the selections and not by understanding the reading selection.
10. Some materials do not teach as they profess to do but instead test.¹

Children enjoy variety so care should be taken to vary the types of materials used to teach comprehension. Hanneman cautions teachers to choose materials or activities that are not always linear print or abstract form exercises.² The materials mentioned in the following chapters should help to satisfy these requirements.

¹Jerome Axelrod, "Some Flaws in Commercial Reading Comprehension Material", Journal of Reading 17 (March, 1974):pp.474-479

²Charles E. Hannemann and Rosemary Lee Potter, "Conscious Comprehension: Reality Reading Through Artifacts", The Reading Teacher (March, 1977): p.644

CHAPTER III
COMMERCIAL MATERIALS

It was with great pleasure that the writer found that there are many varied materials available that teach reading comprehension. Most materials do not deal with comprehension alone but include it as part of their program.

There are many materials described in this chapter which the writer could not evaluate because they were new or unavailable. In these instances, the company's description of the product has been given with the designation C.D., meaning Company Description.

Some of the newer materials on the market were evaluated by the International Reading Association Educational Product Information Exchange Institute. The descriptions of this research team are marked EPIE.

As this material is considered, it should be kept in mind that it is not "busy" work to be added to the basal curriculum but that it is meant to supplement the program, to provide help in areas of individual student weakness, and to enrich the program of gifted students.

Workbooks

DEVELOPING COMPREHENSION IN READING SERIES

By Mary E. Thomas

Educational Activities, Inc.
Freeport, Long Island
New York 11520

Grades 1-6

Starting with grade three, two levels of one story allow the entire class to study the same stories at the same time. Each pupil in the class studies from a book that is written at his level, either average or below average. Both books have the same story ideas, identical covers, illustrations, and multiple-choice skill-building questions. The following comprehension skills are introduced and developed: reading for general significance, reading for details or facts, reading for inference, reading to predict outcome of given events, and reading to understand the sequence of events. (C.D.)

DEVELOPMENTAL READING TEXT WORKBOOK

By William H. Burton, Clara Belle Baker, and Grace Kemp

Bobbs-Merrill Co.
4300 W. 62nd, St.
Indianapolis, Indiana 46206

Grades 1-3

1964

Each workbook is organized into units with each unit consisting of a story followed by exercises in comprehension and word attack skills. Grades one and two work mainly on sentence and word comprehension, while the third grade book concentrates on paragraph comprehension.

DIAGNOSTIC READING WORKBOOKS

By R.F. Greenwood and J.V. William

Harrison
Columbus, Ohio

This series of workbooks is designed to give practice in four comprehension skills. They are the ability to comprehend facts, the ability to do independent things and to evaluate, the development of vocabulary and word mastery, and the ability to find the main idea.

ESSENTIAL SKILLS SERIES

By Walter Pauk Ph.D.

Jamestown Publishers
Providence, Rhode Island

Grades 3-7

The 20 booklets at 10 levels develop six categories of comprehension: subject matter, main ideas, supporting details, conclusions, clarifying devices, and vocabulary in context. The material is organized as follows: introduction, lesson, answer key, and diagnostic chart.

GUIDEBOOK TO BETTER READING

By Emerald V. DeChant, John F. Rambeau, and Nancy Rambeau

Economy Company
Educational Publishers
5811 West Minnesota
Indianapolis, Indiana 46241

Grades 2-6

1969

These materials are mainly remedial but they are graded 2-6. Their high interest content makes them excellent enrichment reading material. They combine basal and phonic approaches via texts and word books. (EPIE)

KEYS TO INDEPENDENCE IN READING

Economy Company
Educational Publishers
5811 West Minnesota
Indianapolis, Indiana 46241

Grades K-1

1973

This series contains pre-reading activities for developing all reading skills, including comprehension.

PRACTICE EXERCISES IN READING

By A.I. Gates and C.C. Peardon

Bureau of Publications
Teachers College
Columbia University
Columbia, New York 1963

This is a series of four workbooks which train students in four types of reading corresponding to the types of ability measured by the Gates Silent Reading tests.

PROGRAMMED READING

By M.W. Sullivan and C.D. Buchanan

Webster Division of McGraw-Hill Book Co.
330 West 42nd St.
New York, New York 10036

Grades 1-3 1973

This workbook series is self-correcting, individualized, linguistically oriented, and excellent. The program also provides achievement tests which diagnose weak areas and prescribe corrective work within the system. Activity books to provide skill strengthening activities to supplement the programmed readers are also available. Between seven and eight books are available at each grade level.

READER'S DIGEST--NEW READING SKILLS PRACTICE PAD

Reader's Digest Services
Pleasantville, N.Y.

Grades 1-3 1973

The workbooks at higher levels contain more comprehension exercises. The first grade book is mostly phonics, the second grade book contains some study skills, and the third grade book contains more comprehension, interpretation, and critical reading exercises.

READER'S DIGEST SKILL BUILDERS

Reader's Digest Services, Inc.
Educational Division
Pleasantville, N.Y. 10570

Grades 1-8

Short and highly motivating selections that have great appeal and are ideally suited to developmental and remedial work. Each lesson includes a variety of exercises for developing comprehension, rate, and vocabulary. Audio Lesson Units are also available for levels two, four, and six. The articles and stories are adaptations of articles from the Reader's Digest. The series includes many books at each grade level.

READING ESSENTIALS SERIES

By Ullin W. Leavell and Adda Mai Sharp

Steck-Vaughn Company
Austin, Texas

Grades 1-8

1972

These workbooks provide a supplement to the total reading program. Comprehension gets stronger emphasis in the higher grades. All books in the series are ungraded and designed for independent work, making each book suitable for multilevel use within any classroom.

READ, STUDY, THINK

Xerox Education Publications
1250 Fairwood Avenue
P.O. Box 2639
Columbus, Ohio 43216

Grades 2-6

This series of graded, low-cost books develops four reading areas: reading for fact, interpreting, thinking creatively, and organizing.

READING FOR CONCEPTS

By William Liddle

Webster Division, McGraw-Hill Book Company
330 West 42nd St.
New York, New York 10036

Grades 2-3.9 1970

Exercises in these books deal strictly with comprehension. Progress charts keep track of progress on each question types. Questions are asked concerning story facts, vocabulary, pronoun antecedents, inference, confirming content, main idea, and vocabulary.

READING, THINKING, AND REASONING SKILLS PROGRAM

By Con Barnes, Arlene Burgdorf, and L. Stanley Wenck

Steck-Vaughn Co.
Austin, Texas

Grades 1-6 1974

This workbook series has taken 40 of the sixty critical reading and thinking skills and has developed an instrument for supplementing basals in teaching children how to think. It can be used independently or expanded into a class project. Each page begins with the name of the skill, followed by a statement of the level at which the skill is introduced. The skills list for this series is excellent. The materials are presented in a pleasing and engaging way. It's excellent for pupils who need extra work on critical reading skills.

READING WORK-A-TEXTS

Cambridge Book Co.

Grades K-6 1973

This series emphasizes reading skill and comprehension skills. It provides sequential tests for pre-entry, progress, and post-testing. Each lesson has a specific objective. A skill index is provided for the teacher. The EPIE examination reports that its diagnostic portion might be difficult for teachers with no experience.

SKILLPACK

By Marion L. McGuire and Marguerite J. Bumpes

Croft, Inc.
Old Greenwich, Connecticut

Primary and Intermediate Books 1973

This program looks great for specialized instruction and supervisor or clinical work. Each book within a skillpack is totally on one sub-skill such as Objective A-3: Identifying Signal Words. This series deals with literal, interpretive, analytical, and critical comprehension.

STORIES TO STUDY

By Anne McCreary-Juhasz, Elizabeth A. Thorn, K.D. Munroe,
and Audrey C. Smith

W.J. Gage Limited
Toronto, Canada

Distributed by:
William H. Sadlier
11 Park Place
New York, New York

1969

Interesting stories with exercises based on a particular comprehension skill are contained in this hard-covered series. The skills list used is excellent.

SUPPORTIVE READING SKILLS

By Richard A. Boning

Dexter & Westbrook. Ltd.
958 Church St.
Baldwin, N.Y. 11510

This series contains individual booklets at various levels. Thus there is a booklet at each grade level for the skill of "Mastering Multiple Meanings". Other skills taught are recognizing word relationships, heteronyms, homographs, homonyms, understanding questions, and understanding word groups. These booklets are non-consumable.

VENTURES IN READING

By Loraine Yates Connolly and Carynsue Mayer

Created by:

Specialized Ed. Systems, Inc.
Media, Pa.

For:

William H. Sadlier, Inc.
11 Park Place
New York, New York
10007

This series contains both phonics and comprehension activities. The comprehension activities are good but they occupy only about one-fourth to one-third of the total program. It is designed to supplement or enrich the basal reading program.

Duplicating Masters

CROSSWORD PUZZLES FOR READING-THINKING SKILLS

Continental Press
Elizabethtown, Pennsylvania 17022

Grades 1-5

These ditto masters are a unique way for students to practice these skills. They enjoy a different form of exercise--crossword puzzles.

HAYES DUPLICATING MASTERS FOR READING

Hayes School Publishing Co.
321 Pennwood Ave.
Wilkesburg, Pennsylvania 15221

Grades 1-3

Comprehension is a part of the overall treatment of reading in these duplicating masters.

INTRODUCTION TO COMPREHENSION SKILLS

Visual Materials Inc.
Beckley Cardy
324 S. Wabash Ave.
Chicago, Ill. 60604

Grades 2-3

These materials help the development of the ability to recognize main ideas, details, and the sequence of events. (C.D.)

JACK AND JULIE MATERIALS & FAMILY CIRCUS BOOKS

By Sister Margaret Peters O.S.F.

St. Johns School for the Deaf
3680 South Kinnickinnic Ave.
Milwaukee, Wisconsin 53207

Using a cartoon format these materials are an enjoyable way for primary students to develop comprehension skills. Materials available include:

Laugh & Learn with Jack and Julie
Building Stories with Jack & Julie
Family Circus for Developing Thinking Skills
Books I & II

READING FOR COMPREHENSION

Continental Press
Elizabethtown, Penn. 17022

Grades 2-3

Three sets of masters for each grade level present a story with several questions on each page. The scientific content makes it appealing to students.

READING-STUDY SKILLS

Continental Press
Elizabethtown, Pennsylvania 17022

Grades 1-3

These masters effectively teach the study skills related to reading.

READING-THINKING SKILLS

Continental Press
Elizabethtown, Penn. 17022

Grades 1-3

This set of duplicating masters can also be obtained as a set of workbooks and as a set of transparencies. It

presents a very concentrated exercise of reading-thinking skills.

SCHAFFER ACTIVITY BOOKS

By Frank Schaffer

The Supply Room
5 Bentley Road
Great Neck, N.Y. 11023

These 48 page booklets are designed to be reproduced for learning centers, individualized instruction, or as visual aids. Books appropriate for comprehension activities include:

- Read Carefully (Grades 1-4)
- Learning Games (Grades 2-6)
- Reading for Meaning (Grades 2-6)
- Adventures in Reading Comprehension (Grades 2-6)

Reading Kits for Comprehension or with Comprehension Sections

AIMS: COMPREHENSION KIT A

Continental Press, Incorporated
Elizabethtown, Penn. 17022

Grades K-2

This kit contains developmental material in a box. It makes an excellent teacher resource.

INDIVIDUALIZED DIRECTIONS IN READING

Steck-Vaughn
P.O.Box 2028
Vaugh Building
Austin, Texas 78767

This program is a pupil-centered system of criterion-referenced inventories and self-instructional learning materials. The central purposes of it are 1) to diagnose each pupil's skills deficiencies in reading, and 2) to prescribe (with learning materials provided) an efficient source of instructional action for the

pupil to correct these deficiencies. Part one contains the criterion-referenced inventories and part four is the comprehension instructional center. Activities are presented on cards. (C.D.)

MACMILLAN SKILLS RESERVOIR

MacMillanPublishing Co., Inc.
Indianapolis, Indiana

Grades 1-6

This is a collection of skills reinforcement exercises on spirit duplicating masters which cover the full range of skills taught in most basal reading programs. The index file cards used to separate sections provide informal reading tests of each skill. The 'latent image' process allows for immediate self-correction of each worksheet. The comprehension sections are excellent.

READING PRACTICE PROGRAM

Harcourt, Brace, Jovanovich
7555 Caldwell Avenue
Chicago, Illinois 60648

Grades 1-3

This program uses criterion-referenced tests to diagnose individual weaknesses and prescribes only those lessons specifically targeted to the problem areas. Both tests and lessons are printed on cards used individually by pupils. Self-pacing and self-correcting, each lesson can be completed by most pupils in less than 15 minutes. Comprehension, along with decoding and vocabulary, receive coverage. (C.D.)

READING SKILLS PRACTICE KIT

By Stan Laird

Curriculum Associates
Waburn, Mass. 01801

The first section of this kit is reading comprehension. It exercises the following subskills: locating the main idea, distinguishing fact from opinion, and finding cause-effect relationships.

READING-STEP BY STEP

Continental Press
Elizabethtown, Penn.

Primary Grades (Kit A)

These lessons are organized into ten units. Within each unit is a gradual, step by step sequence for developing skills. A testing program is included. (C.D.)

S.R.A. READING FOR UNDERSTANDING

Science Research Associates, Inc.
259 East Erie St.
Chicago, Ill. 60611

Grades 3-Adult

This program is designed to help students develop reading comprehension, analyze ideas, and draw logical conclusions. Short reading exercises cover areas such as education, politics, history, art, and philosophy. The student reads through a selection, then chooses the best of four suggested conclusions. An answer key provides immediate reinforcement or correction. The satisfaction of quickly finishing one whole card is stimulating to the students.

S.R.A. READING LABORATORY

By Don Parker

Science Research Associates, Inc.
259 East Erie St.
Chicago, Ill. 60611

Grades 1-Adult

1973

This program allows students to begin at their own level, where they are assured of success, and progress as fast as their learning rate permits. Students work with reading selections and exercises, record responses, and correct their own work, with periodic teacher guidance and spot checks. Power Builders help students develop comprehension, along with word attack and vocabulary skills.

SCHAFFER READING COMPREHENSION ACTIVITY CARDS

By Frank Schaffer

The Supply Room
5 Bentley Road
Great Neck, N.Y. 11023

Each packet contains 48 reusable cards. The cards can be used as task cards or reproduced as work sheets. The cards are multi-graded and self-directing. (C.D.)

TASKMASTER TASK CARDS

Beckley-Cardy
1900 N. Narrangansett
Chicago, Illinois 60639

Grades 1-1 to 3-2

Using wipe-clean cards or duplicating cards children can practice reading comprehension. There are two sets for each grade level. Each set covers thirty basic exercises. Each card states task objective, and includes the answers on the back.

TRY THIS & TRY THIS TOO

Harcourt, Brace, Janovich
7555 Caldwell Avenue
Chicago, Illinois 60648

Grades 1-2	1970
Grades 3-6	1975

These self-correcting activities support the vocabulary, decoding skills, and comprehension skills developed in The Bookmark Reading Program-- although the boxes may also be used easily and profitably with the other basal programs. The box contains 300 reusable Activity Cards, twelve plastic overlays, two copies of an individual record sheet in duplicating master form, and a brief Teacher's Guide. (C.D.)

WE READ SENTENCES

By Richard A. Boning

Dexter-Westbrook, Ltd.
958 Church Street
Baldwin, N.Y. 11510

Grades 1-2

1967

Each kit contains fifty cards with six incomplete sentences to be filled in by multiple choice. The cards may be used individually or with a group. Children love the small goals, which are easily fulfilled. This kit is a good exercise of the Dolch vocabulary list.

High Interest Books with Comprehension Exercises

AARDVARK SUPPLEMENTARY READING SERIES

By Elizabeth A. Pellet

Aardvark Media, Inc.

Grades K-3

1974

This series includes eight readers and worksheets. The teacher-directed activities accompany the readers. EPIE's evaluation is that the wide content covers sensory awareness and comprehension.

CORNERSTONE READERS

By Henry A. Banman

Field Educational Publications
117 East Palatine Road
Palatine, Ill. 60067

1970

Grades 1-6 (Average or gifted in primary grades)

This series includes five paperback readers with write-in work pages and skill exercises. A "Score-board" is included for unit evaluation. Comprehension is one of the skills studied along with vocabulary, word recognition, and study skills. EPIE found this series to be dated and uninteresting.

COWBOY SAM READERS AND WORKBOOKS

By E.W. Chandler

Benefic Press
10300 W.Roosevelt Road
Westchester, Ill. 60153

Grades 1-3

A series of four workbooks, which parallel the Cowboy Sam Readers, provide checks for reading vocabulary, understanding, following directions, etc. Space is provided for coloring. (C.D.)

MORGAN BAY MYSTERIES

By John & Nancy Rambeau

Field Educational Publications
117 East Palatine Road
Palatine, Ill. 60067

Grades 2-4	1962
Grades 5-8	1965

This series contains eight hardbound mystery story books with accompanying teacher's edition which gives exercise ideas. An EPIE report indicates that the stories are interesting but the exercises are contrived and the the teacher's edition is poorly written and not helpful.

PERSONALIZED READING

By Helen Rence

Young Reader's Press, Inc.

Grades 1-6	1973
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This series contains books, activity cards, a teacher's edition, and duplicating masters. Comprehension is one of the skills stressed by these readers. The EPIE evaluation is that the student materials are weak but the teacher's editions have excellent materials.

READ-UNDERSTAND-REMEMBER BOOKS--COMPREHENSION SERIES

Mott Basic Language Skills Programs
Allied Education Council
Distribution Center
P.O.Box 78
Balién, Michigan 49113

Grades 2.7-3.8

This series contains high interest narrative materials designed to develop a student's understanding and retention of what he has read. The format of these books is structured reading. The student is forced to comprehend. He must make a choice before going to the next instructional frame. Self-correction is necessary before proceeding to the next level of material. The books contain from twenty-five to thirty-one short stories on topics of interest to primary students. (C.D.)

Books with audio accompaniment (Tapes or Records)

AUDIO READING PROGRESS LABORATORY

Educational Progress Corporation
P.O.Box 45663
Tulsa, Oklahoma 74145

Grades 1-8

This series contains diagnostic and evaluative tests, audio tapes, reading progress books, and a teacher's guide. Each laboratory level includes a series of lessons. Each lesson involves taped instruction combined with the use of a reading progress book. Comprehension is a part of each lesson. Each lesson is immediately self-corrected. There are about sixty lessons at each grade level.

BENEFIC PRESS SERIES

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

Benefic Press publishes several high interest but low difficulty reading series. They include teacher's guides to help with comprehension exercises. Some

also include worksheets. The following series are available:

- Chests of Books (Grades K-5)
- Animal Adventure Readers (Grades 1-4)
- Butternut Bill (PP-4)
- Cowboy Sam (PP-6)
- Tom Logan Series (PP-6)
- Cowboys of Many Races (PP-7)
- Dan Frontier (PP-7)
- Alley Alligator (1-6)
- Sailor Jack Series (1-3)
- Treat Truck Series (PP-5)
- Button Family Adventures (PP-5)
- Moonbeam Series (PP-6)

COMPREHENSION-PRIMARY SERIES

By Mary Jane Coogan

Media Materials, Inc.
Dept. 876
2939 Remington Ave.
Baltimore, Md. 21211

Grades K-2

This series contains casset lessons, student response booklets, a teacher's guide, and a post test. Three story themes help teach children to become more adept at finding the main idea, predicting outcomes, determining cause and effect, remembering details, and determining sequential order.

COMPREHENSION-RAP'N'READ

By Phoebe Cuppet

Media Materials, Inc.
2936 Remington Ave.
Dept 876
Baltimore, Maryland 21211

Grades 3-5

This set includes cassettes and workbooks. Each lesson has simple activities which reinforce specific comprehension skills. Topics covered include: sequence, detecting inconguities, main idea, recalling specific details, drawing conclusions, proving and verifying statements, making predictions, and judging fact from fancy. (C.D.)

E.A.R.S.: EARLY APPROACHES TO READING SKILLS

By William Liddle

Economy Company
Educational Publishers
5811 West Minnesota
Indianapolis, Indiana 46241

Grades K-3

1971

Included in this program are twenty-one consumable booklets, ten cassette tapes, and a teacher's handbook. E.A.R.S. provides the means for developing and extending auditory discrimination and comprehension skills. This success-oriented cassette tape program provides immediate feedback for seven out of eight of the comprehension questions asked about each story. (C.D.)

A LISTENING-READING PROGRAM

D.C. Heath & Co.
125 Spring Street
Lexington, Mass. 02173

Grades 1-6

1970-71

In each kit there are six records, twelve story brochures, twenty-four response sheets, and a teacher's manual. Each story is presented first on a record. As the story reaches its high point, the recorded narration stops, and children must turn to their story brochures to read the conclusion. Response sheets provide activities for development of critical communications skills. One kit is available per grade level. (C.D.)

POWER TO READ CASSETTE ACTIVITY BOOK

By Mary Jane Cogan

Media Materials, Dept. ABl
2936 Remington Ave.
Baltimore, Maryland 21211

Grades 2-4

Cassettes and workbooks are included in this program. Each booklet is divided into eight units. Each unit

includes an introduction page with cassette presentation, and four pages of independent activities. They provide activities in primary comprehension, discussing and remembering details, predicting outcomes, determining cause and effect, finding the main idea, and detecting the sequence. (C.D.)

PRIMARY READING PROGRAM

Imperial International Learning Corp.
Box 548
Kankakee, Illinois 60901

Grades 1-3

Tapes, student response booklets, teacher's manual, and pupil placement test make up this program. It helps readers develop competency in comprehension and decoding skills. The lessons are self-directing, involving the student in a listen-read-respond approach to learning. (C.D.)

READ-ALONGS

Cadre Curriculum Group
2635 Pettit Ave.
Bellmore, N.Y. 11710

Grades 1-4

Included in this set are tapes, paper back books, and a teacher's activity guide. The three Read-Along series-- I Can Read About, The Little Trolls, and Classic Read Alongs-- are structured to increase attention span, captivate the reluctant reader, reinforce reading comprehension through audible support, and help develop reading interest and involvement. (C.D.)

READING COMPREHENSION SERIES

By Clarence R. Stone, Charles G. Graove, Evalyn Kinkaid,
Donald Anderson, and Ardis Barton

E.S.P. Inc.
1201 E. Johnson
P.O. Drawer 5037
Jonesboro, Arkansas 72401

Grades 2-8

1973

These tapes correlate with the controlled reading level, the tests, and the progress charts in the Webster New Practice Readers workbook that help to develop the seven basic skills essential to effective reading. The program is self-administering. Once the pupil learns the basic format the teacher needs only to start an individual or small group on a lesson. (C.D.)

READING-LISTENING COMPREHENSION SKILLS

Learning Arts
P.O.Box 917
Wichita, Kansas

Grades: Primary & Intermediate

With tapes and written exercises each lesson teaches one skill. Pre and post tests to diagnose, teach, reinforce and evaluate progress are included. It helps to develop proficiency in: following directions; arranging events in sequence; perceiving cause and effect; predicting outcomes; making inferences; and discriminating between fact and opinion. (C.D.)

Audio-visual Materials

DEVELOPING COGNITIVE SKILLS IN YOUNG LEARNERS

Educational Record Sales
157 Chambers St.
New York, New York 10007

Primary grades

These filmstrips introduce fundamental intellectual concepts such as ordering, grouping and inferring. This series, designed to facilitate concept development, leads the young child to acquire many of the perceptual and cognitive skills necessary for intellectual growth. Each filmstrip, although closely interrelated with the others, focuses on one particular dimension of cognitive development. The concepts covered include grouping and categorizing; contrasts and opposites; relative space and size relationships; concept ordering; sequence of ideas; making inferences; and judging antecedents.(C.D.)

ELECTRIC COMPANY SENTENCE COMPREHENSION KIT

Addison-Wesley Publishing Company
Marketing Group for Children's Television Workshop
2725 Sand Hill Road
Manlo Park, California

This elaborate kit contains eight filmstrips with eight accompanying cassette tapes, twelve audio cassettes containing twenty-four audio activities, twenty-four comic pages in eight different activity books, sixteen minibooks, eight games, and a teacher's resource book. This material concentrates on comprehension at the sentence level to show how certain words change the meaning of a sentence, provide a context cue as to what the sentence conveys, or give an indication of the logical relationships implied. It seems great for the primary student. (C.D.)

I READ AND I UNDERSTAND

by Jack Mullane, Ann Edson, & Eunice Insel

Educational Activities, Inc.
Box 392
Freeport, New York 11520

Grades 1-2

These motivating, content-correlated story filmstrips develop reading comprehension skills. Each filmstrip, a complete story in print, contains vocabulary words introduced at the beginning and comprehension questions at the end. The teacher's guide offers suggestions for a variety of ways to use this program and follow-up activities. (C.D.)

READ-ALONGS--LET'S READ

Cadre Curriculum Group
2635 Pettit Ave.
Bellmore, N.Y. 11710

Grades 2-4

Structured to provide on-screen motivation and preparation, as well as follow-up and reinforcement activities, these filmstrips and cassette tapes employ a flexible format permitting use as silent, read-along, and listen-respond exercises. With all instruction given by the narrator,

stories of mystery, adventure, and the supernatural provide hours of practice using key concepts of word recognition, sound recognition, summarization, interpretation and recall. (C.D.)

READING COMPREHENSION USING ACTION LANGUAGE

Photoart
Visual Service Corp.
840 N. Plankinton Ave.
Milwaukee, Wis. 53203

Grades 1-3

These filmstrips help develop motor language and actions; listening and speaking, and reading and writing skills. The company description says that no consumables are required but a set of worksheets is offered in the sales data. (C.D.)

READING SKILLS CENTER

Educational Reading Services
320 Rt. 17
Mahwah, New Jersey 07430

With the Thinking Skills set of six filmstrips and three cassettes children sharpen their ability to identify, distinguish, categorize, determine sequential order, analyze, and draw conclusions. (C.D.)

Games

BOWMAR GOLD CUP GAMES

By B. Radlauer

Bowmar Publishing Company
4563 Colorado Blvd.
Los Angeles, California 90039

Grades 3-8

1972

Using three popular topics--Dune Buggy, Horse Trail, and Motorcycle--these games help children receive practice in following directions, number skills, and dictionary skills. This is a very popular classroom activity which rewards and teaches.

ETA COMPREHENSION KIT

Educational Teaching Aids
Chicago, Illinois

Grades K-1

This set contains material useful in beginning reading; comprehension of words and sentences; understanding color; and learning that one word can represent a general group of objects as well as a specific object. Several of these card groups have the charm of puzzles and are self-corrective. Games included are: Action Picture and Work Cards; Word Classification Cards; Singulars and Plural Cards; What is My Color Matching Cards; Positional Word and Picture Cards; What Am I Puzzle Cards; and Word Grouping Cards. (C.D.)

ETA RICHMOND QUESTION AND ANSWER CARDS

Educational Teaching Aids
Chicago, Illinois

Grades 1-2

Three boxes, each containing fifteen pairs of cards, one bearing an illustration accompanied by a question relative to the picture, the other providing a specific answer to the question. Cards have self-corrective cuts and are laminated. (C.D.)

ETA THREE-OF-A-KIND STRIP BOOKS

Educational Teaching Aids
Chicago, Illinois

Grades 1-2

These books have two purposes. The first is to introduce the child to a wide vocabulary with each word clearly illustrated by an attractive picture in color. The second is to encourage the child to classify everyday objects in diverse relationships, function, color, and so on. Each page is cut into three strips. The top strip has a heading which indicates a 'class' which the child will readily recognize. (C.D.)

JACK AND JULIE GAME CARDS

By Sister Margaret Peter O.S.F.

St. Johns School for the Deaf
3680 S. Kinnickinnic Ave.
Milwaukee, Wis. 53207

Sequencing with Julie, Jack and Friends is a card game which develops skill in sequencing, finding main ideas, choosing appropriate titles; and story telling. Julie and Jack Sequence Cards do much the same thing. Jack and Julie Sequence Cubes are six stories which are cut on cardstock ready to be cut and folded into four picture cubes. Students manipulate the four cubes to form each of the six stories in sequence. All of these games are self-checking. (C.D.)

LIFT-UP PUZZLE GAMES

The Child's World
P.O.Box 681
Elgin, Ill. 60121

Grades K-2

These lift-up puzzles help children to see relationships, find simple analogies, and relate parts to the whole. The different sets of puzzles are: Guess Whose; What and Where; and What and Which. Designed as table games, these lift-up card puzzles will encourage a young child to look for different kinds of relationships. (C.D.)

SCHAFFER GAMEBOARDS

By Frank Schaffer

The Supply Room
5 Bentley Road
Great Neck, New York 11023

Each packet contains five gameboards complete with cards and instructions. They are perfect for learning centers and individualized instruction. Gameboards which would help comprehension include:

Reading Comprehension (Grades 1-4)
Following Directions (Grades 1-4)

SEQUENCE CARDS

Creative Teaching Asso.
P.O.Box 7714
Fresno, Cal. 93727

Grades K-1

These cards enrich and reinforce beginning reading skills. They teach sequencing and eye-hand coordination. These sets are available:

- Three scene sequence posters (Ten stories)
- Four scene sequence cards (Twelve stories)
- Eight scene sequence cards (Six stories)
- Twelve scene sequence cards (Four stories)
- Edu-Sequence Cards
- Picture Sequence Cards (Sets of four--twenty stories)

(C.D.)

CHAPTER IV
TEACHER-MADE MATERIALS

Using simple materials, any teacher can make the following games. Materials for the story parts of each game can be taken from daily workbook assignments or from some of the supplementary materials listed in Chapter III.

These materials can be used for enrichment, remedial, or reinforcement purposes. The same game could be used all three ways by changing the reading levels of the story material used. Skill concepts of some of the games can also be changed.

Not only do the games enliven a reading period but there is a great chance of carry-over to recess and free periods. Thus reading is not only work but also fun.

SENTENCE COMPREHENSION

Jumbled Sentences

"Cut sentences into phrases and ask students to put the pieces together much as they would a puzzle.
Example:

in an accident / Jane thought / were injured / that
the boys.¹

¹Delwyn G. Schubert and Theodore L. Torgerson,
Improving the Reading Program, (Dubuque, Iowa: WmC.
Brown Co., 1972) p. 246

Omit Two

Mount a picture on an individual card together with three sentences that tell something about the picture. Print two extra sentences that do not relate to the picture. Pupils are instructed to find the two irrelevant sentences. Correct answers can appear on the back of the exercise.

Split Sentences

Pupils are given two envelopes. One envelope contains cards with sentence beginnings and the other contains cards with sentence endings. Pupils are directed to match suitable parts to form sentences. Examples:

- | | |
|---------------------------------------|------------------------------|
| a. Jack and Jill went up the hill | 1. lighter and warmer. |
| b. I ran and ran until I was | 2. all out of breath. |
| c. As the sun began to rise it became | 3. to fetch a pail of water. |

When, What, Where?

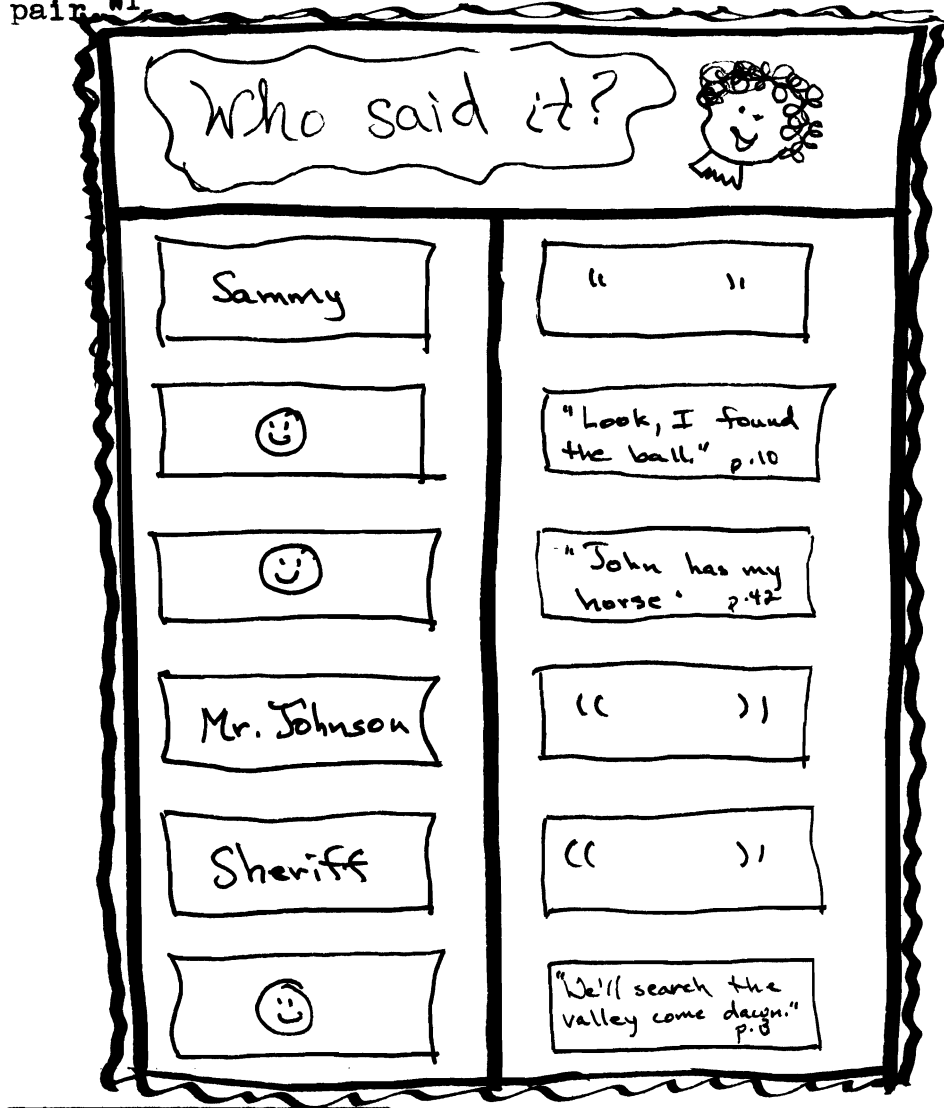
*Sentences which tell when, what, or where are prepared. Pupils read each sentence and categorize it according to these designations.*¹

GRASPING DETAILSWhich Paragraph is Best?

*Mount a detailed picture on a piece of cardboard. In an accompanying envelope, provide pupils with three-by-five-inch cards on which individual paragraphs about the picture have been typed and numbered. Pupils are directed to find the paragraph which gives the most accurate details about the picture. Correct answers can appear on the back of the exercise.*²

¹Ibid., p.248
²Ibid., p. 251

"Produce the game board, as illustrated, but with blank 'people cards' () and blank 'quotation cards' () glued to the board as place-holders. Using the characters and quotations from a story or book, create people and quotation cards as shown below (put the page number on the quotation for self-checking). Place cards face-down in each box. In turn players turn either a 'people' or a 'quotation' card face-up if, on his turn, the player can make a pair, he reads the cards and checks his answer in the story or book. If he is correct, he wins the pair."¹



¹Joy Keith, Comprehension Joy, (Naperville, Illinois: Reading Joy, Inc., 1976) p.103

Tic-Tac-Toe for Details

*The students will read a story. Then they will answer questions about the story by filling in x's and o's. For example, the story is about a trip. These would be suggested questions:

Who was the main character?	Where did he live?	How was he going to travel?
Why did he go?	What would he bring back?	How long would he be gone?
Who was his friend?	Where was he going?	When would he go?

The correct answer will receive an x or an o in the correct block. Three across in any direction wins.¹

Questions and Answers

*The class is divided into two teams. The teacher has prepared two sets of cards, one with questions and one with answers, pertaining to a story the students have read. The teacher shows one of the questions (or answer cards). The student with the correct answer goes to the front of the room and reads his answer. Both teams have the same cards, so the one who realizes he has the correct answer first raises his hand for recognition. He then receives one point for recognition, and one point for correctly reading the response. The team with the most points when the teacher runs out of cards is the winner.²

Detail Detective

*Illustrate a playing board as shown on the following page. Make two dice, one with the numbers one to six and the other giving the six detail questions: who, what, when, where, how, and why. On each of the playing cards, print sentences which answer the six detail questions. To make the game self-correcting,

¹Richard A. Thompson, Energizers for Reading Instruction, (West Nyack, New York:Parker Publishing Co. Inc., 1973) p.152

²Ibid., p. 177

you can give the answer to each question on the back side of each card. To begin play, place five cards sentence-side-up on each of the six sentence spaces indicated on the playing board. Each player, in turn, tosses both dice; supposing a player tosses the four and Who, he picks up card number four, reads the sentence aloud, and answers the question who. By turning the card over, he checks his response. If he was correct, he scores four points (the number which corresponds to the die and numbered card drawn). A score is kept throughout the game to determine the winner.¹

DETAIL DETECTIVE

Who ?


What ?

When ?

Where ?

How ?

Why ?



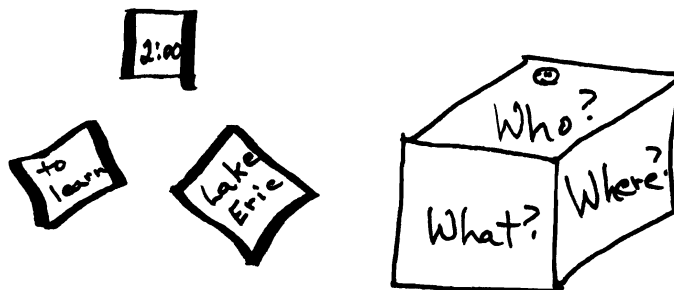
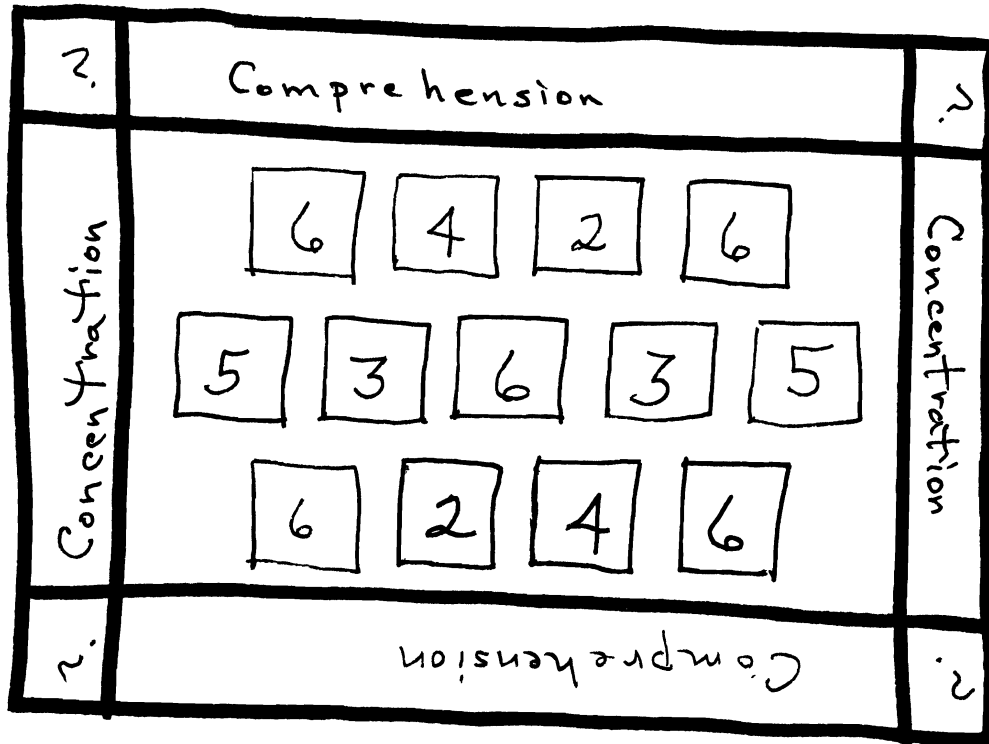
"I always get all the facts. I never miss a clue."

1	
2	
3	
4	
5	
6	

¹Keith, Comprehension Joy, pp. 86-86

Comprehension Concentration

"Produce the game board as illustrated below. Illustrate the die and wrap with contact paper to form a cube. Print five cards to answer each detail question. Cards are placed face-down on each number square on the board. In turn, players toss the die and attempt to draw the card which answers the question indicated on the die. If the answer is correct, the player scores the number of points indicated on the square. Make the game self-correcting by providing an answer key."



¹Ibid., pp. 86-87

Picture Hunt

"Materials are old magazines that, can be cut up, and a set of cards each of which gives a statement for which a related picture can be found: e.g. "A dog is chasing a cat."

The cards are scattered face down. Each player draws four cards and then hunts through magazines for suitable illustrations. If he finds none in the magazines, he may draw the illustrations himself. When a player finishes he may help another member of his team."¹

FINDING THE MAIN IDEAFind the Paragraph

"Designate a story or article in a book to which pupils have access. Provide a series of key sentences. Pupils are instructed to find the paragraph from which each was taken. Key paragraphs can appear on the back of the exercise."²

What's the Number?

"Number the sentences in paragraphs and direct pupils to find the number of the key sentence. Correct answers can appear on the back of the exercise."³

News Flash

"Cut articles from a newspaper and cut the titles from each article. Place the articles and titles in a large envelope with the following directions for pupils printed on the outside of the envelope: Match the title with the correct story."⁴

¹Max Hosier Ed.D. and Guy Wagner Ph.D., Reading Games, (New York: Teachers Publishing Corp., 1960) pp. 43-44

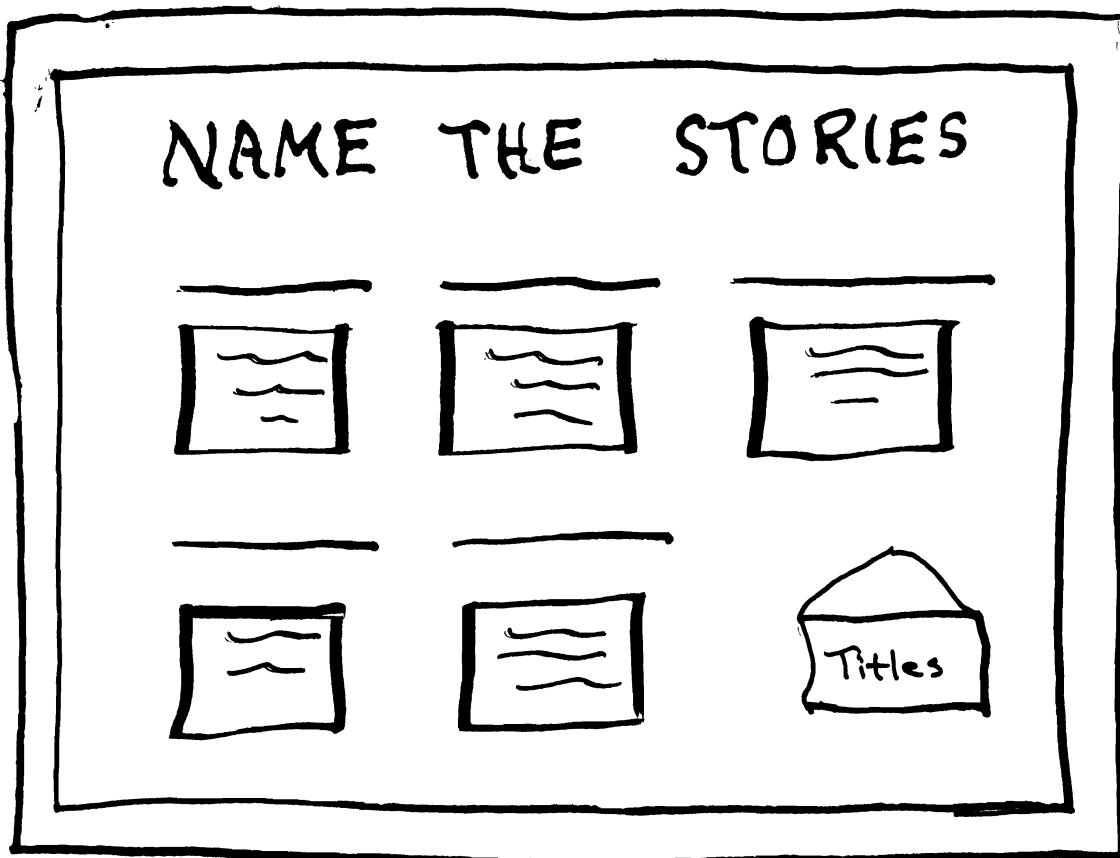
²Schubert, Improving the Reading Program, p.251

³Ibid.

⁴Imogene Forte and Joy MacKenzie, Kids' Stuff Reading and Language Experiences, (Nashville, Tennessee: Incentive Publications, Inc., 1969) p. 65

The Name's the Game

"Using manuscript or a primary typewriter, write several short paragraphs. Mount these on construction paper to be placed on the bulletin board. Write a title for each paragraph on separate strips of paper. Place these in an envelope attached to the bulletin board. Include a few extra titles which would not fit any paragraph. Pupils may select the best title for each paragraph and tack the selection above the paragraph."¹



¹Ibid., p.73

What's the Main Idea?

"Sketch the game board as illustrated. Attach the spinner with a brass fastener. Cover the board with contact paper. On each of the playing cards write a paragraph or cut paragraphs from newspapers and glue them to the cards. On the back side of each card provide a self-correction device by giving the main idea. The cards are placed in a stack, paragraph-side-up on the lion's mane. In turn the players read the paragraph aloud and tell the main idea. They flip the card to the back; if they were basically correct, they spin the arrow and move their button that many spaces toward Win."¹

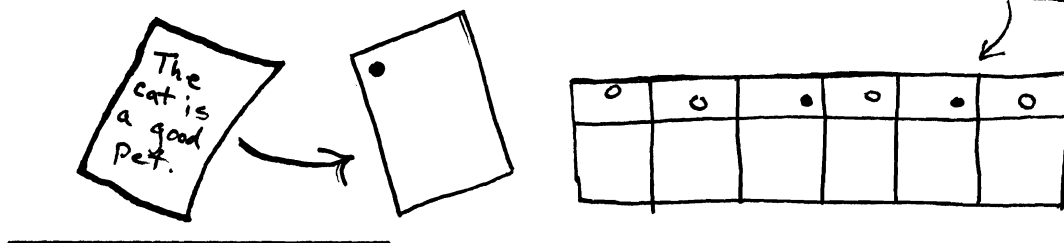
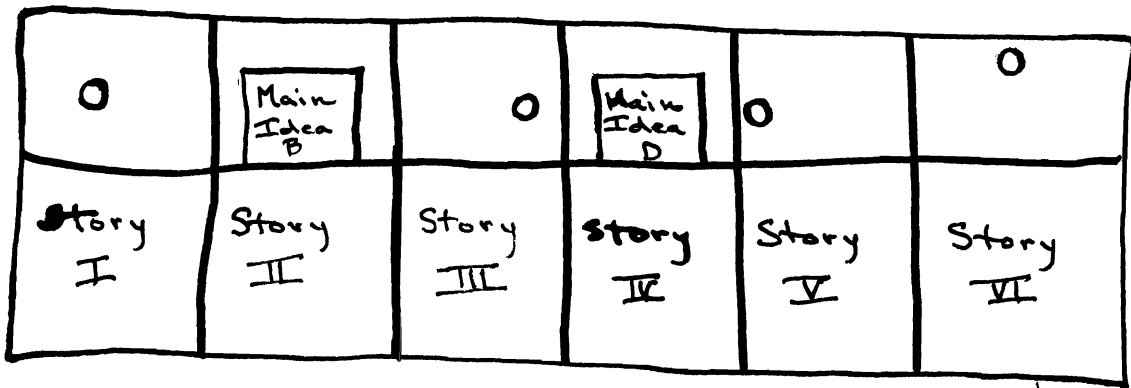


¹Keith, Comprehension Joy, p.122

Dot Spot

"Fold a twelve inches by eighteen inches piece of oaktag or index paper to create a pocket folder measuring approximately seven and one-half inches by eighteen inches in size. Mark pocket divisions using a magic marker. Print the desired quiz items on the front of each pocket section. Cover the front of each pocket section. Cover the front and back sides of the folder with clear contact paper if desired; use a razor blade to open the card-insertion areas. Use brass fasteners or staples to secure and separate the pockets. Next, punch holes in the areas above each pocket section making sure that the holes are placed in a different location for each section (this is essential to self-correction).

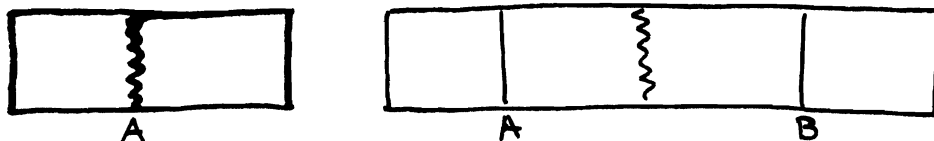
Cut a set of answer cards which are one-half inch to one-fourth inch smaller in width than the pockets. The length should be two to four inches longer than the depth of the pocket. Insert an answer card into each pocket and print the desired answers on each card. Turn the pocket folder over to the reverse side as indicated by the arrow below. Use a red magic marker to color in the area indicated on the back of each playing card by the punched hole. Self-correction is achieved after play by having the child turn the folder to the reverse side-- if red dots show up in each punched area, the child knows his answers are correct."¹



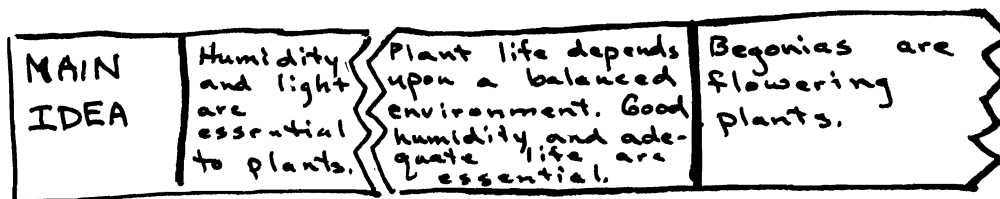
¹Ibid. p. 80

Card Couples

"Cut a set of twenty to thirty playing cards for each game. You can make them approximately three inches by six inches in size. Draw a heavy line down the center of each playing card as illustrated. Next, hold two playing cards so that the right side of A overlaps the left side of B by approximately one-half inch and cut a curved or jagged line:



Place the cards on the table so that the cut lines will fit together or couple-up as in a puzzle. Write the desired skill information on the cards as shown below. Then pick up card B and a new card C and overlap B and C as shown to cut a new couple-up. Write on the next item and continue to complete the set of cards. Be sure not to repeat or duplicate any items--use different items for each card couple-up. Self-correction is inherent since only correct answers will couple-up.

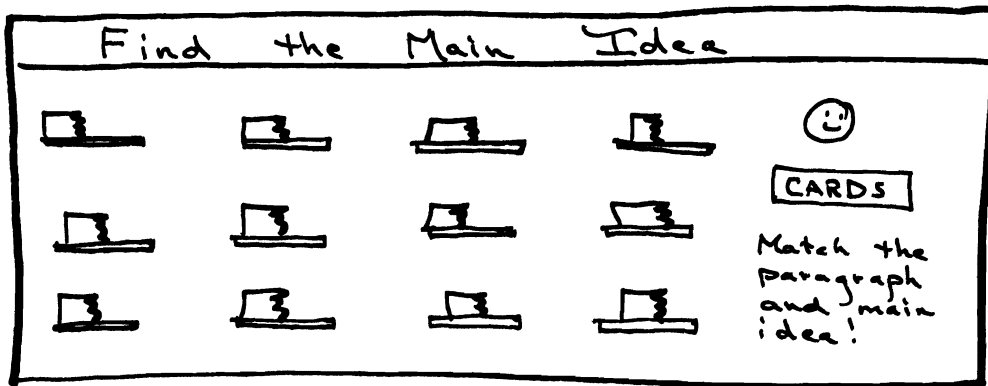


This may be played by one individual student or as a group game. In a group game, deal out the playing cards and place the "title" card out to start play. Players place answer cards as soon as they find corresponding answers. The first player to use up all of his cards is the winner.¹

"Another variation of this idea is to make a chart or bulletin board on which one of the card couple is fastened. Other cards are kept in a pocket. The student tries to match the correct cards and complete the bulletin board. An illustration of this bulletin board may be found on the following page."²

¹Ibid., p.78

²Sister Roslyn Skalitski O.P. and Sister Valerie Zielinski O.P., Individualized Instruction: A Direct Approach, (Racine, Wis.: By the authors, 1974) p.53



FOLLOWING DIRECTIONS

What does the monster look like?

"The teacher makes up a funny description of a monster. The child reads this description and draws a picture from it.

Example: My body is round. It is purple. I have two heads.....Each foot has seven toes. Draw me."¹

Simon Says Do This

Give a three by five card to each pupil. On each card write a set of directions telling how to make or draw something.

Simon says do this...

1. Get a piece of yellow construction paper.
2. Cut three blue balls and paste them on your yellow paper.
3. Draw five brown cats on your yellow paper.
4. Cut one orange square. Paste it on your yellow paper.

After the pupils have followed their directions, they show their products to the class and explain orally what they did. Other pupils listen to see if directions were followed correctly."²

¹Thompson, Energizers, p.173

²Forte, Kids Stuff, p. 175

What's Cooking?

"Provide students with directions for preparing different foods (French toast, pancakes, pies, etc.) and require them to identify the particular dish or food involved. Correct answers can appear on the back of the exercise."¹

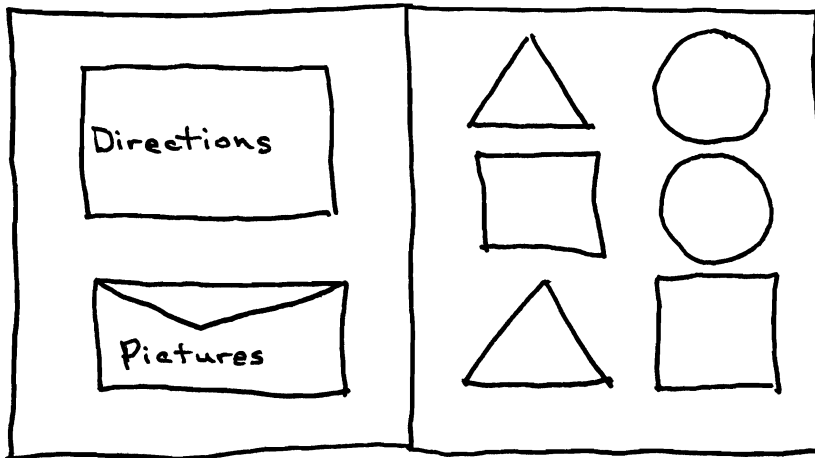
An extension would be to let them make their favorite recipe by following the directions.

Shape Up

"This very simple game is made by taping together two pieces of eight inch by eleven inch cardboard or tagboard to make a folder. On the inside of half of the folder print simple directions:

1. Put the ball in the red □ .
2. Put the doll in the green △ .
3. Put the shoe in the blue ○ .
4. Put the hat in the yellow △ .
5. Put the coat in the brown ○ .
6. Put the candy in the black □ .

Draw the simple pictures and put them in an envelope under the directions to hold the pictures. On the other half of the folder, paste the shapes that you have cut out of colored construction paper. The pupil follows the directions, placing the pictures on the correct shape. When he finishes, he places the pictures back in the envelope for the next pupil."²

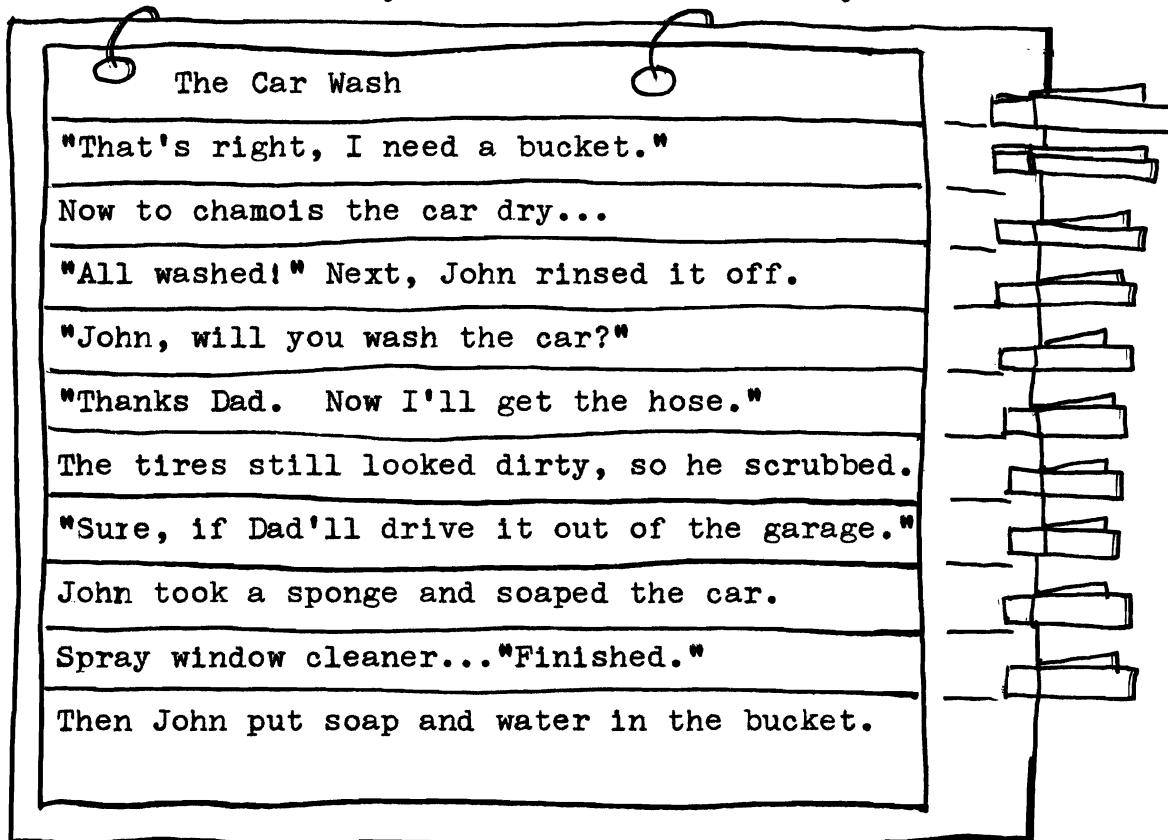


¹Schubert, Improving the Reading Program, p. 249

²Forte, Kids Stuff, p. 169

DETERMINING SEQUENCEPinch Point

"Using clothespins, students number the events of the story in sequential order. Several stories may be attached to the poster board. The correct answers are on the back of the story. By flipping it over students may correct their own story."¹

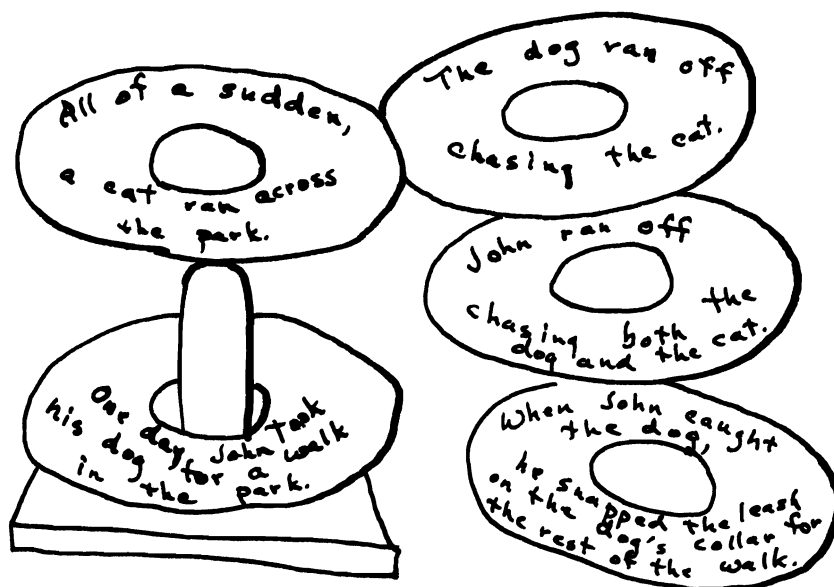


This board activity could be used for other objectives just by attaching new sheets and making another set of clothespins. For example, it could be used with any true-false activity or with multiple-choice worksheets.

¹Keith, Comprehension Joy, p. 52

Ring-toss

*Make two identical sets of donut-shaped cards. Write sentences from a short story on the cards, one sentence to a card. To play, both students look at their story cards and arrange them in the correct sequence. Then they toss them in order on their own posts. The first to finish with the order correct is the winner.*¹



Drawing Endings

*Mount a series of pictures that tell a sequential story on cardboard. Omit the last picture and place it in an accompanying envelope. Pupils are directed to draw the last picture. After the drawing, pupils may compare their efforts with the picture in the envelope.*²

This would make a very nice bulletin board activity. The students could compare each of their drawings and defend their choices.

¹Sandra Nina Kaplan, JoAnn Kaplan, Sheila Kunishima Madsen, and Bette K. Taylor, Change for Children, (Pacific Palisades: Goodyear Publishing Co., 1973) p.94

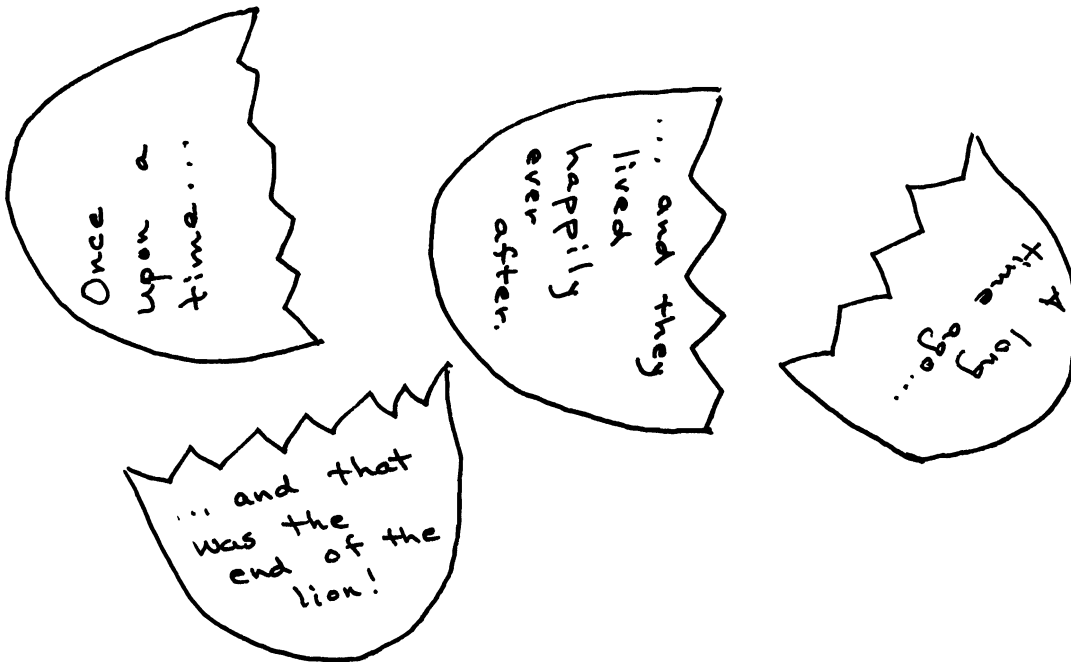
²Schubert, Improving the Reading Program, p. 251

Ending-Egg Hunt

*Print simple but exciting stories written on the pupil's reading level on cards cut in half-egg shapes. Omit the ending. Place the unfinished stories in a box on the independent reading table. In another box place the matching half-eggs with story endings. Pupils are provided with colored construction paper baskets. When properly matched the egg halves may be paper-clipped together and placed in the basket. When the basket is filled with the designated number of eggs, the pupil may invite another pupil to the reading corner to share reading the stories aloud.

Variations:

1. This could be used as a party game with teams using wicker baskets to hold several stories. The team filling their basket first or with the most eggs wins the game.
2. Pupils could be asked to write their own endings.
3. A manipulative bulletin board might feature a large construction-paper basket with slots for the completed story eggs as the center of the board. A border of half-eggs with both stories and endings and an envelope holding paper clips would complete the display. Pupils could go to the board, select endings for stories of their choice, and place them in the basket.¹



¹Forte, Kids Stuff, p.70

Clothes Line Sentence

"Cut out sets of clothing (shirt, pants, belt, socks, and hat). On each piece of clothing, write one word from a sentence. Each set of clothing makes a complete sentence. Children hang the clothes on the line to make a complete sentence. They then take a clothes dito, color the outfit in any way they wish, and write the sentence they made at the bottom."¹



Paragraph Shuffle

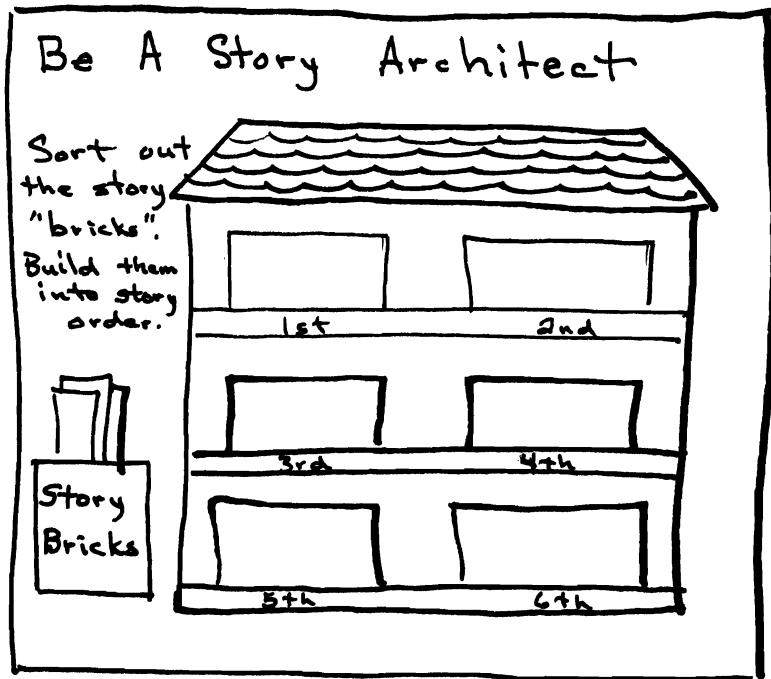
"Prepare stories in which the numbered paragraphs are out of order. Pupils are directed to rearrange the paragraphs so the sequence is proper. Correct answers can appear on the back of the exercise."²

¹Kaplan, Change for Children, p.93

²Schubert, Improving the Reading Program, p.252

Be a Story Architect

"Write the parts of a story on three by five cards, or cut out a story from an old book and paste it on cards. Number the cards on the back to show the correct sequence."¹



Sentence Shuffle

"Prepare short stories in which the numbered sentences are out of order. Pupils are directed to rearrange the sentences so the sequence is proper. Correct answers can appear on the back of the exercise. Example:

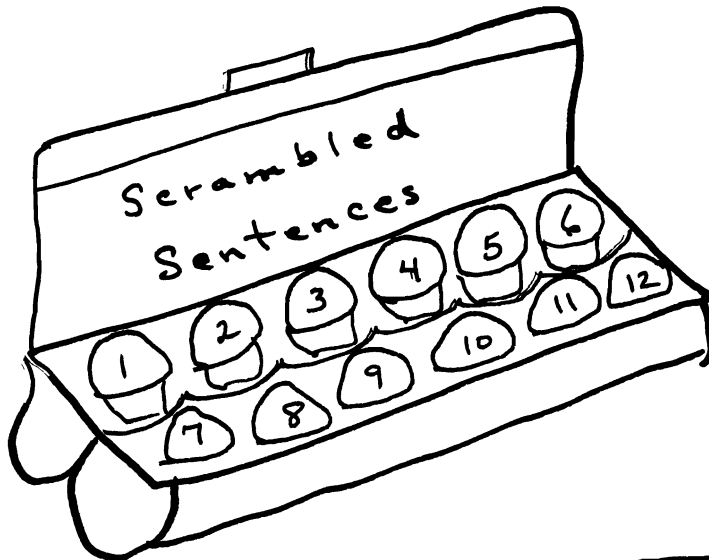
- a. The strange man walked to the door and rapped.
- b. The man was invited into the house.
- c. The dog barked when he heard the sound.
- d. The lady of the house went to the door and opened it."²

¹Kaplan, Change for Children, p. 93

²Schubert, Improving the Reading Program, p.252

Scrambled Eggs

"Inside of an egg carton are plastic eggs. Each egg has a group of cards that make a sentence. The child places all the cards into sentences and checks them with an answer key."¹



The bus drove to school.

Dot Spot

"This game is made in the same manner as the Dot Spot game described under Finding the Main Idea. However, the student inserts the ordinal position names to indicate the order that the events took place."²

	○	○	SECOND	FIRST	○	○
	add the water	strike a match	dig the hole	clear an area	ignite the fire	add the logs

¹Kaplan, Change for Children, p.62

²Keith, Comprehension Joy, p. 81

Cut-ups

"Cut stories on pupils' reading into different parts and paste on heavy construction paper or tag-board. Distribute story parts to pupils so that they are not aware of the parts held by other members of the group. The pupil who thinks he holds the first part of the story reads it aloud and the other pupils follow as they think their part fits into the story until the entire story has been read aloud.

Variation: This activity will be more creative and exciting if original stories, written either by the teacher or the pupils, are read by the group and cut into parts. Pupils might want to illustrate the story cards with appropriate pictures cut from magazines or with their own drawings."¹

DRAWING CONCLUSIONS

Guess What

A number of riddles are written on cards. Each player takes a card and tries to guess the riddle. The child who guesses the most riddles is the winner. Children should be encouraged to write their own riddles for use.

Example:

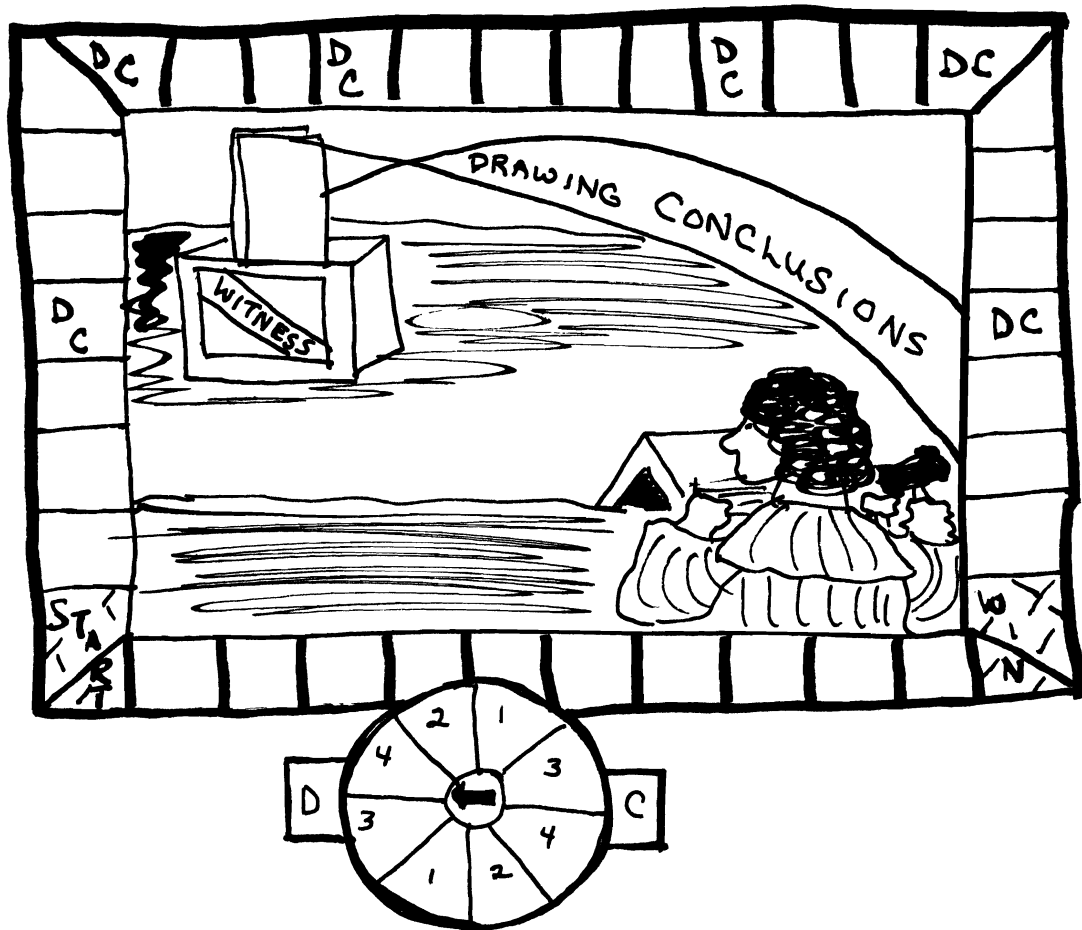
I am hard. People walk on me. Sometimes I am made of pretty colors. A mop is used to keep me clean. What am I?

Drawing Conclusions

"To make the spinner needed for this game, glue a six inches in diameter poster board circle to a two inches by twelve inches strip of double-thickness poster board and letter as shown on the following page. Cover the device with contact paper and attach a paper spinner. Then, draw the game board as pictured on the following page on a piece of twenty inches by twenty-eight inches poster board. Each of the fifty "witness cards" should present an open-ended situation (see student workbooks designed to

¹ Forte, Kids Stuff, p. 71

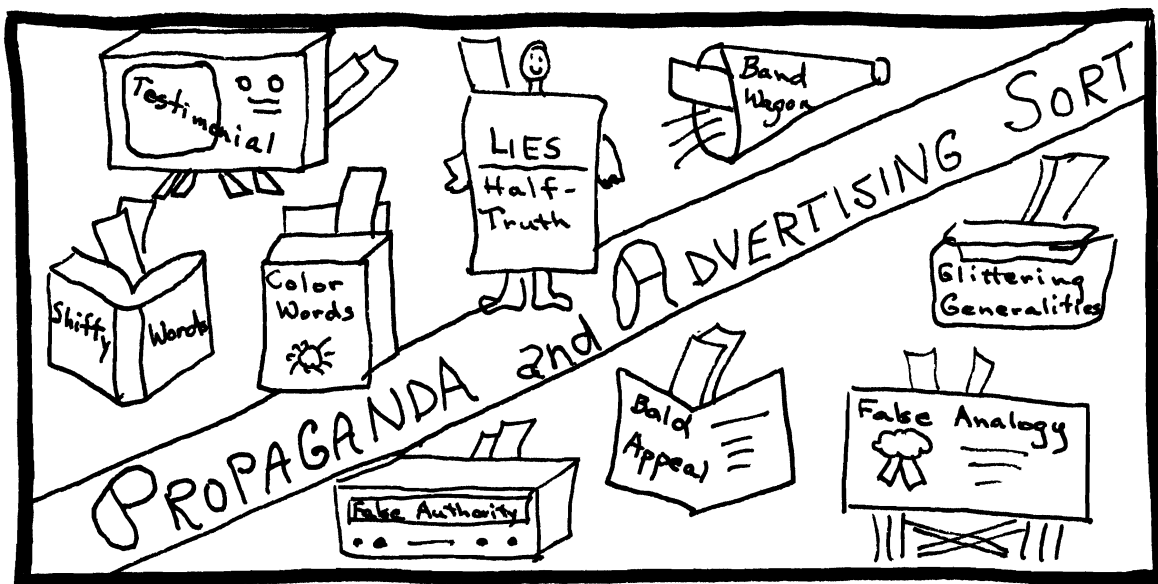
accompany basal texts for samples of such paragraphs) and a question such as the card shown above. The cards are placed in a stack, face-down on the board as shown. In turn, each player draws a card, reads the situation aloud, and "acting as judge" determines an answer by drawing conclusions. If the conclusion is logical (as determined by the other players, "the jury"), the player moves one space. Whenever a player arrives at a DC (Drawing Conclusions) space, he spins the DC spinner and moves ahead the indicated number of bonus spaces.¹



¹Keith, Comprehension Joy, p. 124

Propaganda and Advertising Sort

*Cut the nine objects (Eg. television) out and illustrate each with water-base magic markers. Place the objects on a eighteen inches by twenty-eight inches poster board and glue only the sides and bottoms of each object in place. (Do not show the cards which have been illustrated in the pockets only for reference.) Cover the board with contact paper and, using a razor blade, make slits for the insertion of cards. Print five examples of each type of propaganda on the cards. Shuffle the cards and the game is ready to play.*¹



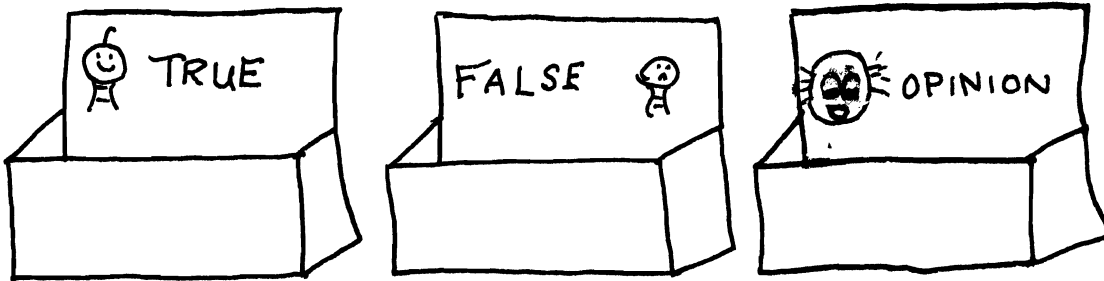
cleans our tires are safer.

Most people prefer

¹Keith, Comprehension Joy, p.72

Sorting Boxes

"Label three boxes: TRUE, FALSE, OPINION. Print various statements on small cards. The student should sort the cards according to the type of statement made!"¹



CONCLUDING STATEMENT

A good teacher will offer a child a balanced program which includes group work with teacher guidance, individual seat work which can be used as an exercise or an evaluation, and enjoyable game-type situations. Learning to comprehend should be done by the child in many modalities, with teachers and classmates, and in a variety of situations. Thus it may become a part of all aspects of the child's life. He exercises it while working and while playing. He does it with peers and with adults. Probably the most important is that he succeeds and fails but learns from his failures. A balanced, integrated, and enjoyable reading comprehension program builds a child's confidence in his ability to read and understand.

¹Ibid., p.73

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