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Individualized Instruction in Reading

Sunny Murdock
Central Washington University

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INDIVIDUALIZED INSTRUCTION IN READING



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Sunny Murdock
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APPROVED FOR THE GRADUATE FACULTY

Dohn A. Miller, COMMITTEE CHAIRMAN

Darwin J. Goodey

Thelma C. Wilson

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--Sunny Murdock

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
Introduction	1
The Problem	2
Statement of the problem	2
Importance of the study	2
Limitations of the study	3
Organization of the study	4
Definitions of Terms Used	4
Individualized instruction	5
Individual differences	5
Heterogeneous	5
Trade book	5
Basal reader	5
II. REVIEW OF LITERATURE	7
Recognizing and Meeting Individual	
Differences in the Teaching of Reading . .	7
Modes of learning	10
Motivation	12
Differences in intelligence	14
Differences in reading skills	16
Individual Reading Program in Practice and	
Thought	17
Individualized reading program in the	
Schenectady public schools	17

CHAPTER	PAGE
Child progress plan: Cleveland, Ohio . . .	19
Characteristics of individualized reading programs	20
Research in Individualized Instruction in Reading	22
Research reveals questions raised by educators	23
Heterogeneous, homogeneous, or individual- ized approach to reading?	25
Two approaches to the teaching of reading in grade five	29
Further research in individualized instruc- tion in reading viewed in brief	30
III. INDIVIDUALIZED INSTRUCTION IN READING	34
Practical Application in the Classroom . . .	34
Teacher preparation	35
Knowing each child	36
Individual differences in reading	37
Classroom management and organization . . .	39
Physical environment	40
Interest control	41
Weekly schedule	41
Daily reading report	42
Further preparation of students	42

CHAPTER	PAGE
Methods of Reading Assistance	43
Method of Written Work	44
Job cards	45
Story reports	45
Work books and book work	45
Basal text and interest area units	46
Student Record Keeping	46
Classroom Collection of Books	47
Development of Skills in Reading	47
Sight vocabulary	48
Phonetic analysis	49
Comprehension	50
Appreciation of content	51
Summary of section on reading skills	53
Nonconsumable teaching materials	53
Flexible scheduling	55
IV. RESULTS OF THE UTILIZATION OF INDIVIDUALIZED INSTRUCTION IN READING	56
Evaluation From the Writer's Position	56
Evaluation From the Students' Position	59
V. SUMMARY OF PRINCIPLES AND PROCEDURES OF PROBLEMS INVOLVED IN INDIVIDUALIZING INSTRUCTION IN READING	62

CHAPTER	PAGE
Individual Nature of Reading	62
Individual Differences in Reading	63
Skill Development in Reading	63
Teacher Readiness and Understanding	64
Room Environment	64
Supplying Necessary Materials	65
Pressures of School Children Today	66
Need for Further Research on Individualized Instruction in Reading	66
BIBLIOGRAPHY	68
APPENDIX A. Inventories to Aid in the Identification of Individual Interests	75
APPENDIX B. Instructional Sequence and Check Lists .	83
APPENDIX C. Individual Progress Reports	100
APPENDIX D. Aids for Organizing Tasks	103
APPENDIX E. Guides for Selecting Materials	115
APPENDIX F. Frostig: Visual Perception Materials . .	127
APPENDIX G. Student Goals and Evaluations	132
APPENDIX H. Examples of Methods Utilized for Written Work	138

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

Until the turn of the century, education in the United States worked on the assumption that "all men are created equal" and education perpetuated this myth. Then educators began to show concern for educational practices in the light of dominant social needs, the results of scientific and psychological studies, and new evidence concerning the nature of pupil development, and they slowly started seeking improvements.

An "explosion" of knowledge in the 1960's caused educators to totally re-evaluate curriculum and teaching methods and view individual differences with more concern. Educators recognized that it was possible to have excellence in education and at the same time to educate everyone to the limit of his ability. A society such as ours had no choice but to seek the development of human potentialities at all levels, realizing that it takes more than an educated elite to run a complex, technological society (12:114).

It was the feeling of this writer that since teachers have the ultimate responsibility of adapting a proposed curriculum to a group of children, they must understand

that normal children have a wide range of abilities that should be understood and provided for in methods of instruction.

II. THE PROBLEM

Statement of the problem. The purpose of this study was to describe methods, procedures, techniques, and problems in the utilization of individualized instruction in reading through a review of literature and a practical application of this method in the classroom.

Importance of the study. At no point is the need for providing for the individual needs of children more apparent than in the development of the ability to read and the guidance of their reading activities. This is true because of the universal appreciation of the importance of learning to read as a means of becoming familiar with the literature which keeps one in touch with the developing present (69:11). Reading is the basis for all existing social and educational arrangements. More than that, "It is the means by which every age is linked to every other age" (9:5).

The writer felt concern for the way reading was being taught in the intermediate grades. Reading materials were untimely in character and unsuited for promoting the understandings and attitudes essential in contemporary life,

children's reading was limited, and reading advancement was determined by groups rather than individuals. This concern prompted a constructive effort to properly adjust instruction to individual differences.

Students individualize their own instruction to some extent no matter what form of classroom organization the teacher uses. In a class the individual tends to pay attention to what is important to him at that particular time (54:164). Rather than utilize method-centered teaching where each student responds differently, teachers should recognize that more students benefit from child-centered instruction. Differences in children must be understood to determine which methods should be used with which child.

Limitations of the study. The author reviewed pertinent professional literature related to individualized instruction in reading and attempted to make generalizations. Availability of materials have increased in this area with significant research findings in favor of individualized reading. However, there are many values in terms of attitudes and human relations readily acknowledged by participants in the program, but which seem to defy measurement (61:232). The knowledge allowed by this literature prepared the writer to utilize methods and procedures in individualized instruction in reading in the classroom.

For one year in a class of thirty-one heterogeneously grouped fifth-graders, the writer utilized individualized instruction in reading.

Organization of the study. This study was organized as follows:

Chapter II presents a review of literature which includes material on the nature of individual differences, methods and procedures in the teaching of reading that best provide for individual differences, and limited research available on the individualized instruction in reading.

Chapter III shows methods and procedures utilized by the author in individualized instruction in reading in an actual classroom situation.

Chapter IV includes the results of the practical procedures of individualizing instruction in reading employed in the classroom as determined by teacher observation and student reaction and evaluation.

Chapter V presents a summary of principles and procedures most important to educators as they face the problems of providing for individual differences in reading.

III. DEFINITIONS OF TERMS USED

The meanings or definitions of terms attributed to special education terms in this paper are those used for

corresponding terms in Good (19). These definitions are as follows:

Individualized instruction. This term was interpreted as meaning the differentiation of instruction according to individual differences in pupils.

Individual differences. Throughout the report, individual differences will be referred to as meaning the variations or deviations among individuals in regard to a single characteristic or a number of characteristics. It also refers to those differences which in their totality distinguish one individual from another.

Heterogeneous. As the class grouping in this thesis was heterogeneously designed, the term heterogeneous was interpreted as meaning the classification of pupils for the purpose of forming certain groups having a high degree of dissimilarity.

Trade book. The author refers to a trade book as a book published for the purpose of giving the reader pleasure and of feeding his interest in reading for pleasure. Trade books are used extensively in an individualized reading program.

Basal reader. A basal reader will be referred to as meaning a textbook, usually part of a graded series, used

for instruction in reading; there are four types: literary, story, factual, and learn-to-study. Modifications of a basal reading program can be adjusted to an individualized reading program.

CHAPTER II

REVIEW OF LITERATURE

I. RECOGNIZING AND MEETING INDIVIDUAL DIFFERENCES

IN THE TEACHING OF READING

A vast range of differences occur among children. Although teachers are aware of these differences, they do not realize the full impact that these differences should have on instructional methods and procedures in the teaching of reading.

Americans are living in an era of complexity, uncertainty, and change. These unclear national goals have affected the goals and values of individuals and have led to divergent pressures on school children today.

Society has imposed a pressure for academic excellence. This is readily seen in the fact that job opportunities go to the student who has shown academic success; college is the goal of parents for their children from a very early age on. "Some parents have even had tutors for their two year old!"; Schools have imposed pressures on pupils which include automated instruction, early introduction of subject matter and specific pressures for excellence (64:75). Wittick went on to elaborate on these general pressures.

There is a loss of time in outside reading because of the pressure of material possessions. Students learn to read to get the main ideas, but have little time to compare, to weigh ideas, and to develop skills in "reading in depth," because they are too concerned with material values. Wittick proposes that "We must continue trying to make books a part of the pupil's material possessions."

Present physical living space is rapidly dwindling which forces a togetherness upon us. Many are geared to apartment living and fast avenues of cars, trucks, and buses in this "pressure for togetherness." Reading requires a place of reasonable quiet and a modicum of comfort which is hard to find in many places.

Children's thoughts are side-tracked from reading and academic performance by parents who are eager for their children to have social and emotional experiences at a very young age.

No other children have been faced with an almost constant threat of instantaneous annihilation.

The strength of this pressure is reflected in the reading tastes of youngsters. They become preoccupied with war stories or scientific weapons of destruction (16:76).

Ruth Strang (55:279) graphically summarizes the effect of social and emotional pressures on children's reading.

1. Unfavorable home and school conditions → Reading Failure → Emotional problems
2. A complex of emotional factors → Inner conflicts, instability, etc. → Failure in reading
3. Emotional factors → Reading difficulties
 Increased reading difficulty ← Anxiety and further emotional disturbance

These present social and emotional stresses on children have definite intimations for the classroom teacher.

Unless a child can learn to face and to understand his strengths and weaknesses and look upon himself with respect and a degree of confidence, he cannot use the ability he has and achieve up to his full capacity (56:120).

The following implications for the classroom teacher are set up by Wittick (64:79):

1. Know more about the mental stresses of children in his room. (Children who have experienced severe family disorganization.)
2. Make instruction in reading more flexible for the child who has experienced emotional problems. -- Individualize instruction.
3. Understand the child's own concept of the adequacy of his reading performance.
4. Respect each child as an individual human being.
5. Help students view reading as an important aid in learning and knowing, as a skill to use now and everyday.
6. Help the student understand his abilities and weaknesses in reading and strengthen the latter to the extent he is able.
7. Identify the child's reading problem at the earliest possible stage and provide needed instruction at once.

Jeff West and Ronald Doll (1:5) follow up the impact of social and emotional influences with the problems of personal alienation.

One may add to multiple social influences the fact of personal alientation which educators are beginning to recognize in its broader aspects. Originally identified with disadvantaged cultural environments and with learners of low socioeconomic status, the concept of alienation now encompasses many psycholosocial effects on human behavior. Personal alienation from one's world may indeed stem from cultural poverty, but it apparently originates also in an inadequate self-concept, in the cultural malaise to which the economically privileged are exposed, in disintegrating patterns of family and community life, and in the failure of teachers to interact empathetically and helpfully with their pupils. As seen in the schools, alienation constitutes a psychological curtain which the learner is somehow induced to draw before him, thereby shutting out desirable experience and contact with his environment. For instance, can it be that the current drive toward excellence has created such competition among able learners that, for many of them, a curtain has lowered between them and their peers and teachers? If so, much needs to be done to free learners to reduce competition, restore communication, increase interaction, and make mistakes in the only reprisal-free environment which society can easily provide.

Modes of learning...In recent years, considerable attention has been paid to modes of learning which include these types of imagery: visual, auditory, tactile, olfactory, kinesthetic, and gustatory (25:11). In most sighted creatures, vision and hearing are the major senses for communication with the environment. This applies particularly to human beings because the senses of smell, taste, and touch have become subordinate. Perception, defined by Frostig as the ability to recognize stimuli, being one of

the prime psychological functions of linking the human being with his environment, finds its greatest importance in visual perception. "Visual perception is involved in nearly every action we take" (18:7).

From her research in the field of visual perception, Frostig (18:8) stated that "success in learning to read depends on visual perception," and elaborated on this statement in the following way:

The period of maximum visual perceptual development normally occurs between the ages of 3 1/2 and 7 1/2 years --that is, when the child is in kindergarten and the lower primary grades. Unfortunately, a great many children have a lag in their visual perceptual development. A child with such a lag is indeed handicapped. He has difficulty in recognizing objects and their relationships to each other in space, and since his world is perceived in a distorted fashion, it appears to him unstable and unpredictable. He is likely to be clumsy in his performance of everyday tasks and inept at sports and games. Above all, the distortion and confusion with which he perceives visual symbols will make academic learning very difficult, if not impossible, no matter how intelligent he is.

Frostig goes on to say that children with disabilities in visual perception are subject to emotional disturbances. Aware of their puzzling inability to keep up with their age-mates and the disappointment of parents and teachers, they inevitably become confused and ashamed, which usually results in character and behavior disorders. Research indicates that children who score low in the tests of visual perception are frequently lowest in academic achievement and most poorly adjusted in the classroom. The Frostig Program Work

Sheets (See Appendix F) are being effectively used if the precise nature of the perceptual disabilities is known so that the training can be directed accordingly.

Motivation. Jenkinson (30:49) relates that all psychologists appear to accept the notion that both psychological and physiological motives affect organisms. He feels that teachers should understand the five psychological facts of cognitive drive, socialization, achievement and aspiration, interest incentive, and individual nature of reading that are essential to reading achievement.

"Curiosity, the desire to know and then hopefully to understand, appears to be innate in human beings. It is a prime motivation for learning" (30:50). Going along with this view of human nature, Havighurst (25:8) feels that the Law of Effect, meaning skillful use of rewards or appeals to self-reward in a person, would increase efficiency of learning. If one views human beings as active, out-reaching, exploring individuals with an inner-drive to learn, then learning can be its own reward accompanied by cumulative success and good models in parents, teachers and associates.

Socialization and reading are inseparable entities. "Children learn directly from their environmental behaviors which enable them to become acceptable members of their culture"(30:50). A full range of individual differences

can be found in children because of their various environments. A direct result of socialization is self-esteem and the esteem of others which are recognized as essential to gregarious human beings.

Self-reliance, which directly follows self-esteem, is a feature not only of beginning reading but of reading development at all stages. It seems essential that at all levels and in every aspect of the reading program, students should be encouraged to become independent (30:50).

One of the dominant themes of the North American culture is success, measured in terms of achievement. It is necessary for teachers of reading to make certain that goals are realistic in terms of individuals and the group so that they seem capable of attainment to each student. Hunt (28:490) describes what can happen to a child when goals are vague:

If a child realizes there is a disparity between what he can do or what he is and what he could do or be, a cognitive dissonance occurs. He may then attempt to lessen this disparity and come close to his self-ideal. Thus it may be that his learning to read will not be motivated by rewards and punishments proffered by teachers or parents or by his peers, nor will it necessarily be affected by what the teacher does, but rather it will depend on what the learner feels will advance his own self-esteem or serve his interests (28:490).

Interest will determine not only whether an individual will learn to read but how well he will read, how much he will read and in what areas he will read. Harris (23:21) states that children's interests should be a starting point

from which the teacher can entice them into new, wider and more mature interests. "If reading has meaning, both interest and incentive will be generated" (30:55).

Though some reading motivation springs from social and cultural needs, reading also presents an opportunity for the fulfillment of another basic need, that of periodic social withdrawal. This is a time when a child does his own thinking and responding. Dr. Dewey holds that "Unless one thinks for himself, one is not thinking" (27:424).

Differences in intelligence. One of the most dramatic proofs of different "learning levels" is found in research in reading, a major tool-skill of education. While many elements, some previously discussed and some to follow in this paper, may influence learning, the relationship between intellectual capacity and the ability to succeed in school, especially in the area of reading, has been clearly established. In a study by Ruth Strang (55:75) correlations between mental ability and reading achievement ranged between .50 and .80, depending on the types of tests used. Moreover, the distribution of grade scores on intelligence tests and reading tests were similar. This relationship has been ascribed, in part, by DeBoer (9:38) to the fact that intelligence tests and reading tests set many tasks that are similar

since a large part of an intelligence test calls for abilities closely related to the ability to read. DeBoer continues by saying:

Whatever the reasons may be, it has been demonstrated that in our culture and under present conditions in American schools, a child has a better chance at success in reading if he has average or above average intelligence (9:38).

Group intelligence tests that yield both a verbal and a quantitative score are more efficient than tests that yield a single score. The correlation between reading scores and quantitative intelligence-test scores is much lower than between reading scores and verbal-intelligence-test scores. With elementary school children, using the California Test of Mental Maturity, the correlations were as follows (55:26):

Language factors with Thorndike-McCall Reading Test.....	.824
Nonlanguage factors with Thorndike-McCall Reading Test.....	.557

Harris (23:17) agrees that individual differences in intelligence greatly affect reading achievement. He points out that much stress is now being put on the effects of environmental stimulation and caution should be used in judging capacity for learning to read because of improved teaching methods and materials.

Caution in the use of test results is suggested by Johnson (31:114). She generalizes that comparison of a child's performance in reading with that of his age peers seems of relatively minor importance. Standardized tests and school marks give a comparison rating and the child's capacity does not enter into the rating.

Wrightstone (68:47) realistically views the place of testing in education by stating that tests are rightly used as an important aid to the teacher and supervisor for identifying and meeting the range of individual differences among pupils in their abilities, achievement, interests, attitudes and needs. They provide guidance for individualized as well as group instruction.

Differences in reading skills. No consideration of the development of reading competence is complete without careful attention to the matter of specific reading skills involving individual differences. Some children acquire the necessary skills without formal instruction while other children require specific instruction.

Three stages of reading skills have been established by Witty (65:22) to aid teachers in recognizing the status of reading accomplishment in children. In the primary stage, children gain ideas from phrases and sentences in oral and silent reading; rapid progress in silent reading

habits, skills, and attitudes are developed in the middle stage along with special skills in informational reading and when to differentiate speed in reading; and the advanced stage which includes speed reading and increased vocabulary.

Studies of the elements that make up the ability to read have revealed how complex the process of reading is.

Dr. Bernice Leary (9:37) has summed it up well:

It is no light matter to acquire the wide range of abilities and skills basic to reading, even in a mechanical sense. Nor is it any light matter to convert into meaning the language of mathematics, science, literature, and the social studies; to maintain a critical attitude toward what is read; to develop the habit of relating written experience to our own experiences; and to adjust reading abilities to different materials by grasping the author's intent, his use of words, and his style of writing, and by defining clearly one's own reading purposes.

II. INDIVIDUAL READING PROGRAMS IN PRACTICE AND THOUGHT

Individualized reading program in the Schenectady public schools. In 1958, the Schenectady Public Schools instigated an individualized reading program based on the following philosophy:

Learning to read is a complicated and sometimes difficult process. The personal attention of individualized reading offers the opportunity to build the confidence and security a child needs to tackle such a difficult job. When a fair degree of independence has been established (at least 2nd grade) each child moves comfortably forward from the level where he is reading.

There is no stigma or differential attached to the slower reader because he will be reading an easier book suited to his interest and level of maturity. For the more mature reader, this way of working offers more challenge and motivation because there are no restraining or limiting factors to hold him to a group standard (46).

They established this succession of general concepts as a guide: (1) learning to read is an individual accomplishment; (2) skill development in reading is a continuous and cumulative process; (3) selection of materials and methods of instruction are influenced by each child's personality, interests, ways of learning and needs for reading guidance; (4) guidance is provided to help each child choose reading material to meet his needs and widen his experiences within his individual reading skill level; and (5) audience reading and oral reading activities are important in the individualized reading program.

It was determined that supplying a large number and variety of books is a prerequisite for an individualized reading program. One survey indicated that not less than five books per child represented adequate materials for successful implementation of the principle of self-selection so Schenectady teachers provided one-hundred or more books in the classroom, at any given time, by wisely utilizing school and community resources. They procured their classroom books by careful book selection, school central library,

public library, and sharing collections with other teachers. Suggestions for purchasing inexpensive upper-grade books were paper covered editions, reprints, publisher's discount sales and binding worn materials.

The Schenectady Public Schools evaluated their program as being advantageous to all concerned. Benefits to the child were listed as follows: (1) reads at his own rate of speed; (2) reads at his own level; (3) improves comprehension; (4) improves in skill development; (5) has a sense of accomplishment; (6) receives personal attention of the teacher; and (7) understands his reading needs. Teachers profited by being able to provide time for analyzing the needs of individuals, by recording individual strengths and weaknesses, and by using both of these to plan for future instruction.

Child progress plan: Cleveland, Ohio. Margaret L. White (63:58) reported on the Child Progress Plan of Cleveland, Ohio that originated in 1929. Cleveland's plan called for a constant curriculum with the child as the determining factor in progression from level to level. The initial objective for this program was to attack the problem of failure.

The Cleveland schools determined that grade levels

are for adults, not for children, and consequently they moved the children through the curriculum as the children developed through their strengths and successes.

Characteristics of individualized reading programs.

From her studies in effective use of classroom organization in meeting individual differences, Ruth Strang (54:168) formulated the following thoughts on individualized reading:

Individualized reading is based on several assumptions: teacher makes a continuous study of each student and plans a course of study specifically for him; that suitable books are available; that the teacher can become familiar with all these books; and that the student has sufficient skills to read these books or can individually be taught the necessary skills. This program will stimulate reading interest and initiative and will establish lifelong reading interest.

One of Strang's assumptions was that teachers must make continuous studies of each student. In another text, Strang (55:309) established a list for comprehensive appraisal procedures as follows: (1) obtaining personal data about the individual's development, attitudes, interests, and personal relations; (2) securing objective information from tests, checked by observation, on his probable capacity to learn; (3) finding out, through standardized tests, informal tests, and observations in various situations, how well he reads orally and silently and his strengths and weaknesses in different kinds of reading; (4) analyzing specific parts of the reading process such as word recognition, comprehension, vocabulary, etc.; (5) obtaining clues of conditions

that are blocking his progress in learning to read; (6) formulating, on the basis of all the data collected and interpreted, hypotheses as to the nature of the reading problem; and (7) following through on the most plausible hypothesis with recommendations for remediation or continued growth in reading achievement.

Yoakam (69:11) would probably add to this list saying, "Quite often children can generalize their specific reading skills and techniques, but they cannot determine how to better their weaknesses." He adds that, at this point, the professional must assist.

Observing that "Individualized reading is a practice which good teachers have used for years, but only of late has it received the stress that it deserves," Harold Shane (48:40) formulated the following characteristics of the individualized reading concept: (1) helps each child experience success; (2) enables the individual to move at his own pace; (3) encourages a child to sense how to choose reading material linked to his interests and with which he can cope; (4) motivates children to seek help as needed; (5) provides for sharing one's pleasure in what he has read; (6) facilitates flexible reading groups; (7) encourages increased power in the self-selection of materials; (8) stimulates discussions; (9) leaps beyond the confines of

word lists established so far back as to be obsolescent now; and (1) encourages and facilitates diversified approaches to the appraisal of an individual child's success in reading. Shane went on to evaluate this program by saying that the powerful quality of individualized reading is the fact that it starts with the child. "It capitalizes on his normal, healthy drive to explore his environment" (48:195).

III. RESEARCH IN INDIVIDUALIZED INSTRUCTION IN READING

Informal appraisal of programs of individualized instruction in reading has shown that teachers find much satisfaction in this approach. Pupils enjoy the freedom of choice and read more books than in other types of reading programs. Parents' responses to this approach are reported as being very favorable. However, convincing experimental evidence in individualized instruction in reading is limited because the focus of interest in this area is recent and because the variables of attitudes and human relations that receive high acknowledgement in an individualized reading program are difficult to measure. Drawing from the few studies that have been done in this area, the writer will relate pertinent findings of the effectiveness and the questioned effectiveness of individualized instruction in reading.

Research reveals questions raised by educators.

Wonsavage (67:236-8) reports on the findings of a questionnaire concerning the problems in individualized reading sent out in 1962 to 90,000 principals and supervisors by My Weekly Reader. More than 5,000 answers were received with 86 per cent responding in favor. This response, however, could not be evaluated as a positive finding because individualized reading did not mean the same thing to all the people involved.

Irregardless, the questionnaire was successful because the many questions raised implied high interest in the program and the desire for help and information.

The first concern of these educators was the problem of teacher readiness and understanding. They questioned whether the average teacher had the ability to prepare quality practice materials for skills improvement and questions for trade books to develop comprehension skills adequately; and whether the average teacher could prepare the necessary materials and design twenty to thirty separate individual reading programs a year. They were also concerned with the teacher time involved in the keeping and maintaining of up-to-date record systems of the skills developed, those in need of development, and the type and number of books read by each child.

Secondly, they considered instructional materials a problem. Lack of sources to provide the money for the quantity of materials desired, opinion differences in the amount of materials needed, and an inadequate library service throughout the country posed a threat to the program. These surveyed educators produced further questions on the suitability of materials. On trade books: "How would you evaluate variety of type size, uncontrolled sentence length, lack of vocabulary control, and adaptability to teaching of reading skills?" The question was also raised that if we are to teach word analysis skills to develop independence in reading in a sequential, developmental pattern, and teach study skills and comprehension skills, are trade books the proper material?

The third major problem centered on the skills program with the following questions expressing their concerns: (1) are skills taught at the proper time and is the proper time before a child reads a book or as he reads a book? (2) how can a child read with understanding if concepts are not clarified before reading? (3) will erroneous concepts and methods of word attack be developed and practiced? (4) can the teacher develop the reading skills a child needs in a five or ten-minute conference once or twice a week or in an occasional group meeting? (5) which

is better, to teach meaning of words directly or incidentally?

Finally, the educators expressed concern about the allotment of time for teaching skills:

Can the average teacher develop the following in a conference lasting five to ten-minutes: Discuss the story; listen to oral reading and diagnose difficulties; teach detailed word analysis skills; teach the child to adapt his reading rate to the material at hand; teach appreciation of literature; motivate the child to continue reading; keep an immediate record of what was done in the conference and what future needs will be; supervise the activities for the rest of the class; and supply unknown words to other children needing help? (67:236-8).

Wonsavage concluded her report by suggesting that all the questions raised by this survey were a good sign of high interest in individualized instruction in reading, but she also pointed out that the method faces a future of disappointment without thoughtful examination.

Heterogeneous, homogeneous, or individualized approach to reading? Since many school administrators and teachers were seeking more effective ways of organizing their reading classes, Rothrock (41:233-5) conducted an experiment to compare the effectiveness of three approaches in organizing the reading class.

In a controlled experiment using fourth and fifth grade which totalled 186 cases with four classes in each of the three approaches, a heterogeneous approach (traditional method of teaching a varied group of children), a

homogeneous approach (plan in which children crossed grade levels and moved to a room that approximated their reading level), and an individualized approach (closely following the interpretation of this method as described in current literature) to the teaching of reading were compared.

All efforts were made to make the teaching design of the four teachers in each of the approaches uniform for that approach. It was considered essential in the experiment that three variables should be controlled through the statistical design of analysis of covariance. These variables were intelligence, previous reading achievement, and sex.

The Iowa Every-Pupil Tests of Basic Skills, Test A, Reading Comprehension, and Test B, Word-Study Skills were used to measure the reading achievement of the children. Eight months elapsed between the giving of Form L and Form M of these tests.

Means for I.Q., Fall and Spring Test Scores
for Test A, Fifth Grade

Approach	Number	I.Q.	Fall Test	Spring Test	Gain*
Heterogeneous	34	111.6	5.21	6.57	1.36
Homogeneous	34	111.9	5.78	7.14	1.36
Individualized	34	112.8	5.64	7.07	1.43

*By using the statistical design of analysis of covariance which controlled intelligence, previous reading achievement, and sex, it was found that there were no significant differences in the gains made by the three approaches.

Means for I.Q., Fall and Spring Test Scores
for Test B, Fifth Grade

Approach	No.	I.Q.	Fall Test	Spring Test	Gain	Adj. Mean
Heterogeneous	34	110.9	5.25	6.37	1.12	6.56
Homogeneous	34	111.8	5.76	7.02	1.26	6.94*
Individualized	34	113.1	5.72	6.79	1.07	6.69

*Significant at the .01 level of confidence

Means for I.Q., Fall and Spring Test Scores
for Test A, Fourth Grade

Approach	No.	I.Q.	Fall Test	Spring Test	Gain	Adj. Mean
Heterogeneous	28	108.3	4.35	5.61	1.26	5.40
Homogeneous	28	111.4	4.46	6.13	1.67	6.02*
Individualized	28	109.0	4.05	5.55	1.50	5.66

*Significant at the .01 level of confidence

Means for I.Q., Fall and Spring Test Scores
for Test B, Fourth Grade

Approach	No.	I.Q.	Fall Test	Spring Test	Gain	Adj. Mean
Heterogeneous	28	108.3	4.15	5.21	1.06	5.25
Homogeneous	28	111.4	4.01	6.02	2.01	6.00*
Individualized	28	109.0	4.11	5.58	1.47	5.60

*Significant at the .01 level of confidence

In analyzing the results of the tests it was found that at the .01 level of confidence, the homogeneous approach had made a significant gain in three of four divisions. Only in reading comprehension for the fifth grade had any one of the approaches failed to make a

significantly superior gain. In both the fourth and fifth grades in study skills the homogeneous approach had made a superior gain. It also was significantly superior in reading comprehension at the fourth grade level. The individualized approach scored next high in the three significant tests.

Conclusions that were drawn from the study tried to show some of the related values of the three approaches. Test results were also analyzed for the first and fourth quartiles of pupils. It was found that none of the plans was superior with the first quartile, but with the fourth quartile some form of grouping or individualizing of instruction was found to be more effective, especially with the work-study skills.

A reading attitude test was given at the beginning of the year and was repeated again at the end of the school year. The individualized approach showed the greatest gain in favorable attitudes toward reading as indicated by both pupils' and teachers' ratings.

There was some indication from a survey of the number of books read by the pupils that the individualized participants had done the most outside reading during the year.

Rothrock concluded his report with this statement:

The organizational pattern for the teaching of reading and other subjects must take into account many factors, not just the gain made on a teacher-made or standardized achievement test (41:233-5).

Two approaches to the teaching of reading in grade five. After studying the results of research on individualized reading methods and basal reading programs, Talbert and Merritt (58:183-6) generalized that the best features of "self-selection" and basal reading programs could be preserved in a single program and built a study on this hypothesis. More specifically, the study was designed to determine if after a year of instruction there would be significant differences between groups taught by two different procedures in (1) mean number of pages read during the year; (2) gains made on the Edward's Scale for measuring attitude toward reading; and (3) gains made on the paragraph meaning and word meaning sections of the Standard Achievement Test in reading.

Results showed that there was a significant difference in the amount of reading done by the two groups. The difference favored the group which was taught by the combination of self-selection and a basal reading program.

The gains in reading achievement and attitude toward reading made by the two groups were not significant differences.

In connection with this type of research, Sartain (44:240) feels it is unfortunate that many of the people who have done experiments with individualized and basal reading programs have failed to equate such factors as supply of books, enthusiasm and capability of teachers, and periods of time spent in teaching by each method. "The carefully controlled research on individualized reading thus far suggests that" the following is true: (1) some more capable children can make progress in self-selected reading programs; (2) enthusiastic, capable teachers can teach individualized reading successfully; (3) pupil-teacher conferences seem to have motivational value for the child; (4) most children read more books, but this doesn't mean greater skills attainment (research needed in this area); and (5) conscientious teachers find it difficult to teach a complete, sequential program of skills and abilities in the limited time available in individual conferences.

Further research in individualized instruction in reading viewed in brief. Robinson (40:7) reports on an individualized reading program which began in North Carolina in 1950 and numbered 16,000 children in the program in 1959. Scores from the California Achievement Test

Battery: Reading showed these children achieved thirteen months above the national norms in grade six.

Working with third grade children, Kaar (33:174-7) found that the individualized approach did not produce better results on standardized reading tests than did the more usual combination of group instruction plus some individual help. However, the teachers were enthusiastic about the individualized procedure and believed that the children read more books and wasted less time than with previous methods.

Vite(61:232-5) forecasts a "bright and promising" future for individualized instruction in reading in light of research findings. She goes on to acknowledge related activities that indicate favorable acceptance of this program:

There is an increase in the availability of materials and an increase in the usage of materials related to the topic of individualized reading. A librarian at Teachers College Library, Columbia University, reports such unusual and increasing activity in regard to dissertations in the card catalogue.

The film, Individualized Reading Instruction in the Classroom, was purchased by the New York City Public Schools. In fact, they bought eight copies of the film!

Multicausal factors are involved, but children are reading more books of all kinds and in their leisure time than ever before. The American Book Publishers Council, Inc., report that it is the better type of trade book which has made the largest gain in recent years. (Increased 17.6 per cent, for the year 1960-61.)

Many workshops and in-service courses in public schools are making teachers more knowledgeable about individualized instruction in reading (61:232-5).

The following diagram is the result of Vite's attempt to classify research studies under a few manageable titles. A short study of the chart reveals that there was only one significant study in favor of Ability Grouping. On the other hand, there were eight significant studies favoring Individualized Reading. In studies using Ability Groups as controls but without significant results, four were in favor of Ability Grouping, thirteen were neutral, and ten were in favor of Individualized Reading. These studies were measures of reading achievement.

EVIDENCE FROM THE PROFESSIONAL LITERATURE ON

THE MERITS OF INDIVIDUALIZED READING (61:234)

Type of Study or Type of Report	Number and Names In Favor of A.G.	Number and Names Neutral Results	Number and Names In Favor of I.R.
Control Studies Claiming Significant Results; District, City, or National Norms Used	(1) Safford		(3) Aronow, Robinson, and Smith
Control Studies Claiming Significant Results; Ability Groups as Controls			(5) Acinapuro, Gordon, McChristy, Sperry, and F.W. Walker
Control Studies Claiming One Approach Better Academically; Ability Groups as Controls	(4) Roseman, Wells, Williamson, Karr		(10) Gyrog, Greenman and Kapilian Duker, Derbyshire, Gresham, Hilson, Jackson, Norcross, Pirsig, Sperber
Control Studies Showing Inconclusive or Neutral Results; Ability Groups Used as Controls		(13) Anderson, I., Anderson, W., Boney, Boney and Leman, Braidford, Carline, Donahue, Field, Izzo, San Diego Country Reading Project Committee, Sartain, Senderling, C. Walker	
Studies with Evaluations Other than Controls			(6) Arkley, Criqui, Garment, Hart, Parker, Steiner
Reports of Academic Achievement Measured Against Standardized Tests and/or Expected Achievement for the Group		(34) Boney and Agnew, Bruce, Burrows, Carson, Crossley, Dean, Dickart, Dickinson, Evans, Fay, Fowler, Gumlick, M. Harris, Hildreth, Jenkins, E. Johnson, M. Johnson, Kingsley, Largent, Loomis, Marcatante, McVey, Newton, Picozzi, Rollins, Schmidt, Schnitzer, Sharpe, Sibley, Thompson, Van Allen, Vite, Warford, Young	

CHAPTER III.

INDIVIDUALIZED INSTRUCTION IN READING:

I. PRACTICAL APPLICATION IN THE CLASSROOM

Individualized instruction in reading is an attempt to best provide for individual differences. Ruth Strang (54:170) offers her explanation of the method as follows:

The ideal program offers freedom for the individual to pursue his own special reading interest. It also includes much profitable informal inter-action among the students in a close-knit unit in which each feels that he can and should make a contribution for the group. With such a program in action, the teacher is no longer haunted by the feeling that he is not doing his best to meet the needs of individuals.

In an attempt to improve reading instruction in the classroom, the writer established an individualized program in reading in a fifth-grade class of thirty-one heterogeneously grouped children. The remainder of this chapter will reveal the necessary background which preceded the utilization of this method, the initial planning involved and the actual program that resulted. The material was organized in a sequential manner to serve the purpose of guiding educators who might be considering revitalizing their methods and procedures in the teaching of reading.

Teacher preparation. Any teacher who has received adequate training in an institution of higher education has taken such courses as Teaching of Reading, Modern Reading Program, Language Arts Instruction, and Human Growth and Development among others, as a basis for teaching reading. When they entered their own classrooms they probably recognized that their college training was just a basis on which to build. In order to initiate any type of reading program, a teacher would need experience, more information and experimentation with various methods and procedures.

Utilizing individualized instruction in reading is considered by research to be a more complicated method of teaching (67:236). It is necessary that such a teacher have a wide knowledge of children's literature and ability to select trade books, ability to assign reading levels to trade books, thorough knowledge of reading skills necessary to develop independence in reading, the ability to prepare quality practice materials for skills improvement, wide knowledge of diagnostic reading techniques in order to devise follow-up corrective programs and the ability to devise additional individual reading activities. The understandings are essential to a teacher of any good reading program.

Knowing each child. The teacher's first duty is to discover the individual needs of the pupils. Educational records could be studied previous to the beginning of school in the fall. These records would reveal health information, school marks, achievement test data, clinical data, intelligence test data, observations of previous teachers, and reading records. Teachers must keep in mind that these educational records are only a vague introduction at this time. School marks, previous teacher observations and reading records could be valid or could be opinionated. Test data should not be accepted at face value as there are too many variables to be considered. Educational records are more valuable when the teacher has observed the child for a period of time, but they are a good point of departure if their strengths and weaknesses are understood.

DeBoer has stated that:

Children differ in every identifiable characteristic--in height, weight, color of hair and eyes, intelligence, home background, emotional adjustment and educational achievement, to name but a few examples (9:6).

Observation of these normal differences in children is essential to a complete understanding of the child. Another personal characteristic that cannot be overlooked is a child's attitude. Even before knowing the causes of

an attitude, one can generalize that how a child perceives school is directly related to his attitude(21:277).

After observing the children, the next step is to have them reveal differences through expressing their thoughts in writing. The writer gained insights from self-expression in the following forms: "Witty" incomplete sentence projective test; "A News Story About Me," study-habit inventory; and creative writing. These can be found in Appendix A.

Individual differences in reading. The more complex a skill, the greater the differences in ability are likely to be. Since reading is a highly complex skill, children therefore differ greatly in their reading needs and achievement. There is a wide range of reading abilities in any classroom of children and within the individual child. For a personal analysis of the reading abilities of each student, the writer first had interviews with the children. These interviews began with informal conversation to determine clarity and intellectual aspects of speech. Several basal readers ranging from very easy to very hard were given to the child to examine, to read a little, and to determine which book was just about right to read from. Their reading of several selections was

used to check oral reading for substitutions, omissions, ignoring punctuation, eye-voice span, sight vocabulary, reversals and expression. This information was recorded with the child's knowledge in a teacher prepared form. See Appendix B.

After approximating the child's reading skills, the writer geared content questions covering the same material to the understanding abilities of the child to evaluate comprehension in oral reading. General and specific comprehension was also evaluated from silent reading in the same basal reader.

Word recognition skills were then checked using the list of word-attack skills for each level prior to and including the level of the book located. See Appendix B. Each child demonstrated his competence in dividing words into syllables, finding root words and endings, among other skills.

After the initial generalization of the child's strengths and weaknesses, a discussion ensued between teacher and child which included the child's reflections, an explanation by the teacher of the nature of the particular reading problems, and possibilities for overcoming the problems.

Sheldon stated that "All good teaching implies the continuous diagnosis of the individuals taught so their differences became part of their uniqueness as individuals" (49:32). The students in the writer's class were periodically evaluated in various ways throughout the year. There was also a great amount of self-evaluation either written, verbal, or non-verbal done by the students. (Appendix A, "Your Reading Check List.")

Classroom management and organization. A teacher's presence in a room can initiate organization. The "voice of authority," the final decision maker is the teacher if a mutual respect exists in the classroom between teacher and students.

With a rapport established, the students, with the advice of the teacher, set goals for classroom behavior and reading period behavior. The following "room-rules" were charted: (1) pencils may only be sharpened before school, at noon, or after school; (2) talking that is loud enough to bother others (at study or reading time) should not occur; (3) use manners and common sense all the time; (4) don't bother people by talking to them; and (5) respect the student government.

The students decided that they would like their

student government to consist of a president, vice president, and secretary that would have the following duties: President--lead class meeting, flag salute, and room problem discussion. Vice President--assign room duties and make sure they are done. Secretary--take care of lunch count, attendance cards, and class correspondence. It was decided to elect officers once a month at a general class meeting.

Physical environment. In order to have freedom in a classroom, flexibility was essential. Desks were easily moved for small group work and team arrangement. Folding chairs were also valuable for free movement.

Rather than keeping all materials and books in one section of the room, confusion was avoided by distributing the items around the room. Many teachers have found it beneficial to label books according to difficulty so they will be quickly attained. The writer, however, felt that browsing through materials was an invaluable experience in self-selection and thus used a subject arrangement in the class library.

Work areas were conveniently arranged in the classroom for such items as tape recorders, record players, listening posts and art activities.

Interest control. The writer discovered that as long as the class library was well supplied and each child was interested in the book he was reading and the correlated work he was doing, there was no sign of a control problem. Making sure that each child was interested and was not frustrated in his work required high interest and close observation on the part of the writer.

Individual control. Since children are not in large groups and if they are in any group situation, it was self-initiated usually on an interest basis, control was individual. The teacher was able to observe unusual behavior in walking around the room or from her desk in a teacher-pupil conference and could attend to it immediately with very little disturbance to the class.

Weekly schedule. At an arranged time, the class and the teacher designed their basic reading schedule for the coming week. Certain time allotments were scheduled for skills groups, basal reader units, special interest units, and sharing times. Each child was then to determine what he would be reading, the written work involved, if he planned on working with someone, and what his goal for the week was. These individual plans would then be checked over by the teacher. As with all planning, these schedules

were subject to revision and change, but with the goals remaining constant. See Appendix D for an example of a weekly reading schedule.

Daily reading report. At the close of the reading class period, time was reserved to fill out a reading report (Appendix D). This information kept the teacher informed daily on each child's accomplishments and it provided self-evaluation and direction for the students.

Further preparation of students. Following the initial preparation previously covered, it was a prerequisite to prepare the students with the nature of individualized instruction in reading and individual differences. This was handled by the writer in a verbal explanation of individualized reading followed by a class discussion of individual differences. The students were cognizant of differences in reading ability and revealed their concerns about being slowed down, or rushed, whichever the case was, in previous reading instruction.

Self-selection of books. Traditionally, all book selection in reading programs is done by the teacher. This change in procedure required a definite adjustment for the students. By this time, they were generally aware of their

strengths and weaknesses in reading as well as their operational level, so it was now necessary to talk about the actual self-selection of books. The writer explained to the class that they were going to be reading for themselves so the type and size of the book was up to them. They were told to randomly choose books that appeared interesting to them at their level of reading, take them to their desks and look them over further. The next step was to show the teacher the book they selected. This provided necessary guidance, as some students needed direction in broadening reading interests; some had interests that exceeded ability; and still others needed imposed challenges. The writer encouraged the practice of always giving a book a chance, but never demanded that they finish a book if it did not suit them. Careful selection and experience in self-selection limited the problem of students not finishing chosen material.

II. METHODS OF READING ASSISTANCE

Several methods of assisting children were utilized by the writer. During the time when the teacher was moving around the classroom, students were to raise their hands if they needed help and continue reading until the teacher could assist. If the problem required

more time to solve, students would arrange a conference time with the teacher to be immediately taken care of, if possible.

At the times when the teacher was in conference or guiding skill-groups, students relied on the "Help-One-Another" method. Students were seated according to the reading partner they had chosen. A preferable partner arrangement was a high-ability reader with an average or low-ability reader which was the case for the majority of students. This method required good management not to become a disturbance.

Several times a week, four high-ability reading helpers from a sixth grade class assisted the program. These students helped class members with word difficulties, oral reading expression, vocabulary, and word recognition. Reflections by these student helpers can be found in Appendix G.

III. METHOD OF WRITTEN WORK

Choice of written work depended on what skills the students felt they should strengthen. Self-evaluation was quite accurate as a result of student record keeping and teacher-pupil conferences. The various types of written work are covered as follows:

Job cards. (Appendix H) This method of written work was frequently selected by students because it encompassed a variety of such skills as comprehension, evaluation, word-study, vocabulary, comparison, expression in oral reading and countless other skills; and because the job cards involved many types of activities. Initially these job cards were designed by the writer, but later in the program, students were able to plan some of their own job cards. All job card work, as well as other written work, was kept by the students in a note book. The work was dated and evaluated by student and teacher.

Story reports. (Appendix H) Required in this method was the writing of a brief or lengthy summarization of a story. Writing procedure was student designed. Story reports were good practice for organizing thoughts, expressing reaction and extracting main ideas from a selection.

Work books and book work. Some of the basal reading series contained follow-up work or correlated work books. Students were free to decide which book questions would benefit their needs most and which work book pages were appropriate. Teacher's editions were readily available for students to check their own work, which they kept in their reading notebook.

Basal text and interest area units. (Appendix D)

Several reading units were prepared to provide a unique form of stimulation in the reading program. Although these units were more structured than the other methods discussed, a variety of choices of involved assignments and additional bibliography were available to students who chose or were directed to this form of study. High ability readers chose this method over all others except the job cards.

III. STUDENT RECORD KEEPING

Individualized instruction in reading required that students have definite goals in mind and a realization of progress. The writer found that if children kept records of the following items, they were aware of goals and progress at all times:

1. Areas of interest
2. Unanswered questions
3. Special assignments
4. Special problems
5. Reactions to discussions
6. Ideas to remember
7. File of note cards on books read
8. List of interesting new words

9. Sounded-out words and new sounding rules learned or discovered
10. Notebook of reading work with grades and other evaluations
- *11. List of class and individual goals in reading
12. Weekly schedule of class and individual goals in reading.

*Examples of the starred item can be found in

Appendix G.

IV. CLASSROOM COLLECTION OF BOOKS

Because of the nature of an individualized program in reading, many books must be available. The writer was able to gather a more than adequate supply of books by using all available basal and supplementary books in the building plus the work books and related teacher's editions; gathering books from the students' and teacher's personal libraries; obtaining fresh supplies of books monthly from the school and city libraries; and utilizing magazines, newspapers, and Scholastic Book Club paperbacks for the remainder of the supply.

V. DEVELOPMENT OF SKILLS IN READING

In order to develop skills in reading, a child must first like to read. Except in unusual cases, this was

accomplished through self-selection of reading materials. Each child needed a book he could read; not one that would frustrate him. Skill development readily followed reading interest.

Sight vocabulary. Instant recognition of words met is involved here. Basic sight vocabulary can be checked by using lists of words considered basic by a reading authority, such as Edward Dolch, which can be referred to in Appendix B.

Learning words by the sight method refers to a method by which a pupil identifies a word. In this individualized reading program when a pupil met a word he did not recognize, the word was supplied by the teacher, the reading partner, or the reading helpers as the word appeared in isolation, in a word list or in a sentence. The pupil repeated the word and then wrote it on his "new-word" list for later practice.

In this connection, the writer again emphasizes the importance of careful self-selection. Dolch (14:568) explains this further in the following statement: "If the books chosen are too hard, skipping will inevitably occur, and wrong habits will be cultivated."

When the pupil returned to his "new-word" list for further practice, it was advised that he note the general

configuration or outline of the words. By noting the outline of a word, the reader was saved from the necessity of deciphering many words that he met.

It should be noted here that a child does a lot of guessing if he has an interesting book. However, in the experience of the writer, if an unknown word blocked the meaning of a story, the child sought assistance, and if what he guessed seemed to fit, he went on with his reading just as he would in any reading.

Phonetic analysis. Phonics should have special and concentrated attention. In individualized reading, the pressure was almost entirely from the book. If the child was interested and wanted to know what a word said, he learned new sounding principles by discovery, but he also needed to have instruction in sounding through special skill's groups or teacher-pupil conferences.

The approach to phonic's instruction used by the writer was mainly functional, meaning it was taught as part of reading, not in isolation. Opportunity was provided for the child, in a small group or individually, to encounter words in meaningful context and apply generalizations that have been learned. Games, drills and other activities that focused on certain skills were utilized.

Comprehension. Only through an understanding of such causes in comprehension difficulties as limited intelligence, undesirable physical factors in the individual or in the classroom, overemphasis of word recognition and oral reading in previous training, and insufficient background for reading a selection was the writer able to help students better understand materials. Again, the importance of record keeping and knowledge of individual differences presented itself.

To further understand a child's problems in reading comprehension, the writer needed to know the following skills that make up the ability to comprehend what is read. These skills were taken as listed from DeBoer (9:121):

1. Reading to find the main idea
2. Reading to select significant details
3. Reading to answer general or specific questions
4. Reading to summarize and organize
5. Reading to arrive at generalizations
6. Reading to follow directions
7. Reading to predict outcomes
8. Reading to evaluate critically
9. Ability to understand words in relationship
 - a) Phrase meaning
 - b) Sentence meaning
 - c) Paragraph meaning

Strengths and weaknesses in comprehension skills were observable in the previously discussed methods of reading work and through the sharing of ideas obtained from reading in the class, small groups, teacher-pupil conferences and team sharing. These same methods served the purpose of developing comprehension skills.

Appreciation of content. Standard readers and trade books are composed of materials that children need to know about and think about. Children interested in their reading react with comments, criticisms and appreciations, so the writer arranged for sharing periods in the following ways:

1. Small groups. Children who can read the same book or books on the same topic carried on discussions among themselves. These discussions often resulted in further activities of recording favorite selections in play-form or organizing their thoughts to share with the class.
2. Class reporting assignments. Open assignments were made to the class such as, "Have a trade book read by two weeks from today. During the reading period you will share your thoughts with the class in a way that you won't know about until the day arrives."

The following ideas were some that were utilized by the writer for such an assignment:

- a. Read your favorite section in the book you chose. This reading is not to exceed two pages. Tell the class why it was your favorite section.
 - b. Act as a resource person for the book you read. Briefly introduce it and then try to answer all the questions that group the can ask you.
 - c. Select three characters from your book, briefly explain them, and tell what their relationship was to the action of the story.
3. Team or conference sharing. Informal conversations to provide for children's reactions were done in team or teacher-pupil conferences. Through verbalizing thoughts, more meaning and appreciation was developed in the students.

Another aspect of content appreciation which involved self-understanding was "bibliotherapy"--therapy not implying illness, but the normal conditions of personal and interpersonal problems in the life of children(9:229). Self-selection leads children to books which help them

gain insights, but the writer found that certain children needed to be directed to appropriate books. A guide for "bibliotherapy" can be found in Appendix E.

Summary of section on reading skills. The writer chose to emphasize certain reading skills because they best described the methods of developing skills in an individualized reading program. Skills, such as developing appropriate reading rates, ability to locate information, oral reading and various sub-topics are equally important to the skills reported on in detail in this paper.

Nonconsumable teaching materials. In order to keep abreast of children's notebooks, daily reading records and other necessary involvements in an individualized reading program, the writer found it advantageous to utilize nonconsumable materials. From the school district and commodities at hand, the following nonconsumables served the purpose of time-reduction in teacher preparation of materials:

1. Tape-recordings were prepared for listening lessons to be used by small groups or individuals at a listening post. Five to ten minute stories were delivered on tape plus follow-up questions to be answered on paper. Several correlated answer books allowed students to check their work.

Tapes were also made from teacher, students, or professionally read stories and poems and used solely for literary appreciation.

2. Records involving literature for listening lessons or appreciation were obtained from the school district and city libraries, teachers, and students, and were used with the entire class, with small groups, or with individuals at listening posts.
3. As many teacher's editions and answer books as were available for basal and supplementary reading texts were supplied so students could correct their own work.
4. Student and teacher prepared reading job cards were categorized, duplicated and attached to tag-board so that every student in the class had his own supply of job-cards.
5. Basal reading text and reading interest units of study were duplicated and filed for student use.
6. The World Book Encyclopedia teaching machine, unfortunately the only type available, was individually utilized for drill in vocabulary, phonics and word-study skills.
7. Laminated articles and pictures of outstanding authors in the area of children's literature were on file for student use.
8. Transparencies for use in small skills groups were prepared for the opaque projector.
9. A film-strip projector and motion-picture projector were utilized for presenting background materials, stories, or films about reading and study skills, but the physical environment of the classroom prohibited individuals and small groups from viewing materials.
10. Such materials as controlled readers, single-concept films and tachistoscopes were not available for use in this reading program, but would be highly desirable.

Flexible scheduling. It was essential that all schedules, group and individual, be flexible. For a few examples, high interest in sharing ideas, class or group discussions and reading projects would demand more time than might have been scheduled; the students would over or under-estimate the amount of time needed to read a selection or complete a job; and skills groups or teacher-pupil conferences would require less or more time than planning allotted. The writer might be safe in generalizing that any time students play an integral part in lesson planning in a democratically organized classroom, flexible scheduling must exist.

CHAPTER IV

RESULTS OF THE UTILIZATION OF INDIVIDUALIZED INSTRUCTION IN READING

Because the writer was concerned about the limitations of traditional methods of teaching reading, a program of individualized instruction in reading was initiated in the classroom to improve reading instruction. The results of the utilization of this program will be evaluated in this chapter from the positions of the involved teacher and students considering all aspects of the program.

I. EVALUATION FROM THE WRITER'S POSITION

Speaking generally of the reading program, the writer felt that reading instruction was improved. The program was free from the tiresome boundaries which formal reading in basic readers so often imposes.

Setting up the program required much extra time from the writer. Gathering methods of evaluating reading levels, acquiring audio-visual equipment and materials, obtaining a sufficient number of books, and preparing reading job cards and units among other initial duties was time-consuming, but once the program was established and nonconsumables were prepared in abundance, little extra time was required

of the writer except for the normal activities involved in any type of educational program.

Time spent in correcting papers was diminished because students were given the responsibility of evaluating much of their own work. Teacher-pupil evaluations of written work was also frequently employed.

There were diversified approaches to the appraisal of a child's success in reading in the individualized approach. Verbalizing ideas, expressing thoughts in poetry, creative dramatics in showing the plot of a story, and other forms of objective expression widened the focus on student appraisal. This did add more problems to subjectivity in grading, but eliminated rating a student's success, according to teacher prescribed assignments, in relation to the success of peers.

Lack of time to meet with individual students to assist with questions, problems, and evaluations was frustrating, but the writer faced the same frustration when utilizing a basal reading program. Even though it would have been more beneficial to have frequent teacher-pupil conferences (at least one every two days), the writer felt that more individuals were helped under this method than if they had been in a group situation.

The original supply of books and other reading materials for an individualized reading program was more than adequate,

but as the year progressed it became difficult to supply new reading materials because the school did not have an organized library, the school district had no library, and the public library was insufficient and uncooperative. The program could have been more successful, in the writer's analysis, if a lack of materials at the end of the year had not existed. Discipline problems did not occur until there was an inadequate supply of books.

Not only the reading needs but the personal needs of students were more readily recognized and taken care of. This was possible because the reading program was "personal" and there were more occasions when the writer could converse with students either in the course of the reading period or in a teacher-pupil conference.

Because the involved students had been instructed in structured reading programs until this point in their education, some of them required the security of being told what to do and how to do it. The writer obliged this need, but directed these students to self-selection and self-realization through observation of peers and the experience of success.

The writer can only generalize from observing students who definitely improved word-study skills, comprehension, word recognition and increased vocabulary that an

individualized reading program improved reading skills since a control-group and standard testing procedures were not employed. It can be stated, however, that the writer's enthusiasm and positive attitude toward teaching; the human interaction of the teacher respecting the thoughts of students and the students' respecting the thoughts of the teacher; the opportunity of isolating needs for specific learnings; and the stimulation and challenge of personalized teaching made this program unquestionably successful for the writer.

II. EVALUATION FROM THE STUDENTS' POSITION

Analysis of the individualized reading program generalized from student attitudes and reactions was positive. Ralph Waldo Emerson (16:258) philosophically stated that, "Our chief want in life is somebody who shall inspire us to do what we can." This quotation could be applied to this program, as the students accepted the challenge or "the inspiration" from the writer to progress individually in reading endeavors.

Self-selection increased student interest in reading. When students were highly motivated by a chosen book they more often used a dictionary for word meanings and pronunciation, shared their thoughts in writing and

verbalization, and increased comprehension. This interest also caused them to read more books than many of the students had ever read before.

Students were more aware of their strengths and weaknesses because of self-evaluation and teacher-pupil conferences. This awareness, along with the motivation of interest, enabled them to rely on their reading strengths and the improvement of their reading weaknesses.

There was no noticeable sign of competition among students except for a few wholesome contests between high-ability students to see how many books they could read. Many students were stimulated to compete with themselves in improving weak areas and in reading more material. The writer must here insert the fact that a few students with low self-concepts were seldom stimulated in the reading program or in any other area. They had moments of interest, but more moments of disinterest. An assumption was made that certain individuals require much extrinsic motivation in order to develop a positive and realistic self-concept.

As was previously mentioned, when the supply of reading materials diminished, particularly trade books, the students relaxed their efforts. The supply of supplementary readers was abundant, but the majority of

students had partially negative attitudes about basal readers from past experiences. Some behavior problems during the reading period did result, but not to an alarming extent. Basal text units, magazine articles and newspapers altered most problems.

In reviewing the year's activities and accomplishments in the individualized reading program, the most prevalent student reactions were that they now knew what to improve in their reading and how to do it; team reading helped students "put expression into their voices;" many felt more "courage" in sharing things with the class; they were introduced to "many different kinds of books;" and some came to enjoy forms of written work that they had previously disliked. Refer to Appendix G for student evaluations.

CHAPTER V

SUMMARY OF PRINCIPLES AND PROCEDURES OF PROBLEMS INVOLVED IN INDIVIDUALIZING INSTRUCTION IN READING

The individualized method of teaching reading is being used in schools throughout the country, and many educators are now considering trying the method. Everyone interested in reading should understand what individualized reading implies and the problems that arise if this method is utilized. This chapter involves a summary of principles and procedures important to educators as they face the problems involved in individualizing instruction in reading.

I. INDIVIDUAL NATURE OF READING

It is important to have a perspective on the problem of reading in relation to personality development and the everyday lives of people. Ruth Strang (55:1) presents a view of reading as follows:

Reading, as we now view it, is more than seeing words clearly, more than recognizing the meaning of individual words, more than pronouncing words correctly. Reading requires us to think, feel and use our imagination. Effective reading is purposeful. The use one makes of his reading largely determines what he reads, why he reads, and how he reads.

Social and cultural needs cause some reading motivation, but reading also presents an opportunity to fulfill the basic human need of being alone. Reading is an individual endeavor.

II. INDIVIDUAL DIFFERENCES IN READING

A teacher in an individualized reading program needs to recognize such individual differences as intelligence, modes of learning, motivation, interests, self-concept, and independent reading level. After recognizing these differences, a teacher must know how to utilize observational methods, standardized testing procedures and results, and teacher-designed tests. Diagnosing how these differences affect reading achievement leads to recommendations for remediation or continued growth in reading.

III. SKILL DEVELOPMENT IN READING

A teacher in an individualized reading program does not discount the fact that skill development in reading is a continuous and cumulative process. It is not an easy task to provide for continuous skill development for thirty-one students (or what ever the number)

who are in different phases of development, but it is certainly not impossible. Once an individualized program is established, a teacher can devote a great majority of time to diagnosing individual student needs according to their level of skill development and to recommending appropriate tasks.

IV. TEACHER READINESS AND UNDERSTANDING

A teacher in an individualized reading program would require the ability to select and assign reading levels to trade books; a thorough knowledge of reading skills; ability to prepare questions and quality materials; a wide knowledge of diagnostic reading techniques; and an acceptance and understanding of individual differences. A highly compulsive teacher could not thrive in an independent program because this program requires flexibility.

V. ROOM ENVIRONMENT

Flexibility is the key to room environment. Desks, chairs and tables should be moveable to provide for a variety of activities and grouping arrangements. This flexibility should be mental as well as physical on the part of the teacher and the students in attitude and planning.

Because of the variety of activities in an individualized reading program, work areas should be arranged throughout the room to avoid confusion.

VI. SUPPLYING NECESSARY MATERIALS

Some people have estimated that there should be at least five books per child in an individualized reading program. The actual number is not as important as the interest. One thing is largely agreed upon. Reading materials designed to suit the interest level and reading ability of each child should be available when the child needs them.

The factors causing graded reading difficulties should be understood by teachers in order to select trade books and recommend them to individuals. In Appendix E, a compilation of these factors can be found.

Reading job cards, basal text and interest units, workbooks, and other study media must be available in abundance for practice in skill building.

It is beneficial to have such audio-visual materials as a record player, tape recorder, listening posts, overhead projector and a filmstrip projector, among other teaching aids, but an individualized reading program could certainly function without them.

VII. PRESSURES OF SCHOOL CHILDREN TODAY

Society, parents, and schools are putting pressure on children today to excel academically, to go to college, to have social and emotional experiences at a young age, and to value material possessions, along with many other pressures. The writer feels that these pressures have implications for the classroom teacher. Instruction in reading must provide for mental and emotional stresses, understanding each child's self-concept and respecting each child as an individual human being. Some instructional method of individualization in teaching would have to be utilized to provide for these individual pressures.

VIII. NEED FOR FURTHER RESEARCH ON INDIVIDUALIZED INSTRUCTION IN READING

Educators do not discount the fact that informal appraisals of individualized reading programs show that teachers and students find much satisfaction in this approach to reading. They also realize that the values of attitudes and human relations which are recognized as the outstanding strengths of the program are difficult to measure.

There is certainly merit in unevaluated descriptions of individualized reading, but there is also need for further research, especially in the area of skill development in an individualized reading program.

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APPENDIX A

Inventories to Aid in the Identification
of Individual Interests

INCOMPLETE SENTENCE PROJECTIVE TEST (5:197)

1. Today I feel _____.
2. When I have to read, I _____.
3. I get angry when _____.
4. To be grown up _____.
5. My idea of a good time is _____.
6. I wish my parents knew _____.
7. School is _____.
8. I can't understand why _____.
9. I wish teachers _____.
10. To me, books _____.
11. I like to read about _____.
12. To me, homework _____.
13. I'd rather read than _____.
14. I wish I could _____.
15. I like to read when _____.
16. For me, studying _____.
17. When I take my report card home _____.
18. I'd read more if _____.
19. I wish I could _____.
20. When I read outloud _____.
21. People think I _____.
22. I look forward to _____.
23. My favorite program on t.v. is _____.
24. The best book I ever read is _____.
25. When I finish high school _____.

A NEWS STORY ABOUT ME

By _____

On my last birthday I was _____ years old.

I was born in _____.

In my family there are _____ people.

I have _____ brothers and sisters.

They are _____ years old.

I like to play with _____.

We play _____.

Father plays _____ with me.

Mother plays _____ with me.

I (do, do not like) to play alone.

My father works at _____.

He is a _____.

My mother works as a _____.

I help at home by _____.

It takes me about _____ each day.

The thing I like to do best at home is _____

_____.

NEWS ABOUT MY FRIENDS

My best friend is _____.

I like (him, her) because _____.

We play _____.

I would rather play at my house because _____

_____.

I would rather play at my friend's house because _____

_____.

The person I like best to play with at school is _____.

The person I like to sit next to is _____.

When I play outdoors, I like to _____.

When I can do what I like, I _____.

NEWS ABOUT SCHOOL

At school the most fun is when _____.

The thing I like most at school is _____.

The thing I like least at school is _____.

NEWS ABOUT MY PETS

I have a pet _____.

I (do not, do) take care of my pet.

I do not have a pet because _____.

I would like to have a pet _____.

MY HOBBIES AND COLLECTIONS

I collect _____.

My hobby is _____.

I want to collect _____.

MY TRAVELS AND ADVENTURES

I have traveled		
in an airplane _____	on a bus _____	
on a train _____	in an auto _____	
on a boat _____	on a bicycle _____	

The most exciting thing that happened to me was _____.

MY MOVIE AND TV FAVORITES

I see _____ movies each week.

I watch _____ TV programs each day.

My favorite program is _____.

MY BOOKS AND MY READING

I like to read about _____.

The best book I ever read was _____.

I (do, do not get) books from the library.

I have _____ books of my own at home.

I read aloud to _____

_____ reads to me.

NEWS ABOUT ME

When I grow up I want to be _____.

My favorite food is _____.

My least favorite food is _____.

Language

Keith Hill
Nov. 9, 1965

What was the ~~saddest~~ thing you saw on your way to school?

The saddest thing I saw on the way to school was my pet dog, Keeter. He is a black icetty, with long, sad, eye-brows and his black eyes make him look so sad. His ears hang low and and he looks ever so sad. With his long shaggy eyebrows, his black eyes, his ears hanging, and shifting his head from side to side, he seems to say to me, "Why do you have to go to school and yet you could be playing with me all day?"

Betsy Clark
Nov 8, 1965

What was the prettiest thing
I saw on the way to school,

On the way to school I
saw two beautiful cats under a
shady tree. One was as white
as snow the other was a pretty
smoke colored cat. As they stood
gracefully in the tall wet grass
the birds chattered songs in the
dew covered trees.

Clouds

Bonnie

I love the clouds so high in the sky,
 Why do I like them? I don't know why
 I think it's because of their fleecy
 fleece and because of their shapes
 and their shapes and their sizes.

The shapes of a cloud are the most
 fun of all.

The sun looking through like a large
 golden ball.

The shapes are like fish having
 fins of their own.

Or chocolate ice cream in a strawberry
 cone.

There are little lost lambs lost
 in forests of trees.

Or bees from the funniest highest degrees

So now you can see why I love
 the clouds, though so high in
 the sky as the wind rolls them
 by.

"The Mountains"

The mountains with their
streams and rocks,
Some with snow, some without.
I love the cool water.

The mountains with their
mossy trees,
Some are low, some are close.
I love to look at them.

The mountains with their
limby stones,
Some are cool, some are not.
I love to walk on them.

By Ellen Berenicy

APPENDIX B

Instructional Sequence and Check Lists

Find out the child's comfortable reading level in respect to (1) vocabulary and (2) comprehension.

Give the child several books ranging from very easy to very hard (for him). Ask him to examine each book, read a little from it, and then decide whether he thinks it is too easy, too hard or just about right for good reading.

When he finds one or more books that he thinks he can read, but does not rate as too easy, ask him to find a page without pictures and read it aloud without preliminary silent reading. If the child misses more than 1 word in 20, the book is not easy enough. If he does not miss any words at all, it is too easy.

After the page has been read, ask him questions about the content. Gear the questions to the understanding abilities on the reading skills check sheet for that same level. If the content of this page is too limited to give a reasonably adequate idea of his ability to understand what he reads, have him read a whole story and question him on that. Continue until you are fully satisfied that you have found a working level which is not so difficult that he will be discouraged and not so easy that he will have nothing to learn.

Check the child's word-recognition skills. Use the list of word-attack skills for each level prior to and including the level of the book located in #1 above. Have the child demonstrate his competence on each skill (such as matching pictures according to sounds, finding root words and endings, dividing words into syllables, writing pronunciation symbols for sounds).

List those which (a) he knows without question, (b) he can do only when supervised, (c) he does not know.

Check the dictionary skills up to and including this level.

Check his knowledge of literature up to and including this level.

Find out what the child thinks about his own reading ability.

Find out what the child's feelings are regarding reading.

Summarize the child's reading strengths and weaknesses. Explain to the child the nature of his particular reading problem and tell him how you expect to help him overcome it. KEEP THE EXPLANATION SIMPLE. Emphasize only short term goals. Be specific. Keep his sight on problems to be tackled immediately. Make job sound interesting and not very difficult.

Utilize the strengths to build confidence.

Arrange deficiencies in developmental order, then start working on the first one. Use material at the child's operational level to develop sequentially the skills that have not been learned at earlier levels. (This does not need to be the particular book used in the diagnosis.)

Do not go into harder reading material until all skills have been brought up to level in a balanced reading program.

Do not ask a child to use for remedial work a reader he has previously completed.

Select a series of good basic readers which will, in your opinion, best suit the child.

84

Estimate roughly, from a standardized reading test, the child's instructional reading level and select a reader about one grade under the standardized test level or grade placement.

Have the child read the first complete sentence at the beginning of the pages sampled and keep a record of his errors. A suggested form for recording errors is given on the following page.

As the child reads, count as errors mispronunciations, omissions, substitutions, hesitations over three seconds, distortions and word assists by the teacher. Don't count mistakes on proper names.

If the percentage of errors per hundred words is more than 3 to 5 per cent, drop down to the next grade level in the series. If the percentage of errors is less than 2 per cent, move up to the next grade level in the series.

When you have found the level at which the child's errors constitute approximately 3 to 5 per cent of the running words, test his paragraph reading. Select four or five paragraphs and have the child read these, both silently and orally, noting the difficulties.

Remember that series differ in difficulty; therefore, teach the child in the series used to evaluate him, or retest him in the series to be used for instruction.

If the child passes the sentence test but not the paragraph test, teach him on the level indicated by the sentence test. This holds true ONLY on the primary level because at this level few children have difficulty with the concepts offered, and the vocabulary problem is not so much one of meaning as of recognition.

Children who show difficulties of organization, retention, and understanding can be taught in material where they know at least 95 per cent of the running words.

We might summarize the following practical underlying assumptions from clinical and teaching experience:

- (a) A child can read materials without assistance when he knows and understands 98-99 per cent of vocabulary and comprehends 75-90 per cent of main ideas. This is his independent, library, or free reading level.
- (b) The child's instructional or teaching level is where he knows and understands the meaning of 95-98 per cent of vocabulary and comprehends about 75-90 per cent of main ideas. "Instructional level" implies the child needs word analysis of unknown words and comprehension direction.
- (c) The child's frustration level is when he recognizes or knows less than 75 per cent of the main ideas. Frustration in reading generally increases with a decrease in recognition, meaning vocabulary, and general comprehension of materials he is reading.

One of the main purposes of the diagnosis is to determine the free reading and instructional levels for teaching purposes.

HOW WELL DO I READ?

	Ex.	Good	Av.	Poor
A. Physical conditions				
1. Are my health, eyesight, and hearing satisfactory?	_____	_____	_____	_____
2. Do I usually read in a fairly quiet, well-lighted room?	_____	_____	_____	_____
B. Oral reading				
3. Can I pronounce new words?	_____	_____	_____	_____
4. Can I read aloud easily?	_____	_____	_____	_____
5. Can I read aloud in such a way that my listeners understand and enjoy what I read?	_____	_____	_____	_____
C. Vocabulary				
6. Is my general vocabulary good?	_____	_____	_____	_____
7. Do I know technical words of subjects I study?	_____	_____	_____	_____
8. Can I figure out the meaning of new words from the way they are used?	_____	_____	_____	_____
9. Do I know how to use the dictionary to find the meaning of new words?	_____	_____	_____	_____
D. Rate				
10. Do I read silently without moving my lips?	_____	_____	_____	_____
11. Do I read groups of words, instead of one word at a time?	_____	_____	_____	_____
12. Do I read right along without looking back again at words I have already read?	_____	_____	_____	_____
13. Do I change my rate of reading to suit the kind of material I am reading?	_____	_____	_____	_____
14. Do I read simple material rapidly and accurately?	_____	_____	_____	_____
E. Understanding				
15. Do I concentrate and think about what I read?	_____	_____	_____	_____
16. Can I pick out the main thought of a paragraph?	_____	_____	_____	_____
17. Do I know how to read quickly to find details?	_____	_____	_____	_____
18. Do I spot wrong statements as I read?	_____	_____	_____	_____
19. Can I explain what I have read to someone else?	_____	_____	_____	_____

INFORMAL READING INVENTORY

Estimated Reading Levels

- A. Independent _____
- B. Instructional _____
- C. Frustrational _____
- D. Hearing _____
- E. _____

88

Specific Difficulties Noted

A. Oral Reading.

1. Anxiety: no level of relaxation _____; greater than silent _____
2. Rate: Very slow but accurate _____; too fast for accuracy _____
3. Errors: Omissions _____; Additions _____; Substitutions _____
Reversals _____; Habitual repetition _____;
4. Perceptual difficulties: Beginnings _____; Medial _____;
Endings _____
5. Phrasing: inaccurate _____; inadequate _____; ignores
punctuation _____
6. Oral rereading no improvement over oral sight reading _____.

B. Word attack deficiencies noted:

1. Refuses to attack unknown words _____
2. Guesses at word without use of context _____
3. Guesses at word from context _____
4. Phonetic inadequacy _____
5. Structural inadequacy _____
6. Lacks flexibility in word attack _____

C. Silent Reading

1. Limited attention span _____
2. Limited comprehension span _____
3. Drive: overly anxious _____; indifferent _____
4. Rate: very slow but accurate _____; too fast for accuracy _____;
slower than oral at some levels _____
5. Poor habits: vocalization _____; finger pointing _____;
backward with book _____; loses place _____

D. Comprehension

1. Oral superior to silent _____
2. Specific difficulties _____

This is an informal reading inventory checklist based upon the Betts Basic Readers by Betts and Welch. In its complete form this inventory is Form B-1 as used by the Betts Reading Clinic of Haverford, Penn.

INFORMAL READING INVENTORY CHECK SHEET

Name _____ Date _____ Age _____ Grade _____

89

Series Used _____
 Instructional level _____
 Independent Level _____
 Frustration level _____
 Probable Mental level _____

Vocabulary difficulties:

Phonics poor _____
 Syllabication poor _____
 Use of configuration poor _____
 Use of picture clue poor _____
 Sight vocabulary poor _____

Perception difficulties:

Reverses words _____
 Reverses letters _____
 Omits beginnings _____
 Omits words _____
 Sounds confused _____
 Sounds added _____
 Omits sounds _____

Comprehension Difficulties:

Sentence reading poor _____
 Paragraph reading poor _____
 Memory poor _____
 Organization poor _____
 Detail reading poor _____

Rate Difficulties:

Directional problem _____
 Word by word reader _____
 Regression movements _____
 Points at words _____
 Loses place easily _____

Evaluations:

	First	Second	Third	Fourth
<u>ilities in using oral language:</u>				
Has something of interest to say; shows ability to think				90
Speaks fluently; expresses thoughts clearly				
Has good, effective speaking voice				
Uses other than simple sentences				
Shows interest in learning new words; uses language correctly				
<u>nesses in oral language activities:</u>				
Hesitates to take part				
Talks too much				
Has poor enunciation and/or mispro- nounces words				
Has too sharp or too soft a voice				
Appears to have speech defects				
Shows poor thinking abilities				
Cannot express thoughts clearly in sentences				
Shows no variety in sentence use				
Does not organize thoughts and get to a point				
Shows frequent errors in use of language				
<u>ilities in written expression:</u>				
Has good handwriting				
Spells common words correctly				
Expresses himself easily and in com- plete sentences				
Uses capitals and punctuation marks accurately				
Listens and follows directions				

BARBE READING SKILLS CHECK LIST

FIFTH LEVEL READING SKILLS (2: 192-3)

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(Last Name)

(First Name)

(Name of School)

92

(Age)

(Grade Placement)

(Name of Teacher)

I. Vocabulary:

A. Word recognition of vocabulary in content areas

Social Studies—English—Arithmetic—Science—Miscellaneous

B. Meaning of words

1. Interpreting word meanings
2. Semantics
3. Synonyms, antonyms, homonyms, heteronyms
4. Knows abstract meanings of words
5. Understands figurative and colorful expressions
6. Understands colloquial speech

II. Word Attack Skills:

A. Phonics skills

1. Syllabication
 - a. Each syllable must contain a vowel and a single vowel can be a syllable.
 - b. The root or base word is a syllable and is not divided.
 - c. Blends are not divided. (th str)
 - d. Suffixes and prefixes are syllables. (dust y in come)
 - e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.
 - f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel.
 - g. If a word ends in le, the consonant just before the l begins the last syllable.
 - h. When there is an r after a vowel, the r goes with the vowel to make the "er" sound. (er ix ur)

2. Vowel sounds (review long and short sounds)
 - a. When there is only one vowel in a word or syllable the vowel is short.
 - b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
3. Accent
 - a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix.

B. Dictionary

1. Alphabetization.
 - a. Division into quarters and thirds.
 - b. Classifying words by second, third, and fourth letters.
2. Using a dictionary.
 - a. Recognize and learn abbreviated parts of speech as n. = noun; v. = verb; adj. = adjective; adv. = adverb.
 - b. Learning the preferred pronunciation.
3. Use of guide words.
4. Syllabication and accent.
5. Interpreting diacritical markings. (bottom of page)
6. Interpreting key to pronunciations. (bottom of page)
7. Interpreting phonetic re-spellings.
8. Cross references.
9. Plurals—irregular. (deer, deer shelf, shelves)
10. Comparative and superlative adjectives. (many, more, most)
11. Change in accent and its effect on pronunciation and meaning of words. (pre'sent, present')
12. Secondary accent.
13. Parts of a verb. Tenses—present and past.
14. Adverbs derived from adjectives. (ly ending as a clue or help.)

C. Glossary

1. Dictionary of words for one particular book.
2. Use guide words.
3. Find meanings to understand what is being read.

D. Context clues

1. Review using context clues.
2. Review associating ideas with words.
3. Review associating ideas with characters.
4. Sentence structure. (Noun, verb)
5. In poetry Rhythm scheme can sometimes help.

III. Comprehension:

A. Locating information

1. Table of contents.
 - a. Examine tables of contents of several books.
 - b. List titles and have pupils use table of contents to locate pages.
2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year.

B. Reference materials

1. The encyclopedia
 - a. Topics arranged alphabetically.
 - b. Show meaning of characters on back of each volume.
 - c. Compare dictionaries and encyclopedias for differences of materials.
 - d. Pupils should know names of important children's encyclopedias.
2. The atlas and maps.
 - a. Examine atlas to find answers for questions on location, relative size, direction and distance.
 - b. Use maps to explain latitude and longitude. Compare with known facts about streets and highways.
3. Magazines and newspapers. Use to supply more recent information than textbook could contain.
4. Knows proper use of dictionary.
5. Time tables.
 - a. Reading and interpreting.
 - b. Following directions.
6. Card catalogue.
 - a. Explain that every book has its place on the shelf.
 - b. Each class of books has its own call number.
 - c. Examine cards. Author, title, subject
 - d. Give practice in location of titles and call numbers.
7. Using a telephone book.
8. Catalogues.

C. Reading to organize

1. Outlining. Use roman numerals and letters.
2. Establish a sequence. Pupils list sentences in order of event.
3. Follow directions.
4. Summarize.

D. Note taking

1. From reading
2. From lectures

E. Reading for appreciation

1. To derive pleasure
2. To form sensory impressions
3. To develop imagery
4. To understand characters
 - a. physical appearance
 - b. emotional make-up

IV. Oral Reading:

- A. Recognize and pronounce words with speed and accuracy.
- B. Group words into meaningful phrases.
- C. Interpret marks of punctuation accurately.
- D. Re-express to an audience the meaning and feelings expressed by an author.
- E. Express emotion sincerely.
- F. Read in a pleasant, well-modulated voice.
- G. Read with poise and self-confidence.
- H. Dramatize portions of the story.
- I. "Televise" or give radio version of story incidents.
- J. Take part in a stage version of a story.
- K. Verify answers to questions.
- L. Interpret characterizations.
- M. Interpret word pictures.
- N. Interpret general mood of text. e.g. humor—suspense.
- O. Interpret sensations given by words.
- P. Interpret the organization of text.
 1. Main thought in the paragraph.
 2. Main events in sequence.
 3. Main heads and sub-heads in outline.
 4. Directions for carrying out an activity.

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BARBE READING SKILLS CHECK LIST—FIFTH LEVEL READING

EVALUATING LANGUAGE EXPRESSION (39:70)
Checklist for Storytelling

93

Name _____

- Attention of audience _____
- Looked at audience _____
- Appropriate story for audience _____
- Knew story well _____
- Created mood for story _____
- Told story in own words _____
- Had good beginning _____
- Avoided nonessentials _____
- Incorrect usages _____
- Showed ease in speaking _____
- Used appropriate gestures _____
- Detracting mannerisms (identify) _____
- Voice volume adequate _____
- Pleasing voice _____
- Enunciation (which sounds) _____
- Pronunciation (list) _____

READING LEVEL TO BE EXPECTED FOR VARIOUS IQ'S AND AGES (Based on MA)

	5.6	6.6	7.6	8.6	9.6	10.6	11.6	12.6	13.6	14.6	Age
	K	1	2	3	4	5	6	7	8	9	Usual
IQ 165	4	5	7	8	10	12	beyond 12th			Grade	
155	3 ¹	5	6	8	9	11	12	beyond 12th			
145	2 ²	4	5	7	8	10	11	12	beyond 12th		
135	1	3 ²	5	6	7	9	10	11	12	12+	
125	pp	3 ¹	4 ²	5	6	7	9	10	11	12	
115	pp	2 ¹	3 ²	4 ²	5	6	7	9	10	11	
105	R	P	2 ¹	3 ²	4	5	6	7	8	10	
95	R	PP	2	2 ¹	3 ²	4 ²	5	6	7	8	
85	R	R	PP	1	2 ²	3 ²	4 ¹	5 ²	6	7	
75	R	R	R	PP	1	2	3 ¹	3 ²	4 ²	5	
65	R	R	R	R	PP	P	2 ¹	3 ¹	3 ²	4	

Figures given are approximate reading levels to be expected. 2¹ means first half of second grade, 2² means second half of second grade; PP means pre-primer; P means primer; R means readiness for reading instruction.

Children with very high IQ's often are capable of even better reading, and children of very low IQ's seldom can achieve at all.

By Dr. Francis Carillo
San F. State College

ALPHABETICAL LIST OF
THE FIRST THOUSAND WORDS FOR
CHILDREN'S READING (13:123)

a	aunt	beside	bring	case
about	automobile	best	broke	cat
above	awake	better	broken	catch
across	away	between	broom	cause
accident		bicycle	brother	cent
ache		big	brought	center
act	baby	bill	building	chain
address	back	bird	built	chair
afraid	bad	birthday	bump	chalk
afternoon	bag	bit	brown	chance
again	bake	bite	bug	change
against	ball	black	build	check
ago	balloon	blackboard	burn	chief
air	banana	bleed	burnt	chicken
airplane	band	bless	bus	child
all	bandage	blind	busy	children
almost	bank	blood	but	chimney
alone	bark	blow	butcher	chin
along	barn	blue	butterfly	choose
already	basket	board	butter	chocolate
also	bath	boat	button	Christmas
always	bathe	body	buy	church
am	be	bone	by	circle
an	beans	book		circus
and	bear	born	cake	city
angry	beat	both	calf	class
animal	beautiful	bottom	call	clean
another	because	bottle	came	clear
answer	bed	bow	camp	climb
ant	bee	bowl	can	clock
any	been	box	candy	close
anything	before	boy	cap	cloth
apple	began	branch	captain	clothes
are	begin	brave	car	cloud
arm	begun	bread	card	clown
around	behind	break	care	coal
as	believe	breakfast	careful	coat
ask	bell	brick	careless	cocoa
at	belong	bridge	carry	cold
ate	bend	bright		color

come	dining	even	for	grocery
company	dirt	evening	forget	ground
cook	dirty	ever	forgot	grow
cooky	dish	every	fork	guess
cool	do	everything	forth	
copy	doctor	except	found	
corn	does	eye	four	had
corner	dog		fresh	hair
cost	doll		friend	half
cough	dollar	face	frog	hall
could	done	fair	from	hammer
count	don't	fall	front	hand
course	door	family	fruit	handkerchief
country	double	far	full	hang
cousin	down	farm	funny	happy
cover	draw	farmer	fur	hard
cow	drawer	fast	furniture	has
crackers	dream	fat		hat
cross	dress	father		have
crayons	drink	feather	game	he
cream	drive	feed	garage	head
creek	drop	feel	garden	hear
crowd	drug	feet	gate	heard
crown	dry	fell	gave	heart
cry	duck	fellow	get	heavy
cup	dust	felt	gift	hello
cupboard		fence	girl	help
curtain		few	give	hen
cut	each	field	glad	her
	ear	fight	glass	here
	early	fill	go	herself
dance	earth	find	goes	hid
danger	Easter	fine	going	hide
dark	east	finger	gold	high
date	easy	finish	golden	hill
day	eat	fire	gone	him
de d	edge	first	good	himself
dear	egg	fish	goodbye	his
deep	eight	fit	got	hit
deer	either	five	grade	hold
dentist	elephant	fix	grain	hole
desk	eleven	flag	grandfather	home
did	else	floor	grandmother	hope
die	empty	flower	grass	horse
different	engine	fly	gray	hot
dinner	end	follow	great	hour
dig	enough	food	green	house
dime	eraser	foot	grew	how

hundred
hung
hungry
hunt
hurry
hurt

I
ice
if
in
indoors
inside
instead
into
iron
is
it
its

juice
jump
just

keep
kept
kick
kill
kind
king
kiss
kitchen
kitten
knee
knew
knife
knock
know

lady
laid
lake
lamb
lamp

land
lap
large
last
late
laugh
lay
lead
leaf
learn
leather
leaves
leave
led
left
leg
lemonade
lesson
let
letter
lettuce
lie
lift
light
like
line
lion
lip
listen
little
live
load
long
look
lost
lot
loud
love
low
lunch

mad
mailman
make
man
many
march

mark
market
matter
may
me
mean
measure
meat
medicine
meet
men
mend
met
middle
might
mile
milk
mill
mind
mine
minute
mirror
miss
Miss
money
monkey
month
moon
more
morning
most
mother
mountain
mouse
mouth
move
much
Mr.
Mrs.
music
must
my
myself
nail
name
nap

napkin
near
neck
need
neighbor
neither
nest
never
new
next
nice
nickel
night
nine
no
noise
none
noon
nor
north
nose
not
note
nothing
now
number
nurse
nut
oak
ocean
of
off
office
often
oh
old
on
once
one
only
oper
or
orange
other
ought
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outdoors
outside
over
overalls
own
page
pail
pain
paint
pair
pan
pants
paper
parade
part
party
pass
past
paste
path
pay
peach
peas
pen
people
pencil
penny
pet
pick
picnic
picture
pie
piece
pig
pillow
place
plain
plant
plate
play
please
pocket
point
pond
pony
policeman

poor	room	ship	space	talk
porch	rooster	shirt	speak	tall
post	root	shoe	spoke	taste
pot	rose	shook	spoon	teach
potatoes	round	shop	spot	teacher
pound	row	short	spread	tear
present	rub	should	spring	teeth
press	rubber	shoulder	square	tell
pretty	rug	show	squirrel	ten
pull	ruler	shut	stairs	tent
put	run	sick	stand	than
puppy		side	star	thank
puzzle		sign	start	Thanksgiving
	sandwich	silk	station	that
	said	silver	stay	the
quarter	sail	sing	step	their
queen	salt	sir	stick	them
question	same	sister	still	then
quick	sand	sit	sting	there
quiet	sat	six	stocking	these
quite	save	size	stomach	they
	saw	skates	stone	thick
	say	skin	stood	thin
rabbit	school	skirt	stop	think
race	scissors	sky	store	thing
radio	scooter	sleep	storm	third
rag	sea	slip	story	thirsty
rain	season	slow	stove	this
ran	seat	small	straight	though
rather	second	smell	street	thought
reach	see	smile	string	thousand
read	seed	smoke	strike	three
ready	seem	snow	strong	throat
real	seen	so	such	through
reason	self	soap	sugar	throw
red	sell	socks	suit	thumb
remember	send	soft	summer	ticket
rest	sent	sold	sun	tie
ribbon	serve	soldier	supper	till
rich	set	some	suppose	time
ride	seven	something	sure	tire
right	several	sometime	surprise	tired
ring	shadow	song	sweater	to
river	shake	soon	sweep	toe
road	shall	sore	sweet	today
robin	shape	sorry		together
rock	she	sound	table	told
roll	sheep	soup	tail	tomatoes
roof	shine	south	take	tomorrow

tongue	wash	world
too	waste	would
took	watch	wrap
tooth	water	write
top	wave	wrong
touch	way	
towel	we	
town	wet	yard
toys	wear	year
trade	weather	yellow
train	week	yes
tree	well	yesterday
tried	went	yet
trip	were	you
truck	west	young
true	what	your
try	wheat	
tub	wheel	
turn	when	zipper
turtle	where	
twelve	whether	
two	which	
	while	
	whisper	
uncle	white	
under	who	
ugly	whole	
umbrella	whom	
until	whose	
up	why	
upon	wide	
us	wild	
use	will	
	win	
	wind	
valley	window	
very	wing	
visit	winter	
	wish	
	with	
wagon	without	
wait	woman	
walk	women	
wake	wonder	
wall	wood	
want	wool	
war	word	
warm	wore	
was	work	

APPENDIX C
Individual Progress Reports

Name _____

100

Date _____

Daily Reading Report

1. Title of book read.

2. Pages read today. p. _____ to p. _____

3. Name of story or stories read today.

4. Did you file a story report? _____

5. Did you do a job card? _____

6. Did you work with the teacher on reading skills? _____

7. Did you read to the teacher or a helper today? _____

8. Did you have something special in reading today? _____ If so, what? _____

9. Do you need special help with your reading? _____

MY READING RECORD

101

Name _____

<u>Author</u>	<u>Title</u>	<u>No. of Pages</u>	<u>Date Started</u>	<u>Date Finished</u>
---------------	--------------	-------------------------	-------------------------	--------------------------

Weekly Reading Schedule 102

Monday	<p>Read from <u>Myths and Legends of the Ages</u>, by French.</p> <p>Make reading note cards.</p>
Tuesday	<p>Share ideas from Monday with John on the "Icarus" myth.</p> <p>Meet with Miss Murdock about 9:30.</p>
Wednesday	<p>Do comprehension job card # 27 on a story in <u>Mythology</u>, Hamilton</p> <p>9:45 Mythology group meeting.</p>
Thursday	<p>Organize mythology note cards.</p> <p>Read more stories in <u>Mythology</u>, Hamilton, and take notes.</p>
Friday	<p>Class will share books they've read.</p>

APPENDIX D

Aids for Organizing Tasks

All groups first meet together to receive assignments. It is wise to have at least three difficulty levels. There may be several children in the class who require remedial help.

Group I

Silent recreational reading or independent reading related to the unit

Group II

Silent reading in basic reader, with word analysis in workbook

Group III

Teacher-guided silent and oral reading in basic reader

TUESDAY

All groups meet together to receive assignments. Perhaps it is necessary to correct mistakes made in workbooks or to help some child find a reference for the unit.

Group I

Teacher-guided oral and silent reading in basic reader; word analysis or dictionary skills

Group II

Silent recreational reading or reading correlated with the unit

Group III

Silent study with workbook or dictionary or practice reader (Gates-Huber type), word analysis, etc.

WEDNESDAY

All groups meet together for planning period, so the teacher can answer questions and make assignments.

Group I

Silent study in basic reader or workbook, or doing comprehension or rate exercises individually, followed by recreational reading.

Group II

Same as Group I at their level of ability; teacher-guided oral and silent reading

Group III

Teacher-guided oral reading; work in structural and phonetic analysis.

THURSDAY

Group I

Recreational Reading to prepare for audience reading on Friday.

Group II

Silent recreational reading, teacher-guided oral reading to prepare for Friday audience reading

Group III

Teacher-guided oral reading to prepare for Friday; study period, dictionary skills, etc.

All groups meet together. The program is varied to feature the following reading activities (Friday's session may resemble an informal literary club):

Current Events
Audience Reading
Poetry Enjoyment
Choral Reading

Dramatizations
Book Reports
Play Radio Reading
Teacher Presentation of Library Books

Plans for Grouping. The classes should be arranged into three general ability groups. Group I may be composed of independent readers. Although the teacher should guide their development in all skills, these accelerated pupils benefited especially from the opportunity to read independently. Group II may be made up of average readers who need much practice in silent work-study periods and in guided oral reading, yet are able to engage in some independent reading. Like Group I, they profit from direct guidance in study techniques, use of the dictionary, and reference skills. Group III may consist of slow readers who require a great deal of direct guidance and help in oral reading, in phonetic and structural analysis, in doing practice exercises in workbooks, in skimming, and in interpreting paragraphs. The average class usually has a number of children who do not fit into any of these three groups. Because of their retardation, they demand remedial guidance.

Each group should, of course, read in a basic reader at its level. It is absolutely counter to good modern practice to have all thirty or forty children in a room reading from the same reader. The teacher should be sure that she has selected the level at which each group can make the best progress. The individual interests of children should be fostered in the recreational-reading periods, when books of varying difficulty can be used. Extensive opportunity should also be provided for reading materials connected with any social-studies unit of work which may be in progress in the room.

Trails to Treasure

"Important People"

Pages 126 - 176

I. Read these stories:

Amelia Earhart	126
The Heroes of Yellow-Jack	133
A Girl Who Loved the Stars	140
Stars - Poem	150
Henry Can Fix It	151
Victory - Poem	161
Mozart, the Wonder Boy	163
History - Poem	170

II. Consider individuals in the fields of aviation, medicine, astronomy, music, etc., who have left their mark in human history. What are the qualities that enable men and women to make worth-while contributions to society?

III. Be sure you know the meanings and pronunciation of these words:

equator	carburetor
theory	astronomer
mosquito	manifold
volunteer	chronometer
astronomy	sextant

IV. Choose at least one of the fields described in this unit and do additional research. The related materials at the end of this contract may be beneficial. You may present your material in any manner you choose. Suggestions: report, poetry, skit, taped material, or drawings.

V. Refer to the following checklist to guide your critical reading and listening. Be able to answer these questions about each of the stories you read in the unit. 106

- A. Does the author show understanding of people and their problems?
- B. Does he skillfully create mood, beautiful imagery, and convincing dialogue? ~~How does he create mood~~
- C. Are the author's conclusions or points of view consistent with the facts he uses?
- D. Is a fair picture given of more than one side?
- E. Do the characters seem real, vivid, well-motivated?
- F. Does the author have the ability to make you forget who and where you are because you are so wrapped up in his story?
- G. Is the end of the story an accident or an understandable result of previous happenings?

VI. Do Comprehension and Word-study Job Cards for several of the stories in the basic text.

I have read the above assignment and contract to complete it by _____ eight days from today.

Signed _____

Related A-V materials and books.

Books:

Amelia Earhart, Heroine of the Skies. Shannon Gerst
In Calico and Crinoline. Eleanor M. Sickels
First Book of Airplanes. Jeanne Bendick
Great Men of Medicine. Katherine Fox
Men of Medicine. Ruth Shippen
You Among the Stars. Herman and Nina Schneider
A Dipper Full of Stars. Lou Williams Page
Henry Ford, Engineer. Louise A. Neyhart
The Story of Mozart. Helen L. Kaufmann
A Book of Americans. Rosemary and Stephen Vincent Benét
Men Of Science and Invention. American Heritage Junior
 Library

Filmstrips:

Fifty Years of Flight. (48 fr.), McGraw-Hill.
 Amelia Earhart, First Lady of the Air. (23 fr.), EyeGate.
 Man's Battle Against Disease. (28 fr.), EyeGate.
 How We Learn About the Sky. (51 fr.), JamHandy.
 The Starry Universe. (60-70 fr.), LifeMag.

Records:

Wolfgang Amadeus Mozart. Music Master Series, 33 1/3 rpm,
 EyeGate.

"Outer Space - Fun and Fact"
Pages 356 - 413

I. Read these stories:

Rusty's Space Ship	356
Danny Dunn and the Anti-gravity Paint	371
Castaways in Space	382
Faster Than Sound	394
Explorer Is In Orbit	399
Universe - poem	409

II. As information based on scientific knowledge about space increases, man's curiosity about what lies beyond our planet grows. Nearly every scientific finding is based on a guess or a hunch, which, when followed through, reveals the fact. From your reading, be able to discuss possible implications to the above statement.

III. This material includes some words that you may not be familiar with. Be able to define and describe the following scientific terms:

periscope	arc
capsule	mimeograph
comet	vacuum
meteor	Vasser
deflector	crater
missile	axis
satellite	electronic

IV. Some of the stories in this unit and your other science-fiction reading is quite exaggerated. Write your own tall tale of outer-space exploration.

V. Do Comprehension Job Cards for at least two of the stories¹⁰⁹ in the basic text.

VI. Look through the special books on the reserve shelf. Read as much as possible from these and take notes on the reading for the purpose of later discussion.

I have read the above assignment and contract to complete it by _____ eight days from today.

Signed _____

Related A-V materials and books.

Books:

- Satellites in Outer Space. Isaac Asimov. Random, 1960.
- A Book of Moon Rockets for You. Franklyn Branley. Crowell, 1959
- What is a Rocket? Theodore W. Munch. Benefic Press, 1959.
- Off Into Space. Margaret O. Hyde. Whittlesey, 1959.
- Satellites and Space Probes. Erik Bergaust. Putnam, 1959.
- Guid. to Outer Space. Franklyn Branley. Home Library, 1960.
- First Men to the Moon. Werner Von Braun. Holt, 1960.
- Moo Ahead. Leslie Greener.
- Fredy and the Men From Mars. Walter R. Brooks.
- Going Into Space. Arthur C. Clarke.

Filmstri:

Leaving the World. Space Travel Series (SVE) 41 frames-color.

FRAME OF REFERENCE:

Mythology began in man's desire to explain the universe. It was man's first attempt to answer the question, "Who made the universe and what is my relation to him?"

Which do you think offered the most valid answer to this question - the Greek Myths or the Norse Myths?

AIMS OF UNIT:

- I. To develop an appreciation of one of the earliest forms of literature.
- II. To develop an understanding of man's basic need to know himself and his limits.
- III. To determine the effects mythology had on early man's culture:
 - a. religion
 - b. social customs
 - c. education
 - d. art and architecture, literature and writings
 - e. laws
 - f. medicine

READING ASSIGNMENT

You are expected to familiarize yourself with the starred (*) books on the following bibliography, especially those sections which have been marked for you to read. The remaining books on the reference are for your enjoyment and personal research.

BIBLIOGRAPHY

- * Bullfinch, Thomas, Bullfinch's Mythology, abridged by Thomas Fuller, Dell Publishing Company, 1959.
- * Coolidge, Olivia, Legends of the North, Houghton, Mifflin Company, 1951.

* French, Marion, Myths and Legends of the Ages, Hart Company, 1956.

111

* Graves, Robert, Greek Gods and Heroes, Doubleday Company, 1960.

Gayley, Charles Mills, The Classic Myths in English Literature and Art, Ginn and Company, 1893.

Green, Roger, Heroes of Greece and Troy, Walck Company, 1961.

Hamilton, Edith, Mythology, Mentor Books, New York, 1962.

McLean, Mollie and Wiseman, Ann, Adventures of the Greek Heroes, Houghton, Mifflin Company, 1961.

Warner, Rex, Men and Myths, Houghton, Mifflin Company, 1961.

Encyclopedias

* Compton's Picture Encyclopedia, Volume M, pp. 476-480.

* World Book of Knowledge, Volume M, pp. 5375-5382.

ASSIGNMENTS:

1. A. Make an illustrated "Family Tree" for both the Greek and Norse gods and goddesses in order of their importance.
B. Give an explanation for the ranking of the deities by mythologists.
2. There are two kinds of myths:
 - A. Explanatory - a story created by the author to explain something that puzzles him.
 - B. Aesthetic - a myth written with no object other than to entertain.

Cite four examples of each kind of myth for both the Greek and Norse collections of myths. Be prepared to give your reasons for selecting them as specific examples of explanatory and aesthetic myths.

3. What standards of "right" and "wrong" were established by the Greek and Norse myths for their particular civilizations?
4. "Primitive man felt keenly a relationship with animals and never doubted that they felt, talked and reasoned as he did." Prove this statement on the basis of the

5. Keep a file of notecards with pertinent reference to substantiate your proof in answering the frame of reference question.
6. Write a myth that could possibly answer a question that man is exploring today. For example: Automation, Operation Gemini, etc.

Progress Reports

The mythology group will meet on the following dates for the purpose of progress reports on assignments and clarifying any questions or problems which may arise.

FILMS AND FILMSTRIPS

Filmstrips

<i>Apollo and Phaeton</i>	<i>FS 1972</i>
<i>Atlanta's Race</i>	<i>FS 1975</i>
<i>Baucis and Philemon</i>	<i>FS 1974</i>
<i>Ceres and Proserpina</i>	<i>FS 1973</i>
<i>Minerva and Arachne</i>	<i>FS 1976</i>

Dear Miss. Murdock,

I haven't been doing any job cards or written work in reading because I have been reading Heidi. It has 234 pages in it and I have to read it by the 17 of March.

Yours Truly,
Gail Prastka

P. S. Thank - you

1. Title: Magnets and how to use
Them Pages: 64
2. Authors: Tiffie S. Line and Joseph Louis
3. Illustrator: Bernice Myers
4. Main Characters: Magnets
I liked the book because the
illustrations were very
good.

Title: Otto of the Silver Hand ^{Betsy Skaul}
11-8-65
Author: Howard Pyle
Illustrator: Howard Pyle
Main Character: Otto
I liked this book because
there were mean people and
good people.

APPENDIX E

Guides for Selecting Materials

FACTORS CAUSING

GRADED READING DIFFICULTY (13:242-51)

I. Physical Factors

- a. Size and outward attractiveness.
- b. Amount and kind of illustrations.
- c. Type page - size and style type, space between lines, length of line or margin.
- d. Color and surface of paper.

II. Content Factors

- a. Ideas may be hard for children to read about, first, because of their distance from children's immediate experience. Steady progression is made from home and school life to distant countries, previous historical periods, and further to adult occupations.
- b. Abstractions - the abstract is naturally foreign to the child's concrete way of thinking.
- c. Content or ideas may become "harder" - more difficult words, sentences or forms. In school readers, the same story may appear over a range of five grades but be "adapted" in each case to the grade.

III. Manner of Presentation

- a. Graded Sentence Difficulty - A long sentence may be hard to comprehend because of the amount of material between capital and period requiring duration of attention. We could expect that as reading matter became more and more difficult, grade by grade, the sentences would become longer and longer.

TYPICAL SENTENCE LENGTH IN WORDS FOR EACH GRADE

AS FOUND IN TEN SERIES OF READERS

	Grade					
	1	2	3	4	5	6
Number of Words in Average of Median Sentences	8	10	12	13	14	15

"WORD LENGTH" DIFFICULTY, GRADE BY GRADE,

AS FOUND IN TEN SERIES OF READERS

	Grade					
	1	2	3	4	5	6
Number of Polysyllables.....	14%	16%	19%	22%	23%	25%
Number of Words with Three or more Syllables.....	½%	1½%	2½%	3½%	4½%	5½%

WORD DIFFICULTY, ACCORDING TO APPEARANCE ON FIRST 1,000

WORDS FOR CHILDREN'S READING AS FOUND IN TEN SERIES OF READERS

	Grade					
	1	2	3	4	5	6
Hard Words (Not on List).....	4%	6%	8%	12%	14%	16%

Adjusting to School

- Hayes, Florence. Skid. Houghton-Mifflin 1948
 Scott, Gabriel. Kari. Doubleday, Doran 1935
 Urnston, Mary. The New Boy. Doubleday, Doran 1950
 Wooley, Catherine. Ginnie and Geneva. Morrow 1948
 See also Judy's Journey, Ladycake Farm, North Fork, Sensible Kate, Shorty Makes First Team, Susan's Safe Harbor, and Taffy's Foal on this list.

Economic Insecurity

- Estes, Eleanor. The Hundred Dresses. Harcourt Brace 1944
 Estes, Eleanor. The Moffats. Harcourt Brace 1941
 Gates, Doris. Blue Willow. Viking 1940
 Hall, Rubylea. Devey Duell. Sloan and Pearce 1951
 Lenski, Lois. Judy's Journey. J. B. Lippincott 1947
 Lenski, Lois. Strawberry Girl. J. B. Lippincott 1945
 Serey, Kate. A Tree For Peter. Viking 1941
 See also Blueberry Mountain, Carol From The Country, Chariot In The Sky, Shorty Makes First Team, Stand Fast and Reply, Susan's Safe Harbor, and The Very Good Neighbors.

Feelings of Inferiority and Not Belonging

- Daringer, Helen F. Adopted Jane. Harcourt Brace 1947
 Davis, Lillian R. Stand Fast and Reply. Doubleday 1943
 Eyre, Katherine Wigmore. Sours for Antonia. Oxford University Press 1945
 Gates, Doris. Sensible Kate. Viking 1943
 Gorsline, Douglas. Farm Boy. Viking 1950
 Jackson, Cary Paul. Shorty Makes First Team. Wilcox Follett 1950
 Lawrence, Mildred. The Homemade Year. Harcourt Brace, 1950
 See also Judy's Journey, Skid and The Moved Outers.

Feelings of Superiority

- Eyre, Katherine Wigmore. Susan's Safe Harbor. Oxford University Press 1947
 Friedman, Frieda. Carol From The Country. Morrow 1950
 Gates, Doris. North Fork. Viking 1945
 Gates, Doris. Trouble for Jerry. Viking 1944

Meeting Trouble and Facing Responsibility

- Bialk, Elisa. Taffy's Foal. Houghton Mifflin 1949
 Brink, Carol R. Caddie Woodlawn. Macmillan 1939
 Eaton, Jeanette. Ghandi, Fighter Without a Sword. Morrow 1950
 (Also by Eaton for superior readers in the sixth grade: Lone Journey, The Life of Roger Williams and Narcissa Whitman: Pioneer of Oregon.)
 Faulkner, Georgene and Becker, John. Melindy's Medal. Messner 1945
 Holberg, Ruth. Tomboy Row. Doubleday 1952
 Holberg, Ruth and Richard. Oh, Susanna. Doubleday 1939
 Hunt, Mabel L. Youngman of the House. Lippincott 1944
 Meader, Stephen. Blueberry Mountain. Harcourt Brace 1941
 Morrow, Honore. On to Oregon. 1946 edition
 Wooley, Catherine. David's Hundred Dollars. Morrow 1951

Personal Fears:

Enright, Elizabeth. Kinter: A Congo Adventure. Farrar and Rinehart 1935
Paradis, Marjorie. Timmy and the Tiger. Harper 1952
Serry, Armstrong. Call It Courage. Macmillan 1948
Trefflinger, Carolyn. Lilun, Lad of Courage. Abingdon-Cokesbury Press 1947
Wodley, Catherine. Schoolroom Zoo. Morrow 1950

Physical Handicaps

Angelo, Valenti. Hill of Little Miracles. Viking 1942
Craik, Dinah M. The Little Lame Prince. Macmillan 1923
DeAngeli, Marguerite. The Door in the Wall. Doubleday 1949
Sawyer, Ruth. Old Con and Patrick. Viking 1946
Williams, Henry Lionel. Lurl of the Magic Fingers. Viking 1939

Racial Insecurity

Bontemps, Arns. Chariot in the Sky. John C. Winston 1951
DeAngeli, Marguerite. Bright April. Doubleday 1946
Eberle, Irmengrade. The Very Good Neighbors. Lippincott 1945
Hunt, Mabel Leigh. Ladycake Farm. Lippincott 1952.
Means, Florence Crannell. The Moved Outers. Houghton Mifflin 1945 Japanese-American
(Also by Means—Shattered Windows, Teresita of the Valley and Whispering Girl)
(Negro) (Spanish-American) (Indian)
Yates, Elizabeth. A Mos Fortune, Free Man. Aladdin Books 1950 (Negro)

Others (I do not know publishers or dates of publication)

Nora B. Kubie Remember the Valley (Divorce)
Lieviton, Minnie. A Cup of Courage. (Alcoholism)
Buck, Pearl. The Big Wave (Death and Catastrophe) and The Beech Tree (Old Age)
Dagliesh, Alice. Davenport Family Books (not exact titles) (Remarriage)
? Author Here's Penny (Adoption)
Fisher, Dorothy C. Understood Betsy. (too much understanding)

See also The Teaching of Reading by DeBoer and Dallmann Holt, Rinehart and Winston,
Ind. New York 1960 Pages 260-262

Highly recommended:

Reading Ladders for Human Relations Heaton, Lewis. American Council on Education,
Room 110, 1785 Massachusetts Ave. N. W., Washington 6, D. C. 1955

* Received from Betty Ireland, Educ. 422.

A. AIDS IN BOOK SELECTION

1. Basic Aids

Adventuring With Books (1960) A list for elementary grades, National Council of Teachers of English, 508 South 6th St., Champaign, Ill. 75¢ a copy.

Basic Book Collection for Elementary Grades (1960) American Library Assoc. 50 East Huron St., Chicago, Ill. \$2.00.

Basic Book Collection for Junior High Schools (1960) American Library Assoc. 50 East Huron St., Chicago, Ill. \$2.00

Books for Boys and Girls, 3rd ed. Jean Thompson, ed. Ryerson Press, 1959.

Books for Boys and Girls, Supplement to 3rd ed. Jean Thompson, ed. Ryerson Press, 1959.

Children's Catalog: and Supplements, 9th ed. H. W. Wilson, 1956.

Good Books for Children. Mary K. Eakin, ed. University of Chicago Press, 1959.

Treasure for the Taking: A Book List for Boys and Girls, rev. ed. Anne Eaton. Viking, 1957.

2. Supplementary Aids

Best Books for Children. (1960 edition). Lists books through the high school level. R. R. Bowker, 62 West 45th St. New York 36. \$2.00

Bibliography of Books for Children. (Revised, Sept., 1960) Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D.C. \$1.50.

Books of the Year for Children. An annual list. Child Study Association of America, Inc., 9 East 89th St., New York 28. 25¢ a copy.

Children's Books Suggested As Holiday Gifts. An annual list. New York Public Library. Fifth Avenue at 42nd St., New York 18. 25¢

Children's Books for \$1.25 or less. (Revised 1959.) Association for Childhood Educational International, 3615 Wisconsin Avenue, N. W., Washington 16, D.C. 75¢.

- Children's Books Too Good To Miss. (Revised 1959.) The Press of Western Reserve Univ. 2040 Adelbert Road, Cleveland 6, Ohio. \$1.25.
- Current Books, Junior Booklist (Grades 1-9) An annual list. 120
Independent School's Education Board, Milton 26, Mass. 50¢.
- Growing Up With Books (Revised annually) R. R. Bowker, 62 West 45th St., New York 36. 10¢ a copy.
- Let's Read Together: Books for Family Enjoyment (1960). Selected by a special committee of the National Congress of Parents and Teachers of the Children's Services Division of the A. L. A. American Library Association, 50 E. Huron St., Chicago 11. \$1.50.
- Literature for Children (1960). Reprint of a basic list from the World Book Encyclopedia. Field Enterprises Educational Corp., Merchandise Mart Plaza, Chicago 54. Single copies free.
- Literature for Children (1957); Reprint of article and book list prepared by Virginia Haviland for American Education Encyclopedia. Tangley Oaks Educational Center. Publisher's House, Lake Bluff, Illinois.
- Notable Children's Books (of the year). A short annual list compiled by the Children's Services Division of the American Library Assoc. 50 E. Huron St., Chicago 11. Single Copies Free.
- Patterns in Reading (2nd ed. 1960). Jean Roos, editor, Chicago American Library Assoc., 50 E. Huron St., Chicago 11, Ill. \$2.00 (approx. price).
- Reading Ladders for Human Relations. Margaret M. Heaton and Helen B. Lewis, eds. and enl. ed. 1955 American Council on Education. 1785 Massachusetts Ave., Washington, D.C. \$1.75.
- Recommended Children's Books of 1959-60. LIBRARY JOURNAL reviews of recommended children's books published from May 1959 to May 1960. R. R. Bowker, 62 W. 45th St., New York 36. \$2.00.
- Seven Stories High. A basic book list prepared by Anne Carroll Moore for Compton's Pictured Encyclopedia. F. E. Compton & Co., 1000 North Dearborn St., Chicago 10. 15¢.
- Trade Books for Beginning Readers. Maratha O. Condit, ed. (Reprint from Wilson Library Bulletin) H. W. Wilson Co., 950 University Avenue, New York (52).
- Your Reading (1960). Junior High School List. National Council of Teachers of English, 503 South 6th St., Champaign, Ill. 75¢.

B. CURRENT BOOK REVIEWING PERIODICALS

The Booklist and Subscription Books Bulletin; a Guide to Current Books.

American Library Association. Published twice a month September through July and once in August. \$6 a year.

Bulletin of the Children's Book Center. University of Chicago Press, 121
5750 Ellis Avenue, Chicago 37, Ill. Monthly except August.
\$2.50 a year.

Horn Book Magazine. Horn Book, Inc., 585 Boylston St., Boston 16,
Mass. Bi-monthly. \$4 a year.

Junior Libraries. R. R. Bowker Co., 62 W. 45th St. New York 19, N.Y.
Monthly, September 15 through May 15. \$2.50 a year.

Reviews of children's and young people's books appear monthly in such other magazines as: Childhood Education, Elementary English, English Journal, Saturday Review, Top of the News (American Library Association) and Wilson Library Bulletin (Readers Choice of Books) and weekly in the New York Times Book Review and other newspaper book sections.

C. Special Indexes

Granger's Index to Poetry; 4th ed. rev. and enl. Raymond J. Dixon,
ed. Columbia Univ. Press, 1953 Supplement, 1951-1955.

Index to Fairy Tales, Myths and Legends. M. R. Eastman. Faxon,
1926. First Supplement, 1937; Second Supplement, 1952.

Subject and Title Index to Short Stories for Children. A.L.A., 1955.

Subject Index to Books for Intermediate Grades; 2nd ed. Eloise
Rue, ed. A.L.A., 1950.

Subject Index to Poetry for Children and Young People. Violet
Soll et al. A. L. A., 1957.

3. Lists on Special Subjects

Bible Stories and Books About Religion for Children (Revised 1954, supplement, 1954-56). A non-sectarian selection. Child study Assoc. of America, Inc., 9 East 39th St., N.Y. 28. 25¢ a copy.

Books About Negro Life For Children, An annotated list compiled by Augusta Baker (1957). The N.Y. Public Library, Fifth Avenue, at 42nd Street, N.Y. 18. 20¢

Books for Brotherhood. An annual list. National Conference of Christians and Jews, 43 West 57th St. New York. Free.

The AAAS Children's Book List (Sept. 1960). American Assoc. For the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington 5, D.C. \$1.00 a copy.

The AAAS Science Book List (June 1959). American Assoc. for the Advancement of Science, 1515 Massachusetts Avenue, N.W. Washington 5, C. C. \$1.00 a copy.

4. Bibliography on Children's Literature

Adams, Bess. About Books and Children: Historical Survey of Children's Literature. Holt, New York, 1953.

Arbuthnot, May Hill. Children and Books. Re v. edition. Scott, Foresman and Co., 1957.

Parton, F. J. Harvey. Children's Books in England. Five Centuries of Social Life. University Press, Cambridge, England, 1958.

Duff, Annis. Bequest of Wings. Viking Press, 1944.

Eaton, Anne Thaxter. Reading With Children. The Viking Press, 1944.

Fenner, Phyllis Reid. Proof of the Pudding: What Children Read. J. Day Co., New York, 1957.

Hazard, Paul. Books, Children and Man. Horn Book, Boston, 1944.

Jordan, Children's Classics. Horn Book, Boston, 1960.

Weigs, Cornelia Lynde. Critical History of Children's Literature. Macmillan, New York, 1953.

Smith, Lillian. The Unreluctant Years. American Library Association, Chicago, 1953.

Strang, Ruth May. Gateway to Readable Books. Second edition. H. W. Wilson, 1952.

The following are six possible ways to make book reports:

1. Posters: Poster paint, ink drawings, crayon, mosaic, chalk (and starch), paper sculpture, etc. Include a brief summary of the book on a separate piece of paper in ink.
2. Oral report: Give a synopsis or a most exciting part to the class. Do it so that everyone is kept in suspense and will want to read the book. Exciting parts may be read from the book.
3. Book jacket with a synopsis on the flap.
4. Questions and answers: Make up seven or eight for future readers to answer. Don't be too detailed. The purpose is to test to see if the reader understood what happened in the book.
(Multiple choice)
5. A written report on the book report form.
6. Write a poem based on the story.

(Newbery) - This indicates that the book was awarded the Newbery Medal for being the best children's book published in the year of its publication. Only one book a year (since 1922) wins this honor.

- | | |
|---------------------------------------------|----------------------------------------------------------|
| Aesop's Fables 4-6 | Blackmore - Lorna Doone 7 - up |
| Alcott - Eight Cousins | Bontemps - Sad-Faced Boy |
| Jack and Jill | |
| Jo's Boys 4 - up | Brewton - Under the Tent of the Sky 4 - up |
| Little Men 4 - up | Brink - Caddie Woodlawn (Newbery) 4 - 6 |
| Little Women 4 - up | Browning - Pied Piper of Hamelin |
| Old Fashioned Girl | |
| Rose in Bloom | Buck - Big Wave 4 - 8 |
| Under the Lilacs | |
| Aldrich - Story of a Bad Boy | Bulfinch - Age of Chivalry |
| Alexander - Famous Myths of the Golden Age | Golden Age of Myth and Legend |
| Anderson - Big Red 4 - 8 | Bunyan - Pilgrim's Progress |
| *Fairy Tales | Burnett - Sarah Crewe |
| Andrews - Perfect Tribute | Secret Garden 4 - 6 |
| Arner - Waterless Mountain (Newbery) 5-7 | Burnford - The Incredible Journey 9 - up |
| Asbjornsen - Fairy Tales from the Far North | Butterworth - The enormous Egg 3 - 6 |
| East O' the Sun and West O' the Moon 4 - 6 | Calhoun - Miss Minerva and William Green Hill |
| Atwater - Mr. Popper's Penguins 4 - 6 | Carroll - Alice in Wonderland 4 - up |
| Bailey - Miss Hickory (Newbery) 4-6 | Through the Looking Glass 4 - up |
| Barrie - Peter Pan 4 - 6 | * Cervantes - Don Quixote (retold by Judge Farry) 9 - up |
| Bauer - How Music Grew 7 - 9 | Chaucer - Tales of Chaucer (retold by Eleanor Farjeon) |
| Benet - Book of Americans 3 - 5 | |

- Chrisman - Shen of the Sea(Newbery) 4 - 6
- Clark - Secret of the Andes(Newbery) 5 - 7
- Cleveland - High Country
- Coatsworth - The Cat Who Went to Heaven(Newbery) 4 - 6
The Children Come Running
Five Bushel Farm
Old Whirlwind
- Collodi - Adventures of Pinocchio 3 - 6
- Colum - Golden Fleece
*Odyssey for Boys and Girls 6-up
Arabian Nights 4 - up
Children of Odin 4 - 6
*Children's Homer 6 - up
*Iliad
- Coolidge - Egyptian Adventures
- Cooper - Last of the Mohicans 8 - up
- Craven - Rainbow Book of Art 7 - 9
- Dana - Two Years Before the Mast 9-up
- Daniel - Story of Albert Schweitzer
- Daugherty - Daniel Boone (Newbery)4-6
- DeAngeli - Door in the Wall(Newbery)4-6
Henner's Lydia 3 - 5
Thee Hannah 4 - 6
- De Foe - Robinson Crusoe
- De Jong - Wheel on the School (Newbery) 4 - 7
- de La Mare - Tales Told Again 4 - 6
The Nurnberg Stove
- de La Ramee - Dog of Flanders
- Dickens - Christmas Carol 7 - 9
Cricket on the Hearth
David Copperfield 7 - up
Tale of Two Cities 7 - up
Twelve Christmas Stories
- Dodge - Hans Brinker 5 - 8
- Doyle - Adventures of Sherlock Holmes 7 - up
- Drummond - The Monkey that Would Not Kill
- Du Bois - The Twenty-Ooz Balloons (Newbery) 4 - 6
Peter Graves
The Great Geppy 4 - 6
- Dumas - The Three Musketeers 7 - up
Count of Monte Cristo 7 - up 124
- Edmonds - The Matchlock Gun(Newbery)5-7
- Enright - Thimble Summer(Newbery) 4-6
- Estes - Ginger Pie (Newbery) 4 - 6
The Moffats 4 - 6
The Hundred Dresses 4 - 6
- Field - Hitty, Her First Hundred Years (Newbery) 4 - 6
Taxis and Toadstools(Poetry) 2 - 5
- Finger - Tales of Silver Lands(Newbery) 4-6
- Fitch - One God and the Ways We Worship Him 7-9
- Forbes - Johnny Tremain (Newbery) 7 - 9
Paul Revere
- Foster - George Washington's World 5 - 8
- *Gallico - The Gray Goose
- Gag - Tales from Grimm
- Gates - Blue Willow 4 - 6
- Gilbreth - Cheaper by the Dozen 7 - up
- Grahame - Wind in the Willows 5 - up
- Gray - Adam of the Road(Newbery) 6 - 9
- Grimm - Grimm's Fairy Tales
- Guterman - Daniel Boone
The Oregon Trail
- Hale - Man Without a Country
The Peterkin Papers 5 - 7
- Harris - Uncle Remus Stories
- Harte - Tennessee's Partner
- Hawes - The Dark Frigate (Newbery) 7 - 9
- Hawthorne - Mosses from an Old Manse
Twice Told Tales
Wonder Book and Tanglewood Tales
The Golden Touch 3-4
- Henry - King of the Wind (Newbery) 5 - 8
Benjamin West and His Cat
Crimalkin 4 - 6

- Holling - Paddle to the Sea 4 - 6
Tree in the Trall 4 - 7
- Hudson - The Disappointed Squirrel
A Little Boy Lost 4 - 8
- Hughes - Tom Brown's School Days
- Hyerdahl - Kon Tiki 7 - up
Aku-Aku 9 - up
- Irving - Alhambra
Knickerbocker's History of New York
Legend of Sleepy Hollow 5 - 8
Rip Van Winkle 5 - 8
- James - Smoky, the Cow Horse (Newbery)
- Jagendorf - Tyll Ulenspiegel's Merry
Pranks 4 - 8
- Judson - Abraham Lincoln 5 - 8
- Keith - Rifles for Watie(Newbery) 7 - up
- Kelly - Trumpeter of Krakow
(Newbery) 7 - 9
- Kingsley - The Water Babies
Westward Ho! 9 - up
The Heroes 4 - 6
- Kipling - All the Mowgli Stories
Captains Courageous 7-up
Jungle Book 4-7
Just So Stories
Kim 7 - 9
Puck of Pook's Hill
Rewards and Fairies
Tales of India
- Kjelgaard - Big Red 7 - 9
- Knight - Lassie Come Home 4 - up
- Komroff - Beethoven
- Krumgold - And Now Miguel (Newbery)5-8
Onion John(Newbery)5-8
- Lagerlof - Wonderful Adventures of Nils
- Lamb - Tales from Shakespeare 4-8
- Lanier - Boy's King Arthur 6 - 8
- Latham - Carry on Mr. Bowditch
(Newbery) 6 - 9
- Lawson - Ben and Me 5 - 8
Rabbit Hill(Newbery) 4-7
They Were Strong and Good 4-6
Time of Wonder 3 - up
- Leaf - Ferdinand
- 125
Leaf - Book of Nonsense(Verse) 4-6
- 'Engle - A Wrinkle in Time(Newbery)
- Levinski - Indian Captive 6 - 9
Strawberry Girl(Newbery)4-6
- Lewis - Young Fu of the Upper Yangtze
(Newbery)
- *Lofting - Story of Dr. Dolittle
(Newbery) 3 - 6
- London - Call of the Wild 6 - 9
White Fang 5 - 9
- Longfellow - Tales of a Wayside Inn
Song of Hiawatha
- MacDonald - At the Back of the North
Wind 4 - 6
The Princess and the Curdie
The Princess and the Goblin
- Malcolmson - Yankee Doodle's Cousins 5-9
- Malory - Boy's King Arthur
- Marsten - Dangerous Dinosaurs
- McCloskey - Homer Price 3 - 6
- Meigs - Invincible Louisa (Newbery) 7 - 9
- Melville - Moby Dick 9 - up
- Milne - Now We Are Six
*Winnie the Pooh
*House at Pooh Corner
- Montgomery - Anne of Green Gables 7 - up
The Capture of West Wind
- Makerji - Gay Neck (Newbery) 4 - 8
- Mulock - Little Lame Prince 4 - 6
- Neville - It's Like This, Cat(Newbery)
- Nordhoff - Pearl Lagoon 7 - 9
- Norton - The Barrowers 4 - 6
- North - Rascal (Newbery Runner-up)
- O'Dell - Island of the Blue Dolphins
(Newbery) 7 - up

Otis - Toby Tyler 4 - 6

4

Ouida - Dog of Flanders

Palmer - Odyssey 6 - up

Parkman - Oregon Trail 9 - up

Pyle - Men of Iron 5 - 8
Pepper and Salt 4 - 6
Robin Hood 5 - up
Wonder Clock

Rawlings - The Yearling 7 - up

Rice - Mrs. Wiggs of the Cabbage Patch

Richards - Captain January

Ruskin - The King of the Golden River 5-8

Salten - Bambi 5 - up

Sandburg - Abe Lincoln Grows Up 6 - 9
Rootabaga Stories 4 - 6

Sawyer - Roller Skates (Newbery) 4 - 6

Scott - Ivanhoe 9 - up
Kenilworth 9 - up
Talisman

Sewell - Black Beauty 4 - 6
A Book of Myths

Shannon - Dobry (Newbery) 5 - 8

Shippen - Men, Microscopes and Living Things 7 - 9

Seredy - The White Stag (Newbery) 5-9
The Good Master 4 - 6

Sidney - Five Peppers and How They Grew

Sorensen - Miracles on Maple Hill
(Newbery) 4 - 6

Speare - Bronze Bow (Newbery) 8 - 10
The Witch of Blackbird Pond
(Newbery) 7 - up

Sperry - Call It Courage (Newbery) 5 - 8

Spyri - Heidi 4 - 6

Saint-Exupery - The Little Prince 6 - up

Stevenson - A Child's Garden of Verse 1 - 4
Black Sparrow
Kidnapped 7 - up
Treasure Island 7 - up

Swift - Gulliver's Travels 7 - 9
126

Syme - Columbus, Finder of the New World

Tarkington - Penrod 7 - 9
Penrod and Sam
Seventeen

*Tazewell - The Littlest Angel

Teasdale - Stars Tonight (Poetry)

Terhune - Lad, A Dog 6 - 9

Thurber - Many Moons 4 - 5

Twain - Huckleberry Finn 5 - up
The Prince and the Pauper 5 - up
Life on the Mississippi
Roughing It
Tom Sawyer 5 - up
A Connecticut Yankee in King
Arthur's Court 9 - up

Travers - Mary Poppins 4 - 7

Van Doren - Ben Franklin

Van Loon - Story of Mankind(Newbery)7-up

Verne - Around the World in Eighty Days 7-up
Mysterious Island
Twenty Thousand Leagues Under the Sea

Wallace - Ben Hur 9 - up

White - Charlotte's Web 4 - 6
*Stuart Little 4 - 6

Wier - The Loner(Newbery Runner-up)

Wiggen - Rebecca of Sunnybrook Farm 4 - 7

Wilder - By the Shore of Silver Lake 4-7
Little House in the Big Woods 4-7

Wyss - Swiss Family Robinson 5 - 8

Yates - Amos Fortune, Free Man(Newbery) 7-9

*Recommended by Dr. Frank Baxter

APPENDIX F

Frostig: Visual Perception Materials

PERCEPTION OF SPATIAL RELATIONSHIPS

The perception of spatial relationships is, for the purpose of this program, the ability of an observer to perceive the position of two or more objects in relation to himself and in relation to each other. For example, a child stringing beads has to perceive the position of the bead and the string in relation to himself as well as the position of the bead and the string in relation to each other.

This ability to perceive spatial relationships develops later than, and grows out of, the simpler one of perceiving the position of an object in relation to one's body, as discussed in Chapter 2.

Because perception of spatial relationships is more complicated than the other perceptual processes, the exercises are more demanding. If a child has difficulty at any stage, try to provide additional intermediate exercises.

The perception of spatial relationships has some similarity to figure-ground perception, in that both involve the perception of relationships. In fact, exercises involving figure completion, puzzles, and assembly of parts to form a whole are helpful in training perception of spatial relationships and perception of figure-ground relationships.

Illustrations 5a-5f and 6a-6f are of blocks placed in increasingly complex relationships to each other. You may have to demonstrate with blocks, placing them as they are in Illustration 5a. As you place each block, have the children place one of their own in a similar position.

~~After~~ After the demonstration, the children should dismantle their designs and proceed to make structures like those in the other illustrations, repeating the first structure.

VISUAL-MOTOR COORDINATION

Visual-motor coordination is the ability to coordinate vision with movements of the body or with movements of a part or parts of the body. Whenever a sighted person reaches for something, his hands are guided by his vision. Whenever he runs, jumps, kicks a ball, or steps over an obstacle, his eyes direct the movements of his feet. In such everyday activities as getting dressed, making a bed, carrying a tray, entering a car, or sitting down at the table, the eyes and the whole body work together. The smooth accomplishment of nearly every action depends upon adequate eye-motor coordination.

Visual-motor coordination is not the only ability involved in daily activities. Space perception and planning motor sequences are also involved, but the tasks are very difficult without adequate visual-motor coordination.

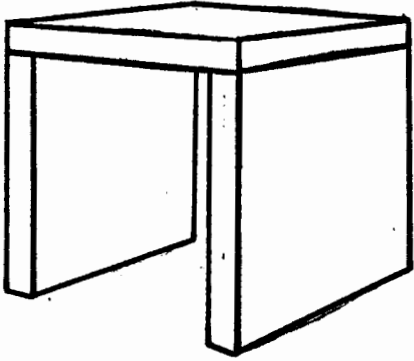
Eye-Movement Exercises

Left-Right Progression: The ability to move the eyes from left to right without moving the head or losing focus is essential for adequate reading skill. Poor eye movements are often a causal factor in reading disabilities.

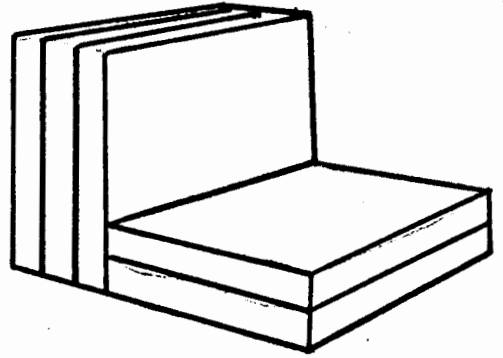
Have the children hold their heads straight and still. Stand about 5 feet in front of them and push a large bead along a wire or string or roll a ball or move a toy along a tabletop from left to right from the children's point of view. They should try to focus on the object as it moves without turning their heads.

Focusing the Eyes with Head in Motion: Very little head movement is used in reading, but for other activities, especially sports, it is essential to be able to focus on objects while the head is moving.

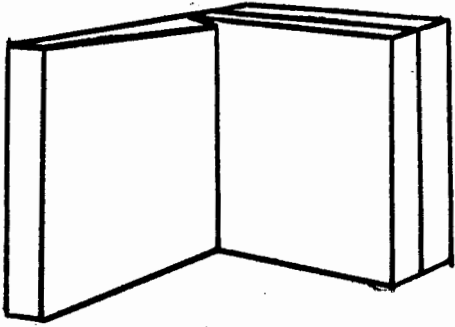
Hold an object stationary in front of the children. They should try to focus on it while they move their heads from side to side. When they can do that satisfactorily, they should move their heads up and down in a nodding motion, and then--for short periods only--in a rolling motion. The exercises should be repeated with the object held at various heights, angles, and distances in relation to the children.



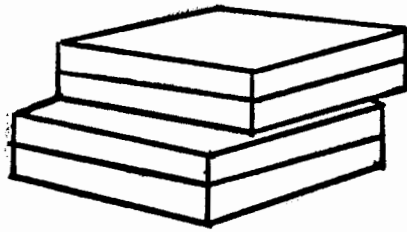
5a



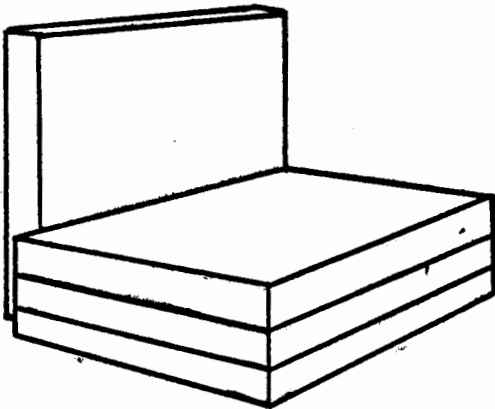
5b



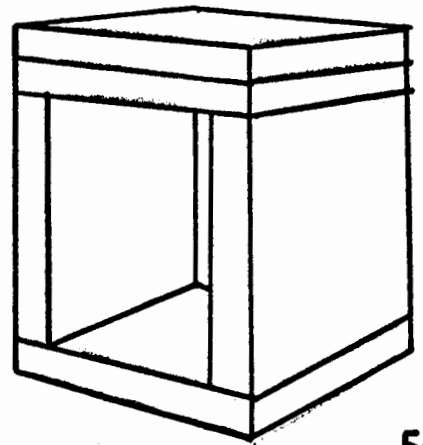
5c



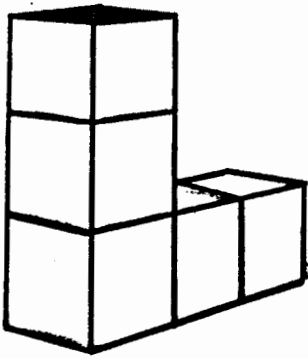
5d



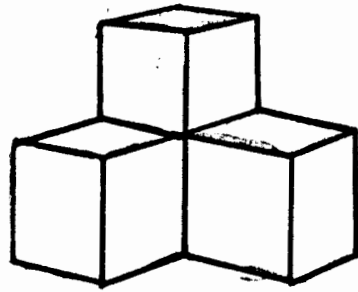
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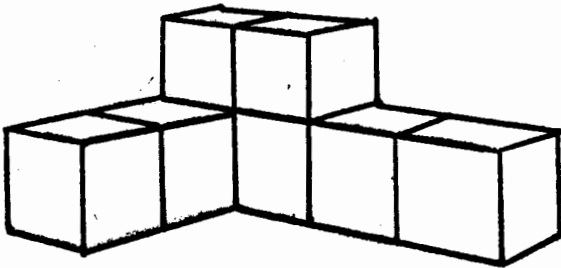
5f



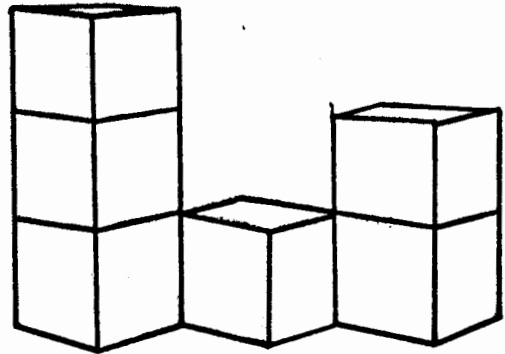
6a



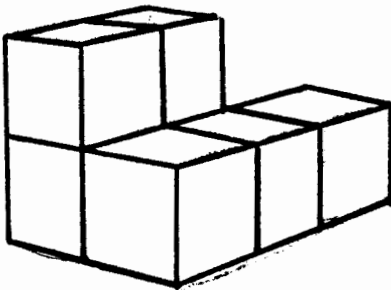
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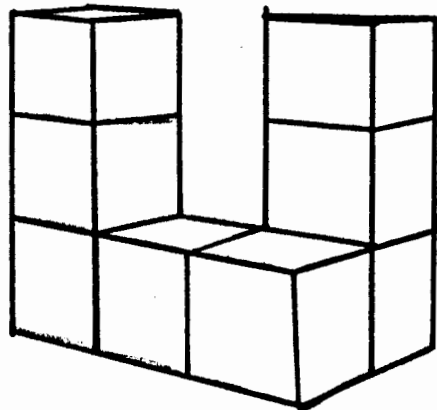
6c



6d



6e



6f

APPENDIX G
Student Goals and Evaluations

CLASS GOALS IN READING

Name Shirley Bean

1. To further our knowledge through reading.
2. To understand our strengths and weaknesses in reading and work to improve both.
3. Compete with yourself, not with your neighbor.

MY PERSONAL GOAL IN READING

1. I will try to read smooth.

I think I accomplished two things. Reading smoother. I'm not too bashful to get up in front of an audience any more.

I thought it was good. Because you didn't just sit and read all the time you did some work on top.

I thought it was bad. Because all you did or could do in one day was a job card or a summary. I didn't like job cards; I liked summaries.

In Trails to Treasure's group I thought that helped a lot. I liked it also because it was fun to do.

Shirley

Class Goals in Reading

1. To further our knowledge through reading
2. To understand our strength and weakness in reading and work to improve both.
3. Compete with yourself, not with your neighbor.

My Personal Goals in Reading

1. Don't read simple books that you know you will finish fast, and you know all the words.
2. Be careful you don't make mistakes while reading, like making mistakes on words, or if you're writing sentences, or a story.
3. Try and challenge yourself.

Diane Patrick

My Personal Goals

Not just to get by in reading, but to
- To your highest.

To understand after you read a book
it just when you're reading it,
To read a book fast and clearly and
enjoy it.

Hollie Smith

EVALUATE THE READING PROGRAM

134

Name Diane Patrick
June 14, 1966

How it helped or didn't help you-the good points and bad.

It helped me get more interested in Reading. When I was in fourth grad I didn't like reading but now I like it much, much better. It just got me more excited. I mostly like to read our library books.

I think this is a very helpful experience for both me and Mike. It is helping me get to know reading problems of another person and try to help them. I think it is helping a lot to a person who needs it.

It is an interesting experience for me, knowing I am helping someone.

Mike studders, but he talks better when he reads. I think it could be helped by letting him sound words out slowly or, giving him words and letting him make a sentence out of them. In this manner, maybe this problem will be helped. By the end of the year, sooner, I think Mike's problem will be solved.

Sincerely,
Valerie Kriz

Ping

READING EVALUATIONS

What are we getting out of it?

I think it is helping us to learn how to handle children. It is another kind of education and I enjoy it.

John - I think John is getting better and special attention does him good. He needs to learn harder vocabulary words and learn what they mean. John reads word for word and really doesn't understand what he reads. This happens because he is concentrating so hard on the words, he doesn't have time to think about the story.

So far that I know about him is he doesn't enjoy reading. I think that is why He doesn't do so well in it.

Suggestions:

I have been thinking about this for a while and decided we could make up a game that will be fun; yet help him a lot in reading.

I also suggest we use a paper and pencil to write down the hard words for him and have him memorize the words and learn it's meaning.

We could get the four boys together in a challenge vocabulary game.

READING EVALUATION

I think this reading program is mutually helpful to both we sixth and the fifth grade pupils involved. When I work with these fifth graders I realize some of my reading faults that I can improve. I think it is necessary to have this program because the teacher can't study and prescribe for each pupil separately. The person I am working with I think is really or will really prosper from this. He doesn't understand what he reads and it can't be noticed right off. He needs individual help.

I think we can really help these people while helping ourselves. It takes more to get these people interests.

Konrad Clark

APPENDIX H

Examples of Methods Utilized for Written Work

Examples of
Reading Job-Cards

COMPREHENSION: ANTICIPATING OUTCOMES

Number 3

1. Read the introductory paragraphs of a new story.
2. Before you finish reading the story, tell who you think the main character is.
3. Tell what kind of person you think this character is.
4. Tell what you think he will do in the story.
5. Finish reading the story.
6. Draw a line through each of your incorrect statements.

COMPREHENSION: ANTICIPATING OUTCOMES

Number 4

1. Read the story after you do these things:
 Read the title.
 Study the first picture.
 Read the introductory paragraphs.
2. Now--before you finish reading the story--tell what you think will happen in the story. Put your ideas into good sentences.
3. Finish reading the story.
4. How many of your ideas were correct?

COMPREHENSION: FIGURATIVE SPEECH

1. Sometimes authors use special language to help you understand what is happening. Perhaps you have heard or read the expression, "It is raining cats and dogs!"

Try to find other expressions of this kind. Keep a list of them. When you have found three, turn them in.

Enchanted Isles
 Job Card #3
 pp. 54-85

Ellen
 4-13-66

1. "The Old Woman and the Tiger" and "Jimmy takes Vanishing Lessons".
2. "Jimmy takes Vanishing Lessons".
 It was more imaginative and more interesting.
3. They were both Make-Believe.
4. One had a sad ending; the other a happy one. One was of a ghost and a boy; the other of a woman and a tiger.
5. Make believe.

Comprehension: Comparing and Contrasting

3-50-16
Heidi Webb

Job Card number 4

Book: Shirley Lines

Stories Read: Peter Jains the Navy and The Bell of Atoai
pp. 52-68

2. I liked Peter Jains the Navy the best because it was a quite humorous make-believe story.
3. They were both make-believe and funny.
4. They were different because one story was about 150 years ago and the other 50 years ago.
5. These were make-believe stories.

April 26, 1964

Card 19,

Magic Carpet Hollie Smith
The Fish Money

P. 324 to 331.

1. I found some special language.
1. "Curiosity killed a cat?"
2. "The fish probe thinks he has to ring the doorbell before you pull him in."
3. "We will have are heads if were late."

3-3-56

142

Book - Trails to Treasure
Story - Exploring in Orbit
Story report

A
Good
summary

~~at the beginning of~~

This story was about the first American-made satellite in orbit. The rocket was a Jupiter-C designed by Dr. Wernher von Braun. This rocket's job was to carry the satellite into orbit around the earth. It would be launched at Cape Canaveral in 1956. When they pressed the button for the rocket to take off nothing happened. All the controls were all right, but the rocket didn't rise, it just sat on its launching pad. A flame came from the rocket suddenly about fifteen seconds after the

button was pushed. After about two minutes later it left its pad. Every thing was going well. The first American-made satellite has just been launched.