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A Skill Based Approach to Organizing and Cataloguing Supplemental Reading Materials at the Elementary Level

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A SKILL BASED APPROACH TO ORGANIZING AND CATALOGUING

SUPPLEMENTAL READING MATERIALS

AT THE ELEMENTARY LEVEL

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A Project Report

Presented to

The Graduate Faculty

Central Washington University

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In Partial Fulfillment

of the Requirements for the Degree

Master of Education

———————————

by

Patricia E. Selby

April, 1982

A SKILL BASED APPROACH TO ORGANIZING AND CATALOGUING

SUPPLEMENTAL READING MATERIALS

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This project organized and catalogued all of the supplemental reading materials of an elementary reading room according to a reading skills code list. The code list was developed by consulting reading skills lists and the school district's student learning objectives. Fifteen major skill areas were included in the code list. Each was broken down into subskills which were assigned code numbers. Each supplemental material was examined and catalogued under the appropriate code number. A handbook was compiled which explained the system and listed all of the materials by skill area.

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Chapter 1

INTRODUCTION

The most difficult and demanding task facing the elementary
school teacher today is also the one that is most important: adjusting
instruction to the individual differences of children. This project
developed a system of organizing supplementary reading materials which
provided an opportunity for the teacher to individualize reading
instruction.

Background

In the fall of 1981, a new elementary school, James McGee
School, opened in Pasco, Washington. Housed within the school is a
district funded reading room with supplementary reading materials.
These materials are available for the teachers to use in their class-
rooms. However, no organized cataloguing system is presently used.
The teachers must search through all the materials in order to find an
appropriate selection. This time consuming process has led teachers
not to use the supplementary materials as much as they would otherwise.

Purpose

The purpose of this project was to design and implement a
skill based approach to organizing and cataloguing supplemental reading
materials at the elementary level.

Importance of the Project

The need for individualizing instruction in reading grows out
of the wide range of abilities and interest of students, and the dif-
ferences in their instructional needs. Individualized instruction
attempts to match the learning experiences provided for each student to
his/her unique blend of personality, learning style, and present level
of accomplishment.

In an individualized program, materials must cover not only a
wide variety of skills, but also a wide range in terms of levels. In

order to accommodate the particular learning styles and preferences·of students, a variety of types of materials must be available ranging from those which are primarily workbook type to those which require listening or viewing, or a combination.

It appeared obvious then, that a great wealth of materials is beneficial, even critical, in an individualized program. However, these materials are helpful only when care is exercised in collecting, organizing, and using the materials. This project will enable teachers to quickly locate materials which are catalogued according to skill area, publisher, and media type.

Method

Upon reviewing various reading skill lists, this researcher developed a list containing fifteen broad skill areas in reading. Each skill area was then broken down into subskills and assigned code numbers.

Next, an inventory was taken of all the supplemental reading materials housed in the reading room. The materials were catalogued according to the reading skills code list.

Finally, a master copy was drawn up which listed all the materials by skill area, publisher, and media type.

Limitations

The cataloguing system developed covers fifteen broad skill areas in reading which are broken down into subskills. The system is not intended to be an all inclusive set of sequentially ordered behavioral objectives. Such lists of behavioral objectives were researched and consulted, however, in order to develop the system.

Due to time limitations and a desire to streamline the system, each material was catalogued with no more than two code numbers.

The project included all the supplemental reading materials housed within the school's reading room. It would be helpful to catalogue the basal reading series materials as well, but the limitation of time, money, and other job responsibilities prohibited such an effort.

A final limitation regards teachers' use of the project. The

project was explained in detail to the teaching staff during an inservice given by the author. It was well received, but only time will tell if the teachers will make use of the project in order to facilitate individualization in their classrooms.

Definition of Terms

Supplemental reading materials, for the purpose of this project refers to all of the non-basal reading materials housed in the reading room. This includes games, kits, duplicating master books, activity cards, non-basal books, wipe away cards, activity books, and self-check activities.

Code number: the specific number assigned to each subskill.

Cataloguing is the process of matching and labeling the supplementary materials with the appropriate code number/numbers.

Organization of the Remainder of the Project

Chapter 2 contains a review of literature. Chapter 3 describes the organization and implementation of the project. Chapter 4 contains a copy of the project and Chapter 5 contains a summary and recommendations.

Chapter 2

REVIEW OF LITERATURE

Two major areas were researched in order to develop this project. They were individualized instruction and reading management systems. Individualized instruction will be discussed first.

Individualized Instruction

Students differ widely in needs, interest, and abilities. Individualized instruction seeks to meet these varied needs. Most often individualized instruction is defined in terms of student behavior. Dell (1972) states that with individualized instruction each student has the opportunity to work toward achieving objectives that are appropriate for him and is allowed to work at a pace that is challenging but does not push him faster than he is able to achieve. Lewis (1971) adds that more responsibility for learning is placed on the student to become a self-directed and self-initiating learner.

The need for individualized instruction is clear. However, studies indicate that about ninety-five to ninety-eight percent of our primary and eighty percent of our intermediate grades use basal readers. (Spache 1972) Most schools divide reading instruction by grade level; most teachers divide their classes into three subgroups (high, medium, and low). Once a student is placed in a group, it is unlikely that the student will be reevaluated and/or placed into different groups during the school year. (Carlon 1981) The student is often locked into the group and forced to progress through the material at the same rate as others, regardless of whether that rate is too fast or too slow for the individual.

As students progress through school, their range of dif-ferences increase rather than decrease. According to Zintz (1973), teachers can expect to find a range of reading achievement, as meas-ured by standardized test, of about, three years by the end of the second grade, four years by the end of third grade, and five years by the end of fourth grade, six years by the end of fifth grade, and

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seven years by the end of sixth grade. In addition, each student has four levels of reading; independent, instructional, frustration and capacity. The independent level is the level in which the student can read fluently and fully comprehend. The instructional level is defined as the level in which the child makes no more than five errors per one hundred words and achieves at least seventy-five percent comprehension. The frustration level is the level at which difficulties become obvious, comprehension is below seventy-five percent, many words are mispronounced or substituted, etc. The highest level is the capacity level. It is the theoretical level of the student's potential. The capacity level is the highest level at which the student can achieve at least seventy-five percent comprehension on material which is read to him. (Zintz 1973)

Instruction should be provided at the instructional level, but given the wide range of reading achievement within students of a grade level, and the fact that every child functions at several levels, it is obvious that most children are not being taught at their instructional level. Some children are locked into a group at their independent level and some children are locked into a group at their frustration level.

Individualized reading instruction has been defined in many different ways. Veatch (1959) lists three characteristics of individualized reading instruction. They are: 1) self selection of material by students for their own instruction, 2) individual conferences between each student and the teacher, and 3) groups organized for other than reasons of ability or proficiency in reading.

Spache (1972) however, terms individualized reading a misnomer since it does not mean completely individualized instruction or the abandonment of the concept of grouping. He further states that self selection is emphasized, but assigned reading is also necessary. To quote Spache, "It is obvious that an approach which demands a constant one-to-one teacher pupil relationship in the area of reading instruction would be completely impracticial in present day classrooms." (15:79)

What then constitutes an effective program? An effective individualized reading program must accommodate the wide range of abilities among its students, it must assure that each student is

reading materials at his/her instructional level, and it must allow each student to progress at his/her individual rate. (Carlon 1981)

Wallen (1972) agrees that students should be provided materials at their instructional level. He further states that teachers should identify the appropriate instructional exercises for each student's specific skill needs. According to Wallen, a criterion-reference system in which testing and teaching are related to specific skill objectives is the best way to provide the most appropriate instruction for specific reading skill needs. With such a system the teacher orients instruction to the child's learning, rather than to his/her own teaching.

Both Carlon and Wallen agree that instruction must be adjusted to the individual differences of children. The difficulty lies in the implementation of individualization. Armstrong and Pinney (1977) suggest the following four steps be followed: 1) state objectives, 2) diagnose learner needs, 3) select appropriate learning activities, and 4) evaluate instructional effectiveness. (1:11)

Reading Management Systems

In order to develop the skill list which is used as the basis for this project, objective-based reading programs were studied. These objective-based reading programs are commonly referred to as reading management systems. There are a variety of reading management systems in use since their introduction in 1971. Some of the more well-known ones are the American Learning Corporation, Random House, Westinghouse, Fountain Valley, the Wisconsin Design and Houghton Mifflin. (Mather 1977)

Johnson and Pearson (1975) list five characteristics of reading management systems:

1) a sequentially ordered set of behavioral objectives for the various reading skills monitored by the system,

2) a set of subtests with one or more items designed to measure each objective,

3) a rule or set of rules deciding what level of achievement constitutes mastery of each objective,

4) a resource file listing specific workbook pages, copy masters, games or kits, and teaching strategies teachers can use to provide instruction and practice for children who have failed to attain mastery of specific skills, and

5) a method of reporting to teachers which students have or have not mastered which skills.

Lawrence and Simmons (1978) state that the intent of reading management systems is consistent with the concept of individualization. The systems are designed to present an orderly and sequential scheme for meeting individual needs.

There appear to be two reasons for the influx of these systems. Governmental mandates for continuous, uniform evaluation and accountability, such as the Stull Bill in California and in federal programs, is one factor. (Mather 1977) Another is the increased public interest in reading scores.

This project dealt with two components of reading management systems; the set of behavioral objectives and the resource file.

Behavioral objectives state what the learner will be able to do at the conclusion of his training. Some of the reading management systems have as many as three hundred to four hundred behavioral objectives to cover the many subskills monitored by the system in the first six grades of school. (Cornelius 1977)

Teaching to behavioral objectives is not without controversy. Opponents such as Spiegel (1974) believe that reading is a holistic process that cannot easily be divided into sets of skills and subskills.

According to a document published by the Wichita Public Schools (1974), the positive features of behavioral objectives outweigh the negative aspects. It cites the following five advantages:

1) Behavioral objectives cause teachers to be more student-centered. They realize the need to think of alternatives in teaching methods. They must consider why they are teaching a specific skill and whether they are teaching the skills in the best sequence.

2) Behavioral objectives offer the potential for increasing the amount of diagnostic—prescriptive teaching. They imply more specificity in instruction.

3) Behavioral objectives stated and implemented correctly make it easier to show children and parents where progress is being made. When children know where they are going and why, the better the chances for success.

4) Teachers must know something about the reading process if they are to teach it. Behavioral objectives lead teachers to understand that reading is a skill and not another content area.

5) Through the specific language of behavioral objectives, the public can understand the necessary reading skills and their sequence.

Kamm and White (1979) make a strong case for skill based instruction. They believe that with skills as a focus rather than materials, teachers can be confident they are emphasizing permanent learning tools, rather than bits and pieces of factual information which may only be retained temporarily. Also with skills as a focus, teachers can provide specific activities that pertain to one skill or one aspect of one skill, e.g. one consonant blend or one context clue.

In order to provide specific activities that pertain to one skill or subskill, a wealth of materials is necessary. This allows teachers to provide a variety of learning activities and to break away from the constant use of ditto sheets.

In conclusion this researcher notes there is a clear and pressing need to individualize reading instruction. Methods range from totally individualized programs which emphasize self selection of books and independent pacing to reading management systems which emphasize mastery of reading skills. Regardless of the method chosen, a wide variety of instructional materials is a necessity. The convenient organization of these materials is also a necessity to allow for their efficient use. This project, which catalogued and organized supplemental reading materials according to a skill list, was intended

to help teachers locate instructional materials which would facilitate individualized instruction.

Chapter 3

PROCEDURES

The purpose of this project was to develop and implement a
skill based approach to organizing and cataloguing supplemental reading
materials at the elementary level. The first section of this chapter
covers the development of the project, implementation is covered in the
second section.

Development

The first step in the project involved developing a reading
skills list including skills from the kindergarten level through the
sixth grade level. Many sources were consulted in order to draw up the
list. The following references were particularly helpful: 1) the
Barbe Checklist for Reading Skills, 2) the Pasco School District's
student learning objectives for reading, and 3) the scope and sequence
chart of the basal reading series used in Pasco, Harcourt, Brace and
Jovanovich. The goal in developing the skill list was to be compre-
hensive without being cumbersome.

Initially eleven major skill areas were chosen for inclusion
on the list. They were: 1) visual perception, 2) auditory discrim-
ination, 3) sight words, 4) sound-symbol associations: consonants,
5) sound-symbol association: vowels, 6) morphology: structural anal-
ysis, 7) syllabication, 8) study skills, 9) vocabulary development/
word meaning, 10) comprehension, and 11) language.

After examining the supplemental materials, this author deter-
mined that another skill area, English as a second language should be
included on the list. In addition three other topics were included on
the list: multi-level individualized kits/programs, motivational
readers, and Harcourt, Brace and Jovanovich supplemental materials.
The last three were not truly skill areas, however materials were of
such a nature as to require inclusion on the list.

Each of the fifteen major skill areas was broken down into
subskills. Each subskill was assigned a code number which corre-

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sponded to its major skill area. A complete copy of the reading skills code list is included in Chapter Four, an example follows:

    1. Visual perception
        1.0 General
        1.1 Pictures
        1.2 Forms and Shapes
        1.3 Letters and Numbers
        1.4 Words
        1.5 Colors

After the reading skills code list was developed, an inventory was taken of all the supplementary reading materials housed in the reading room. This included duplicating master books, games, kits, wipe away cards, activity cards, non-basal books, and activity books. Each item was listed by title, level (if indicated by publisher), publisher, and media type. If there was more than one copy of an item, the number of copies was indicated in parenthesis. Some of the materials were teacher made, in that case no publisher was listed.

Cataloguing, the process of matching each material with the appropriate code number/numbers, was the next and most important step. Each item was examined in order to determine which skill/skills it covered. The item was then catalogued with the appropriate code number/numbers. Some materials covered many subskills within one major skill area, these materials were catalogued with the general subskill code number (i.e. 2.0 General Auditory Discrimination). Materials which covered subskills from different major skill areas were catalogued under no more than two code numbers. This limit was chosen to streamline the project. As the materials were catalogued they were checked off on the inventory to insure that all materials were catalogued.

Each item was labeled with the appropriate code number/ numbers. In addition, a circulation card was typed for each item which included the code number/numbers, title, publisher, and media type. The card was placed in a pocket which had been affixed to the item. The pocket contained the same information as on the circulation card.

The final step in developing the project involved putting the information together in a manner helpful to the classroom teacher. A handbook was constructed which contained the following: 1) an introduction, 2) a copy of the reading skills code list, 3) an abbreviation

key for the publishers' names and the media types, and 4) a section for
each of the fifteen major skill areas. Each major skill area was
broken down into subskill headings. Under the subskill headings, all
the corresponding materials were listed by title, publisher, level (if
indicated by publisher), and media type. Some subskill areas had no
corresponding materials; those subskills were listed and given the
notation, "no materials at present".

The handbook was contained in a large three hole binder.
Divider tabs were used to identify and separate the sections. Copies
of the handbook were made by the school district.

Implementation

After the handbook had been compiled and copied, the author
conducted an inservice on its use for the teaching staff. The inservice
included a brief background of the project, a review of the reading
skills code list, and an explanation of how the materials were cata-
logued. Teachers were led step by step through the process of locating
materials in the handbook. The procedure for checking out materials by
using the circulation card was also explained. The inservice ended
with a question and answer session. Following the inservice, teachers
were encouraged to make use of the project.

Chapter 4

THE PROJECT

This chapter contains a copy of the project; a handbook which
utilized a skill based approach to organizing and cataloguing supple-
mental reading materials at the elementary level. The handbook was
contained in a large three hole binder with divider tabs to identify
and separate the sections. The tabs have been omitted from this
chapter, in all other respects the following pages are a copy of the
handbook.

A SKILL BASED APPROACHED TO ORGANIZING AND CATALOGUING SUPPLEMENTAL READING MATERIALS AT THE ELEMENTARY LEVEL

Introduction

The purpose of this project was to design and implement a skill based approach to organizing and cataloguing all of the supplemental reading materials housed in the reading room of James McGee Elementary School. It is hoped that such a system will facilitate teachers' use of the materials and further enhance individualized instruction.

Method

Upon reviewing various reading skills lists, a list was developed which contained fifteen broad skill areas in reading. Each skill area was then broken down into subskills which were assigned code numbers.

Next, an inventory was taken of all the supplemental reading materials housed in the reading room. The materials were examined to determine the skills they covered. Then the materials were catalogued according to the reading skills code list. Each item was labeled with the appropriate code number.

A master copy was drawn which listed all the materials by skill area, level (if indicated by the publisher), publisher, and media type. The master copy was placed in a large binder for convenient use by the teachers.

Usage

This handbook is to be used by teachers in order to locate supplemental reading materials related to specific skills. In order to use it successfully the following steps should be followed: 1) identify the skill area for which materials are needed, 2) locate the skill area on the reading skills code list, 3) turn to the appropriate section in the handbook, 4) review the list of materials catalogued under the skill heading, and 5) check out the appropriate materials from the reading room.

READING SKILLS CODE LIST

1. Visual Perception
   1.0 General
   1.1 Pictures
   1.2 Forms and Shapes
   1.3 Letters and Numbers
   1.4 Words
   1.5 Colors

2. Auditory Discrimination
   2.0 General
   2.1 Rhyming
   2.2 Single Consonants
   2.3 Consonant Blends
   2.4 Consonant Digraphs
   2.5 Vowels – Short
   2.6 Vowels – Long

3. Sight Words
   3.0 General (Dolsch)
   3.1 Basic Sight (HBJ)
   3.2 Similar Looking Words
   3.3 Reversals
   3.4 Number Names
   3.5 High Frequency

4. Sound–Symbol Associations:
   Consonants
   4.0 General
   4.1 Initial Consonant Mixed
   4.01 Initial Consonant (b–m)
   4.02 Initial Consonant (n–z)
   4.2 Terminal Consonant
   4.3 Initial, Medial, Terminal
       Mixed
   4.4 Consonant Blends
   4.5 Consonant Digraphs
   4.6 Consonant Blends and
       Digraphs Mixed
   4.7 Hard and Soft c & g

5. Sound–Symbol Associations:
   Vowels
   5.0 General
   5.1 Short Vowels Mixed
   5.01 Short a
   5.02 Short e
   5.03 Short i
   5.04 Short o
   5.05 Short u
   5.2 Long Vowels Mixed
   5.3 Long, Short, Silent, Mixed

5. Sound–Symbol Associations:
   Vowels Continued
   5.4 Dipthongs
   5.5 Vowels with r
   5.6 Vowels with l or w
   5.7 Vowels with gh
   5.8 Y as a Vowel or Consonant
   5.9 Digraphs

6. Morphology: Structural Analysis
   6.0 General
   6.1 Inflectional Endings
   6.2 Compound Words
   6.3 Possessives
   6.4 Contractions
   6.5 Prefixes
   6.6 Suffixes/Endings
   6.7 Y to i
   6.8 Doubling Consonant
   6.9 Dropping Final e
   6.10 Plurals

7. Syllabication
   7.0 General
   7.1 Auditory
   7.2 Vccv Clue
   7.3 Vcv Clue
   7.4 "le" Clue
   7.5 Open and Closed Syllables
   7.6 Accents

8. Study Skills
   8.0 General
   8.1 Dictionary
   8.01 Letter Names and Alphabet
        Sequence
   8.02 Guide Words
   8.03 Pronunciation Key
   8.04 Phonetic Respelling
   8.05 Appropriate Word Meaning
   8.2 Glossary
   8.3 Index
   8.4 Encyclopedia Study
   8.5 Summarizing
   8.6 Outlining
   8.7 Note Taking
   8.8 Reading Maps, Tables, Graphs
   8.9 Reading Rate
   8.10 Writing a Book Report

READING SKILLS CODE LIST

9. Vocabulary Development/
    Word Meaning
    9.0 General
    9.1 Synonyms
    9.2 Antonyms
    9.3 Homonyms
    9.4 Single Word Meanings
    9.5 Multiple Word Meanings
    9.6 Phrases and/or Sentence
         Meanings
    9.7 Connectives, Con-
         junctions, Prepositions

10. Comprehension
    10.0 General
    10.1 Main Idea
    10.2 Sequence
    10.3 Following Directions
    10.4 Inference
    10.5 Story Characters
    10.6 Drawing Conclusions/
          Generalizations
    10.7 Contrasting or
          Comparing
    10.8 Fact, Fiction, Opinion
    10.9 Classifying
    10.10 Reading in Content Area
    10.11 Listening
    10.12 Context Clues
    10.13 Details

11. Language
    11.0 General
    11.1 Punctuation
    11.2 Parts of Speech
    11.3 Creative
    11.4 Spelling
    11.5 Capitalization
    11.6 Usage of Verbs

12. English as a Second Language
    12.0 General

13. Multi-Level Individualized
    Kits/Programs
    13.0 General
    13.1 Comprehension
    13.2 High Interest/Low
          Vocabulary
    13.3 Spelling
    13.4 Phonics
    13.5 Readiness
    13.6 Structural Analysis
    13.7 Activity Cards/Centers

14. Motivational Readers
    14.0 General

15. HBJ Supplemental Materials
    15.0 General
    15.1 Bookmark Library
    15.2 Filmstrips
    15.3 Try This
    15.4 Vocabulary/Language
          Skills
    15.5 Word Service Decoding
          Box
    15.6 Tutorial Program
    15.7 HBJ Instructional Charts

ABBREVIATION KEY

Publishers:

American Teaching Aides	ATA
Barnell Loft	BL
Bell and Howell	B&H
Benefic Press	BP
Boning	Bon
Bowmar Noble	BN
Carson/Dellosa	CD
Creative Teaching Press	CTP
Disney Schoolhouse	DSH
Economy	EC
Educational Insights	EI
Good Apple	GA
Harcourt Brace Jovanovich	HBJ
Hayes School Publishing Co.	HSP
Holt, Rinehart & Winston	HRW
Ideal	ID
Instructional Curriculum Media	ICM
Learning World	LW
Millikin	Mill
Milton Bradley	MB
National Computer Systems	NCS
Philograph	Philo
Prentice Hall	PH
Schaffer	Sch
Science and Research Associates	SRA
Scholastic Book Service	SBS
Taskmaster	TM
Trend	TR
Unigraph	UN

Media Type:

Duplicating Master Books	DM
Game	G
Kit	K
Wipe Away Cards	WA
Activity Cards	AC
Self-Check Activities	SC
Books (non-basal)	Bks
Activity Books	AB

1. <u>VISUAL PERCEPTION</u>

1.0 General

Size Discrimination Classification	TM	DM
4 Scene Sequence Cards (2)	MB	G
Howie's House Set 1 Visual Skills	B&H	K

1.1 Pictures

High Seas	Sch	G
The Cannon	Sch	G
The Campfire	Sch	G
4 Picture Cards	MB	G
Original Memory Game (2)	MB	G
Dinosaurs & Prehistoric Flipbook	TR	SC
Alike & Not Alike Set 1 (2)	ID	AC

1.2 Forms and Shapes

Yo Ho Ho	Sch	G
The Treasure	Sch	G
Pre-Reading Visual Discrimination Boards (2)	Philo	G
Color-Shape Bingo	TR	G
The Original Memory (2)	MB	G
Shape & Design	TM	DM

1.3 Letters and Numbers

2 Inch Tracing Letters	TR	AC
4 Inch Tracing Letters	TR	AC
Alphabet Skills	Sch	SC
Alphabet Flipbook	TR	SC
Matching Letters	Bon	K
Matching Initial Consonants	Bon	K
Matching Final Consonants	Bon	K
Matching Upper & Lower Case Letters	Bon	K
Matching Letters & Words	Bon	K
Learning With Laughter One to Ten	PH	K
ABC-Great Alphabet Race	TR	G
Mailman	Sch	G
Down on the Farm	Sch	G
The Carrot Patch	Sch	G
Alphabet Bingo	TR	G
Find the Honey	Sch	G
The Treasure Hunt	Sch	G
Puppy Tracks	Sch	G
Catch the Mouse	Sch	G

1.4 Words

Matching Letters & Words	Bon	K
Matching Words	Bon	K

1.5 Colors

Color Shape Bingo	TR	G
Dragon Dash	Sch	G
Circus Parade (2)	Sch	G
Find the Balloons (2)	Sch	G
Little Bo Peep (2)	Sch	G
Follow Me (2)	Sch	G

2. <u>AUDITORY DISCRIMINATION</u>

2.0 General
2.1 Rhyming
2.2 Single Consonants
2.3 Consonant Blends
2.4 Consonant Digraphs
2.5 Vowels – Short
2.6 Vowels – Long

2.0 General

Look'n Do	TR	G
Beginning Sounds	MB	G

2.1 Rhyming

Objects that Rhyme (2)	ID	G
Rhyming Bingo	TR	G
Pictures that Rhyme (2)	MB	G
Rhyming Zig Zag	Sch	G
Circus Fun	Sch	G
Pet Shop	Sch	G
Dog Show	Sch	G
Something Fishy	Sch	G
Horse Shoes	Sch	G
Hungry Cats	Sch	G
Riddle Riddle Rhyme Time (2)	Bon	K
Basic Rhyming Families (2)	TM	DM
Rufus Rabbits Rhyme Time (2)	Sch	DM
Rhyming Words Punch Thru Cards	TR	AC

2.2 Single Consonants

Learning with Laughter b	PH	K
" " " d	PH	K
" " " g	PH	K
" " " h	PH	K
" " " l	PH	K
" " " m	PH	K
" " " p	PH	K
" " " r	PH	K
" " " s	PH	K
" " " t	PH	K
" " " w	PH	K
" " " g & s	PH	K
" " " f & b	PH	K
" " " k & l	PH	K
" " " p & n	PH	K
" " " r & t	PH	K
" " " m & d	PH	K
Beginning Sounds	MB	G

2.3 Consonant Blends

Learning with Laughter fr & pr	PH	K
" " " sm, sw, sp	PH	K
" " " br & cr	PH	K
" " " gl & bl	PH	K
" " " st & sk	PH	K
" " " pl & sl	PH	K
" " " fl & cl	PH	K

2.3   Consonant Blends

    Learning with Laughter   sn & sc   PH   K
       "   "   "   gr, dr, tr   PH   K

2.4   Consonant Digraphs

    Learning with Laughter   sh & th   PH   K
       "   "   "   ch & wh   PH   K

2.5   Vowels — Short

    Learning with Laughter   CVC short e   PH   K
       "   "   "   CVC short i   PH   K
       "   "   "   CVC short o   PH   K
       "   "   "   CVC short u   PH   K

3. <u>SIGHT WORDS</u>

       3.0 General (Dolsch)
       3.1 Basic Sight HBJ
       3.2 Similiar Looking Words
       3.3 Reversals
       3.4 Number Names
       3.5 High Frequency

3.0 General (Dolsch)

In Half	Sch	G
Take a Bow	Sch	G
Rabbit Magic	Sch	G
Suspended	Sch	G
Bird Magic	Sch	G
We Read Sentences Levels 1-5	Bon	K
The Reading Game - Sight Vocabulary Program I	B&H	K
" " " " " " II	B&H	K
" " " " " " V	B&H	K

3.1 Basic Sight (HBJ)

Sun Up - Color Coded Words	G
Color Coded Sentences	G
Dominoes	G
Bingo	G
Old Maid	G
Rotten Apples	G
Bang	G
Sentence Puzzles	
Happy Morning - Fish	G
Bang	G
Old Maid	G
Phrase Cards	G
Magic Afternoon - Bingo	G
Sun & Shadow - Phrases	G
SRA Reading Laboratory lb	SRA K

3.2 Similiar Looking Words

No materials at present

3.3 Reversals

No materials at present

3.4 Number Names

Learning with Laughter One to Ten	PH	K

3.5 High Frequency

Learning with Laughter run, see, go, come	PH	K
" " " here, is, for, a	PH	K
" " " I, you, to, we, like	PH	K
" " " I, see, the, in	PH	K
Reading Games Levels 1-5	B&H	K
Vocabulary Mastery Program Set 4	B&H	K
" " " Set 5	B&H	K
" " " Set 6	B&H	K

4. <u>SOUND–SYMBOL ASSOCIATIONS: CONSONANTS</u>

4.0   General

Phonetic Quizmo	MB	G
Special Vowels & Consonants	Sch	SC
Word Elements Levels A-C	Bon	K

4.1   Initial Consonant Mixed

Basic Phonics T, S, M (2)	Sch	DM
Basic Phonics B, C, N (2)	Sch	DM
Basic Phonics J, Y, Z, X, Q (2)	Sch	DM
Basic Phonics R, L, P (2)	Sch	DM
Fun with Initial Consonants	Sch	DM
Learning Initial Consonants	Sch	DM
Basic Beginning Consonants	TM	DM
Basic Phonics Book 1	Sch	DM
Beginning Sounds Flipbook	TR	SC
More Initial Consonants (2)	Sch	SC
Initial Consonant Punch Thru Cards	TR	AC
Phonics-Initial Consonants Grades K-1	Sch	WA
Consonant Bingo (3)	TR	G
Initial Consonant Disc	TR	G
Sound Hunt (2)	ATA	G
Silly Sounds	Sch	G
Bean Stalk	Sch	G
Get the Carrots	Sch	G
Start Your Engines	ID	G
Grandma's House	Sch	G
Little Red Riding Hood	Sch	G
Fire Bunnies	Sch	G
Cinderella	Sch	G
Its Pouring	Sch	G
Billy Goats Gruff	Sch	G
Three Bears	Sch	G
Consonant Bingo	TR	G
Beginning Sounds	MB	G

4.01   Initial Consonant (b-m)

Basic Phonics F, D, H (2)	Sch	DM
Learning with Laughter b	PH	K
" " " d	PH	K
" " " g	PH	K
" " " h	PH	K
" " " l	PH	K
" " " m	PH	K
" " " j	PH	K
" " " k	PH	K
" " " f	PH	K
" " " c	PH	K

4.02   Initial Consonant (n–z)

Learning with Laughter	p		PH	K
" " "	r		PH	K
" " "	s		PH	K
" " "	t		PH	K
" " "	w		PH	K
" " "	y & z		PH	K
" " "	v		PH	K
Initial Consonants – Self Check			Sch	SC

4.2   Terminal Consonant

Ending Sounds Flipbook	TR	SC
Final Consonants (2)	Sch	SC
Phonics Final Consonant	Sch	WA
Final Consonant Punch Thru Cards	TR	AC
Basic Phonics Grades 1–3	Sch	DM
Basic Phonic Final Consonants (2)	Sch	DM
Basic Final Consonants (2)	TM	DM
Don't Feed the Animals	Sch	G
Final Consonant Discs	TR	G

4.3   Initial, Medial, Terminal Mixed

Learning with Laughter	g & s	PH	K
" " "	f & b	PH	K
" " "	k & l	PH	K
" " "	p & n	PH	K
" " "	r & t	PH	K
" " "	m & d	PH	K

4.4   Consonant Blends

Learning with Laughter	fr, br	PH	K
" " "	sm, sw, sp	PH	K
" " "	br, cr	PH	K
" " "	gl, bl	PH	K
" " "	st, sk	PH	K
" " "	pl, sl	PH	K
" " "	fl, cl	PH	K
" " "	sn, sc	PH	K
" " "	gr, dr, tr	PH	K
Initial Consonant Blends		Bon	K
Consonant Blend Punch Thru Cards		TR	AC
Phonics 1A		HSP	DM
Phonics 1B		HSP	DM
Basic Phonic Blends		Sch	DM
Advanced Initial & Final Blends		TM	DM
Basic Initial Blends		TM	DM

4.4   Consonant Blends

Space Flight	Sch	G
Speed Cycle	Sch	G
Motocross	Sch	G
Donky Derby	Sch	G
Zoom Around the Zoo	Sch	G

4.5   Consonant Digraphs

Consonant Digraphs (2)	TM	DM
Learning with Laughter sh, th	PH	K
" " " ch, wh	PH	K
Run for Your Life	Sch	G
Space Race	Sch	G

4.6   Blends and Digraphs

Phonics Activities 1D	HSP	DM
Blends & Digraphs Seasonal Activities	CTP	DM
Consonant Blends & Digraphs (2)	Sch	SC
Digraph & Final Blends	Bon	K
Time for Sounds, Initial Blends & Digraphs	Bon	K
Sound Hunt Blends & Digraphs (2)	ATA	G
Blend & Digraph Scratch-n-Sniff	CTP	G

4.7   Hard and Soft c & g

Learning with Laughter g & c	PH	K

5. SOUND-SYMBOL ASSOCIATION: VOWELS

5.0   General

      Phonetic Quizmo   MB   G
      Word Elements   Levels A—C   Bon   K

5.1   Short Vowels Mixed

      Short Vowel Punch Thru Cards   TR   AC
      Short Vowels   Sch   WA
      Short Vowel Discs   Sch   G
      Sub Scramble   Sch   G
      Basic Phonics # 8 Short Vowels (2)   Sch   DM
      Short Vowels   TM   DM
      Basic Phonics # 7 Short Vowels (2)   Sch   DM
      Positively Phonics Short Vowels   Sch   DM
      Phonic Riddles, Tongue Twisters and
        Happy Thoughts   Sch   DM

5.01   Short a

      Sea Race   Sch   G
      Main Station   Sch   G
      Beware of Trolls   Sch   G
      Seven Dwarfs   Sch   G
      Pot O Gold   Sch   G

5.02   Short e

      Seven Dwarfs   Sch   G
      Gingerbread Man   Sch   G
      Learning with Laughter   Short e   PH   K

5.03   Short i

      Sea Race   Sch   G
      Beware of Trolls   Sch   G
      Learning with Laughter   Short i   PH   K

5.04   Short o

      Main Station   Sch   G
      Gingerbread Man   Sch   G
      Aladdin's Lamp   Sch   G
      Learning with Laughter   Short o   PH   K

5.05   Short u

      Aladdin's Lamp   Sch   G
      Pot O Gold   Sch   G
      Learning wtih Laughter   Short u   PH   K

5.2   Long Vowels Mixed

    Basic Phonics # 9 Long Vowels   Sch   DM
    Long Vowels (2)   TM   DM
    Positively Phonics Long Vowels Mixed   Sch   DM
    Phonic Riddles, Tongue Twisters and
      Happy Thoughts   Sch   DM
    Long Vowel Punch Thru Cards   TR   AC
    Long Vowel Discs   TR   G

5.3   Long, Short, Silent, Mixed

    Vowels B   Bon   K
    Vowels Bingo   TR   G
    Sea of Vowels   ID   G
    Phonic Stories Short & Long Vowels   Sch   DM
    Short Vowels – Long Vowels (2)   Sch   SC
    Short & Long Vowels   CTP   SC

5.4   Diphthongs

    Space Fun   Sch   G

5.5   Vowels with r

    Weightless   Sch   G
    New Friends   Sch   G
    Land Craft   Sch   G

5.6   Vowels with l or w

    No materials at present

5.7   Vowels with gh

    No materials at present

5.8   Y as a Vowel or Consonant

    Learning with Laughter Y as a Vowel   PH   K

5.9   Digraphs

    Space Window   Sch   G
    Road Race   Sch   G
    Helicopter Rescue   Sch   G
    Learning with Laughter ee & oa   PH   K
        "   "   "   ea & ai   PH   K

6. <u>MORPHOLOGY: STRUCTURAL ANALYSIS</u>

6.0   General
6.1   Inflectional Endings
6.2   Compound Words
6.3   Possessives
6.4   Contractions
6.5   Prefixes
6.6   Suffixes/Endings
6.7   Y to i
6.8   Doubling Consonant
6.9   Dropping Final e
6.10   Plurals

6.0   General

     Roots/Stems Advanced Levels 1-6   Bon   K

     Roots/Stems Levels F1-2   Bon   K

6.1   Inflectional Endings

     No materials at present

6.2   Compound Words

Compounds Levels A-F	Bon	K
Compound Words & Contractions	TM	DM
Compounds - Advanced	DW	AC

6.3   Possessives

Punctuation & Possessives	TM	DM

6.4   Contractions

Compound Words & Contractions	TM	DM

6.5   Prefixes

Prefixes Levels D-F	Bon	K
Prefixes Advanced Levels 1-3	Bon	K
Root Words	TM	DM
Suffixes & Prefixes	TM	DM
Lion Tamer	Sch	G
Structural Skills Quizmo	MB	G
Human Cannon Ball	Sch	G
Feed the Elephants	Sch	G
The Big Top	Sch	G
Penquin Party	Sch	G
The Sandwich	Sch	G

6.6   Suffixes/Endings

Learning with Laughter s, ed, ing	PH	K
Endings/Suffixes Levels B-F	Bon	K
Endings/Suffixes Advanced Levels 1-3	Bon	K
Root Words	TM	DM
Suffixes & Prefixes	TM	DM
Tooth Ache	Sch	G
Dog Catcher	Sch	G
Fire Station	Sch	G
Construction Workers	Sch	G
Bee Chef	Sch	G
The Sandwich	Sch	G
Structural Analysis Quizmo	MB	G

6.7   Y to i

No materials at present

6.8   Doubling Consonant

No materials at present

6.9   Dropping Final e

No materials at present

6.10 Plurals

Learning with Laughter   s & es   PH   K

7.   <u>SYLLABICATION</u>

7.0   General

Bean Bag Bounce   Sch   G
Syllable Safari   Sch   G

7.1   Auditory

No materials at present

7.2   Vccv Clue

No materials at present

7.3   Vcv Clue

No materials at present

7.4   "le" Clues

No materials at present

7.5   Open & Closed Syllables

No materials at present

7.6   Accents

No materials at present

8. <u>STUDY SKILLS</u>

8.0   General

        Dictionary Skills   Sch   DM
        Research & Study Skills   ICM   DM
        Study Skills Sorcery   LW   DM
        Dictionary Skills Grades 2-4 (2)   Sch   DM
        Research Grades 3-5   ICM   DM
        Dictionary Skills   ICM   DM

8.1   Dictionary

        Dictionary Skills (2)   Sch   DM
        Self-Directing Dictionary Skills   ICM   DM
        Dictionary   Sch   DM

8.01   Letter Names & Alphabet Sequence

        Baron's Race   Sch   G
        Sidewalk Surfing   Sch   G
        Barrell Press   Sch   G
        Motocross Game   Sch   G
        The Sheriff   Sch   G
        Bike Trail   Sch   G

8.02   Guide Words

        Mountain Climb   Sch   G

8.03   Pronunciation Key

        No materials at present

8.04   Phonetic Respelling

        Treehouse   Sch   G

8.05   Appropriate Word Meaning

        No materials at present

8.2   Glossary

        No materials at present

8.3   Index

        No materials at present

8.4   Encyclopedia Study

        No materials at present

8.5   Summarizing

        No materials at present

8.6   Outlining

        No materials at present

8.7   Note Taking

        No materials at present

8.8   Reading Maps, Tables, Graphs

        Basic Map Skills   Sch   DM
        Follow the Compass   Sch   DM
        Driving the Highway   Sch   DM
        Going Home   Sch   Dm
        Take a Trip   Sch   DM
        Our Town   Sch   DM

8.9   Reading Rate

        No materials at present

8.10   Writing a Book Report

        Writing a Book Report   PH   DM

9. VOCABULARY DEVELOPMENT/WORD MEANING

9.0   General
9.1   Synonyms
9.2   Antonyms
9.3   Homonyms
9.4   Single Word Meanings
9.5   Multiple Word Meanings
9.6   Phrases and/or Sentence Meanings
9.7   Connectives, Conjunctions, Prepositions

9.0   General

      Find A Word   Sch   DM
      Vocabulary Development Levels 2-3 (2)   Sch   DM
      Vocabulary Development Levels 4-5 (2)   Sch   DM
      Swap Levels A-D   DW   K/AC
      Turn About Levels A-E   DW   K/AC
      Strike Out Levels A-E   DW   K/AC
      Fun with Words Levels A-F   DW   K/AC

9.1   Synonyms

      Synonyms & Antonyms   TM   DM
      Antonym, Synonym, Homonym   Sch   AC
      Lollipop Luv   Sch   G
      Cone Climb   Sch   G
      Vocabulary Quizmo   MB   G

9.2   Antonyms

      Antonym, Synonym, Homonym   Sch   AC
      Opposites Flipbook   TR   SC
      Fun House   Sch   G
      Jungle Land   Sch   G
      Vocabulary Quizmo   MB   G

9.3   Homonyms

      Homonyms & Homographs   TM   DM
      Frog Jump   Sch   G
      Bunny Hop   Sch   G
      Cat Time   Sch   G
      Turtle Trot   Sch   G
      Dog Days   Sch   G
      Hot Dog   Sch   G
      Pizza Party   Sch   G
      Fight for the Franks   Sch   G

9.4   Single Word Meanings

      Parachute Ride   Shc   G

9.5   Multiple Word Meanings

      No materials at present

9.6   Phrases and/or Sentence Meanings

      No materials at present

9.7   Connectives, Conjunctions, Prepositions

      No materials at present

10. COMPREHENSION

10.0   General

Reading Comprehension	Level 1	Sch	DM
" "	Grade 1 Part 2 (3)	TM	DM
" "	Stories Level 2	Sch	DM
" "	Grade 2 Part 1 (2)	TM	DM
" "	Grade 2 Part 2	TM	DM
" "	Grade 3 Part 1	TM	DM
" "	Grades 1-3 (2)	Sch	DM
" "	Grade 4 Part 1	TM	DM
" "	Grade 5 Part 1	TM	DM
" "	Grade 6 Part 1	TM	DM
" "	Grade 7 Part 1	TM	DM
My First Stories Level 1		Sch	DM
My First Stories Level 2		Sch	DM
My Second Stories Level 1 (2)		Sch	DM
My Second Stories Level 2		Sch	DM
Reading for Meaning		Sch	DM
Reading for Meaning Grades 3-4		Sch	DM
Reading for Money Grades 2-3		Sch	DM
Comprehension Skills Grades 2-3		Sch	DM
Understanding What You Read Level 2		Sch	DM
Reading Cartoons Levels 2-4		Sch	DM
Plays for Kids Grades 2-4		Sch	DM
Who, What, When, Where, & Why Grades 3-6		Sch	DM
Super Reader Grades 4-8		Sch	DM
Finding the Facts		Sch	DM
Reading Comprehension		Sch	AC
Comprehension Skills Level 2		Sch	WA
Sentence Builder		MB	G
Dinosaur Derby		Sch	G
Hamster Trail		Sch	G
Lilypad Leap		Sch	G
Reptile Race		Sch	G
Snail Pace		Sch	G

10.1   Main Ideas

Famous People Stories	UN	DM
Multi-Cultural Stories Grades 3-5	Sch	DM
Getting the Main Idea Level 4-5	Sch	DM
Getting the Main Idea Level 3-4	Sch	DM

10.2   Sequence

Sequencing Grades K-1	Sch	DM
Sequencing Grades 2-3	Sch	DM
Sequencing Grades 3-4	Sch	DM
Four Scene Sequence Cards (2)	MB	G

10.3   Following Directions

Following Directions	Grades K–2		Sch	DM
" "	Grades 1–3		Sch	DM
" "	Grades 3–5		Sch	DM
" "	Grades 4–6		Sch	DM
Listening Skills	Grades K–1		Sch	DM
" "	Grades 1–2		Sch	DM
" "	Level 3	(2)	Sch	DM
" "	Grades 3–4		Sch	DM
" "	Grades 5–6		Sch	DM
Look'n Do			TR	AC
Following Directions	Grades 1–2		Sch	WA
" "	Grades 2–3 (3)		Sch	WA
" "	Level 1		Sch	WA
" "	Level 3		Sch	WA
Whale Watch			Sch	G
Porpoise Parade			Sch	G
Dinner Diver			Sch	G
Show Time			Sch	G
Oscar			Sch	G

10.4   Inference

No materials at present

10.5   Story Characters

No materials at present

10.6   Drawing Conclusions/Generalizations

Drawing Conclusions	Grades 2–4	Sch	DM
" "	Grades 3–4	Sch	DM
" "	Grades 4–5	Sch	DM

10.7   Contrasting or Comparing

No materials at present

10.8   Fact, Fiction, Opinion

No materials at present

10.9   Classifying

Roller Coaster	Sch	G
Space Ride	Sch	G

10.10   Reading in Content Area

    Social Studies—People Grades 4-5 (2)   Sch   DM
    Social Studies—Places & Things   Grades 3-4   Sch   DM
    Social Studies—Places & Things   Grades 4-5   Sch   DM
    Reading in the Content Areas   B&H   K

10.11   Listening

    Listening Skills   Grades K-1   Sch   DM
       "   "   Grades 1-2   Sch   DM
       "   "   Grades 3-4   Sch   DM
       "   "   Grades 5-6   Sch   DM
       "   "   Level 3   (2)   Sch   DM
    Listening Skills Program — Basic   BP   K
       "   "   "   Primary   BP   K
       "   "   "   Average   BP   K
       "   "   "   Advanced   BP   K

10.12   Context Clues

    Using Context Clues   Grades 1-3   Sch   DM
    Language Context Clues   Grades 3-4   Sch   DM
       "   "   "   Grades 4-5   Sch   DM
       "   "   "   Grades 5-6   Sch   DM
       "   "   "   Grades 6-8   Sch   DM
    Context Clues   Level 1   Sch   WA
    Context Clues   Level 2   Sch   WA

10.13   Details

    No materials at present

11. <u>LANGUAGE</u>

11.0   General

The Bug Collectors	Sch	G
Grammar Grades 3-4	ICM	DM
Grammar Grades 4-5	ICM	DM
Grammar Grades 5-6	ICM	DM

11.1   Punctuation

Language Drills & Tests Grade 3	HSP	DM
" " " Grade 5	HSP	DM
" " " Grade 6	HSP	DM
Grammar Grades 3-4	ICM	DM
" Grades 4-5	ICM	DM
" Grades 5-6	ICM	DM
Capitalization & Punctuation Grades 2-4	Sch	DM
" " Grades 2-6	Sch	DM
Punctuation & Possessives	TM	DM
Punctuation Patterns (2)	MB	G
Punctuation Bingo (3)	TR	G
Model Planes	Sch	G
Bird Watching	Sch	G
Kite Flying	Sch	G
Flub Stubs	Sch	G

11.2   Parts of Speech

Grammar Riddles Level 1	Sch	DM
Grammar Mysteries Level 1	Sch	DM
Language Drills & Tests Grade 3	HSP	DM
" " " Grade 5	HSP	DM
" " " Grade 6	HSP	DM
Noun, Pronouns & Verbs Grades 4-6	TM	DM
Conjunctions, Prepositions, Interjections	TM	DM
Parts of Speech Grades 3-6	Sch	SC
Parts of Speech Bingo (2)	TR	G
King Kong	Sch	G
Dinosaur	Sch	G
Big Foot	Sch	G
Wolfman	Sch	G
Lost Glurp	Sch	G

11.3   Creative

Creative Writing	Sch	AC
Creative Expression Grades K-1	Mill	DM
Creative Writing Grades 2-3	Mill	DM
" " Grades 6-8	Mill	DM
Creative Writing Rocket	LW	DM
Creative Writing Round-Up	LW	DM
My Spelling Dictionary Grades K-3 (2)	CTP	DM

11.3   Creative

         Desk Top Story Starters   CTP   DM
         Schoolhouse Sillies Grades 2-4   Sch   DM
         Story Starters to Sharpen Creative Writing   CD   DM
         Cartload of Creative Story Starters   CD   DM
         Language Skills Grades 2-4   Sch   DM
         Fingerprint Funnies Grades 2-4   Sch   DM
         Good Apple Creative Writing Book   GA   DM
         Write In!!   EI   DM

11.4   Spelling

         My Spelling Dictionary   Grades K-3 (2)   CTP   DM
         Spelling   Sch   AC

11.5   Capitalization

         Skindiving   Sch   G
         Flub Stubs   Sch   G

11.6   Usage of Verbs

         Frisbee Toss   Sch   G
         Jogging   Sch   G
         Tubing   Sch   G
         Skate Boarding   Sch   G
         Roller Skating   Sch   G

12. <u>ENGLISH AS A SECOND LANGUAGE</u>

12.0 General

12.0 General

Linguistic Word Pattern Program Set I	B&H	K
Linguistic Word Pattern Program Set II (2)	B&H	K
English Development Set 1 (2)	B&H	K

13. <u>MULTI-LEVEL INDIVIDUALIZED KITS/PROGRAMS</u>

13.0 General
13.1 Comprehension
13.2 High Interest/Low Vocabulary
13.3 Spelling
13.4 Phonics
13.5 Readiness
13.6 Structural Analysis
13.7 Activity Cards/Centers

13.0   General

Language Master-Mastering Decoding Skills
  th, z, w   B&H   K
Language Master-Mastering Decoding Skills e, a   B&H   K

13.1   Comprehension

Multiple Skills Series — Multi-Picture Level   BL   K
     "   "   "   Introductory Level BL   K
     "   "   "   Preparatory Level   BL   K
     "   "   "   Levels A-I   BL   K
SRA Reading Laboratory   1a   SRA   K
SRA Reading Laboratory   1b   SRA   K
SRA Skills — Comprehension   SRA   K

13.2   High Interest/Low Vocabulary

Listening Skills Program — Advanced   BP   K
     "   "   "   Average   BP   K
     "   "   "   Basic   BP   K
     "   "   "   Primary   BP   K
Major Sports Series   BN   K
Sydney   Primary   BN   K
Pets   Primary   BN   K
Mikie   Primary   BN   K
Toys   Primary   BN   K
Morton & Friends   Primary   BN   K
Laughs & Secrets   Primary   BN   K
Crime Fighers   Intermediate   BN   K
Cars & Cycles   Intermediate   BN   K
Horses   Intermediate   BN   K
Dogs   Intermediate   BN   K
Aviation   Intermediate   BN   K
Special People   Intermediate   BN   K
Escape   Intermediate   BN   K
Fads   Intermediate   BN   K
Sprint Libraries 1 2.0 - 2.4   SBS   Bks
     "   "   1A 2.0 - 2.5   SBS   Bks
     "   "   2 2.5 - 2.9   SBS   Bks
     "   "   2A 2.5 - 2.9   SBS   Bks
     "   "   3A 3.0 - 3.4   SBS   Bks
Sprint Starter Library A   1.5 - 1.9   SBS   Bks
     "   "   "   B   1.5 - 1.9   SBS   Bks
     "   "   "   1B 2.0 - 2.4   SBS   Bks
     "   "   "   2B 2.5 - 2.9   SBS   Bks
     "   "   "   3B 3.0 - 3.4   SBS   Bks

13.3   Spelling

CPS Kit I Primary	EC	K
CPS Kit II Intermediate	EC	K
Continuous Progress in Spelling Box 1	EC	K
Continuous Progress in Spelling Box 2	EC	K

13.4   Phonics

The Reading Game Sound System 1–14	B&H	K
Delta	NCS	K
The Phonics Express	SRA	K
The Phonics Explorer	SRA	K
The Readiness Stage	SRA	K
SRA Skills – Phonics	SRA	K

13.5   Readiness

| The Readiness Stage | SRA | K |

13.6   Structural Analysis

| SRA Skills – Structural Analysis | SRA | K |

13.7   Activity Cards/Centers

Reading Activity Cards	Sch	DM
Reading Grades 1–4 (2)	Sch	DM
Reading	Sch	DM

14. <u>MOTIVATIONAL READERS</u>

14.0 General

14.0   General

Bill Martin Reading Series	HRW	Bks
Sounds Around the Clock	HRW	Bks
Sounds of the Storyteller	HRW	Bks
Sounds of a Young Hunter	HRW	Bks
Sounds of a Powwow	HRW	Bks
Sounds I Remember	HRW	Bks
Sound of Home	HRW	Bks
Sounds of Numbers	HRW	Bks
Sounds of a Dog Hunt	HRW	Bks
Sounds in the Wind	HRW	Bks
Sounds of Laughter	HRW	Bks
Sounds of Mystery	HRW	Bks
Sounds of a Distant Drum	HRW	Bks

15. HBJ SUPPLEMENTAL MATERIALS

15.0   General

No materials at present   .

15.1   Bookmark Library

The Bookmark Library Levels 1–5 (3)	HBJ	K
The Bookmark Library Levels 6–7 (3)	HBJ	K
The Bookmark Library Levels 8–9 (3)	HBJ	K

15.2   Filmstrips

Bookmark Reading Filmstrips	Box A	Grade 1	HBJ	K
" " "	Box B	Grade 1	HBJ	K
" " "	Box C	Grade 1	HBJ	K
" " "	Box A	Grade 2	HBJ	K
" " "	Box B	Grade 2	HBJ	K
" " "	Box C	Grade 2	HBJ	K
" " "	Box A	Grade 3	HBJ	K
" " "	Box B	Grade 3	HBJ	K
" " "	Box C	Grade 3	HBJ	K
" " "	Box A	Grade 4	HBJ	K
" " "	Box B	Grade 4	HBJ	K
" " "	Box C	Grade 4	HBJ	K
" " "	Box A	Grade 5	HBJ	K
" " "	Box B	Grade 5	HBJ	K
" " "	Box C	Grade 5	HBJ	K
" " "	Box A	Grade 6	HBJ	K
" " "	Box B	Grade 6	HBJ	K
" " "	Box C	Grade 6	HBJ	K

15.3   Try This

Try This (4)	HBJ	K
Now Try This (4)	HBJ	K
Try This Too (4)	HBJ	K

15.4   Vocabulary/Language Skills

Vocabulary/Language Skills Box (5)	HBJ	K

15.5   Word Service Decoding Box

Word Service Decoding Box (3)	HBJ	K

15.6   Tutorial Program

Tutorial Program Levels 1–5	HBJ	K
" " Levels 6–7	HBJ	K
" " Levels 8–9	HBJ	K

15.7 HBJ Instructional Charts

Bookmark	Instructional	Charts	Level 1	(4)	HBJ	Charts
"	"	"	Level 2-3	(4)	HBJ	Charts
"	"	"	Level 4	(4)	HBJ	Charts
"	"	"	Level 5	(4)	HBJ	Charts
"	"	"	Level 6	(4)	HBJ	Charts
"	"	"	Level 7	(4)	hBJ	Charts

Chapter 5

SUMMARY AND RECOMMENDATIONS

Individualized instruction is necessary because students differ widely in abilities, needs, and interests. In order to be effective, individualized instruction programs should have a great wealth of materials. The materials must cover a wide variety of skills at many different levels. Because students learn in many different ways, materials for eclectic approaches should be available.

Materials are of no help if they are not readily available in an organized fashion. This project organized and catalogued all of the supplemental reading materials housed in the reading room of James McGee Elementary School according to a reading skills code list developed by this author.

A handbook was constructed which contained the following: 1) an introduction which explained how to use the handbook, 2) a copy of the reading skills code list, 3) an abbreviation key, and 4) a section for each of fifteen major skill areas in reading. Each section listed subskills and corresponding materials. The materials were listed by title, level (if indicated by the publisher), publisher, and media type.

An inservice on the project was given to the teaching staff. The inservice included a brief background of the project, a review of the reading skills code list, and an explanation of how materials were catalogued. Teachers were led step by step through the process of using the handbook. The inservice ended with a question and answer session. Following the inservice, teachers were encouraged to make use of the handbook.

Recommendations

It is recommended that the scope of the project be enlarged to include all of the basal reading materials as well as the supplemental materials.

The handbook should be updated as materials are discarded and/

or added to the collection. The handbook should serve as a guide when purchasing or making new materials. An effort should be made to secure materials for those skill areas which had little or no corresponding materials.

As new teachers join the staff, they should be made aware of the handbook and its uses.

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