

EMPOWERING READERS AT ST JAMES' JUNIOR
HIGH SCHOOL, PORT AUX BASQUES

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

MELVIN BOWN, B.A., B.A.Ed





National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Memorial University of Newfoundland

**Empowering Readers at St. James' Junior High School,
Port aux Basques**

**by
©Melvin Bown, B.A., B.A.Ed.**

**A thesis submitted to the
School of Graduate Studies in partial fulfillment
of the requirements for the degree of
Master of Education**

August 1989

St. John's

Newfoundland



National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-61848-5

Canada

Abstract

The purpose of this thesis was to explain and analyze critically a project that began four years ago that initially had as its objective the betterment of a very small group of educable mentally handicapped and learning disabled students.

The intent was to eliminate self-contained classrooms for these students and place them in a resource room environment with more integration with other students in order to maximize their learning potential.

As the project unfolded, not only were structural changes made, but a curriculum was devised and implemented for these students. These changes paved the way for the two special needs teachers to become remedial teachers for a number of slow learners and a resource for the whole school.

The project has been a learning experience for all involved. The procedures followed, processes involved, strategies and materials used, may be beneficial to teachers in other schools in the province. Were this researcher to replicate this kind of reportage, he would include samples of pupils' writing out of respect for the continuing concern for the "whole language" (methodology) currently in vogue in this province.

Describing a "process" has its difficulties, however in its faithfulness to an interpretive whole that constructs reality in a way that neither raw data nor abstractions can

provide, this description becomes a model. This model, although it is fashioned from multiple viewpoints, enabled the emergence of a curriculum from the totality of a collective experience. The disadvantage of a description is that it places considerable demands upon a reader.

Acknowledgements

I am grateful to the many people without whose assistance and cooperation this thesis would not have become a reality.

Special thanks to:

Dr. Frank Wolfe, my supervisor and mentor. His cooperation, patience, sensitivity, enthusiasm, sense of humor, and genuine concern for all students, be they labelled "handicapped" or "normal", made this a very rewarding and pleasant undertaking.

Dr. Betty Brett, who in 1985, as my teacher, helped me become a better teacher by introducing me to some of the finest works in children's literature.

Reverend Lawrence Sipe, Language Arts Coordinator (K-6), Port aux Basques Integrated School Board, for his cooperation and suggestions in helping to assess and plan a program for my case study.

Ms. Isabelle Gaudon, itinerant teacher for the Visually Impaired, Port aux Port, Roman Catholic School Board, for her assistance in acquiring large print reading material for one of my students, and for her comments.

My colleagues at St. James' Junior High School in Port aux Basques, for their interest, encouragement, and comments.

The many students I met earlier in my career who were struggling because they were unable to read adequately and who were the impetus for this project.

The many Special Needs Students at our school who confirmed my belief that everyone can learn to read, and that everyone can be "turned on" to reading.

A very special thanks to my family: my wife Joyce, my daughter Jocelyn, and my three sons, Stephen, David and Rod, whose understanding, forbearance, and genuine caring helped make this thesis a very special experience.

Also, a special thanks to my brother, Ray, Principal, St. George's Elementary School, Burnt Islands, who with the cooperation of his competent, enthusiastic, and industrious staff, has created a learning environment for their students that may well become the envy of many schools in the Province. His keen interest in every student, strong belief in the value of recreational reading, enthusiasm and encouragement, have been an inspiration, especially during the difficult times.

Table of Contents

	Page
Abstract	ii
Acknowledgements	iv
Quotations	xi
Preface	xii
 CHAPTER	
I	INITIATING CHANGE 1
	Introduction 1
	Situation As It Was In 1985 1
	Proposed Changes 5
	1986-87 School Year 7
	1987-88 School Year 10
	How We Implemented These Changes 10
	Guidelines for Core Group Formation 12
	Conclusion 17
II	PLANNING FOR CHANGE 18
	Introduction 18
	Considering Curriculum Theory 21
	A Lived Experience Description of "Teaching Reading" 25
	What Kind of Information Did I Get? 28
	Reading 37
	Reading to the Students 37

CHAPTER

	Things to Consider as Students	
	Read and Do SRA Activities	57
	Individual Conferencing	57
	Word Identification Strategies	59
	Study Skills and Survival Skills	62
	Writing	63
	Pre-Writing	65
	Writing	66
	Revising and Rewriting	68
	Editing and Sharing	68
	Projects	69
	Writing Activities	71
	Teaching the Mechanics of Writing	71
	Spelling	73
	Evaluation	75
	Things to Consider	77
	Conclusion	82
III	IMPLEMENTATING CHANGE: ONE STUDENT'S STORY	84
	Background	84
	Assessment	85
	Instruments Used	86
	Strengths	87
	Needs	88
	Comprehension Strategies	89

CHAPTER		
	Vocabulary Strategies	92
	Word Identification Strategies	94
	Phonic Analysis	94
	Structural Analysis	94
	Activities	95
	How to Use a Dictionary	96
	Picture and Configuration Clues	96
	Oral Reading Strategies	96
	Vocabulary Development Strategies	97
	Writing Strategies	98
	Spelling Strategies	99
	Activities	100
	Evaluation	103
IV	REFLECTION, INSIGHTS, RECOMMENDATIONS	109
	Reflection on Errors Made in	
	Implementing Program	109
	Learning Outcomes: A Guide for	
	Future Implementation	112
	Conclusion	130
	Recommendations	131
	Bibliography	140
	Selected References	144
	Appendices	
	Appendix A - How I Taught Paul to Read	162

Appendix B	- Questions I Asked Mrs. Gaudon	181
Appendix C	- Questionnaire Given to 1987-89 Students	197
Appendix D	- Interviews	201
Appendix E	- Books Read by Group of Seven	206
Appendix F	- Personal	218
Appendix G	- Resource Materials	236
Appendix H	- Instructional Materials	275

List of Tables and Figure

	Page
Table 1 Core Groups	14
Table 2 Remedial Groups	14
Table 3 Individual Workload	15
Table 4 Group Workload	16
Table 5 Students Who Seldom Read	121
Table 6 Students Who Read Sometimes	122
Table 7 Students Who Have Read Often	123
Table 8 Number of Books Read From September 1988 to June 1989	124
Table 9 Why Students Get Their Recreational Material in the Mini-Library	125
Table 10 Benefits Students Derive From Reading	126
 Figure 1	 8

Almost every child (including children classified as educable mentally handicapped and learning disabled) can learn to read, write, and compute; that it is our responsibility as educators to open doors and to enable children to walk through or, if necessary, to take their hands and lead them gently but firmly down the road to learning. (Culyer & Culyer, 1987, p. 36)

It is better to make a commitment to a great cause and fall short than to commit ourselves to a mediocre cause and succeed or, even worse, never to make a commitment at all. Horace Mann wrote, "Be ashamed to die until you have done some great deed for Mankind." Changing the lives of thousands of children and succeeding generations is a deed of the greatest magnitude. Likewise, we believe it is better to prevent undesirable situations than to correct those which never should have been allowed to occur. (Culyer & Culyer, 1987, p. 37)

Preface

It is the intention of this research project to present a curriculum history. As a history it will include descriptions of events, conversations, developments, decisions, people--all of which have stories, connections, contexts, levels and complexities of their own. As a history, it will situate individual stories and contexts in a larger story-and-context. A history is a delicate thing, usually, and usually, for good or for ill, it is written by the victors.

That which is unspoken and unrecognized is possibly more significant to the context-within-which, yet it is often ignored, intentionally or unintentionally, in the name of some larger purpose or agenda. A curriculum history, according to Goodson (1988), shows how something came to be as it is, shows how the individuals, events, and milieu interrelate and contribute to the situation as it presently exists, and describes the intricacies of multiple contexts in relation. It need not be linear, and, indeed, seldom is--there is so much to consider.

A "curriculum" history is also a story about a curriculum--in the case here, a special education curriculum. This particular special education curriculum developed in this particular school over a period of years ostensibly because learners and teachers, living in a school community together, were dissatisfied with the situation they found themselves in,

and sought to make changes.

This project is the story of how this "curriculum" developed, and how this "history" came into being. It will present and discuss various perspectives and theories of curriculum, but it is committed to Friere's notion of cultural, communal involvement in curriculum--a bottom-up rather than top-down approach. As such, it examines and questions existing conceptions of curriculum, teachers, and learners.

This project seeks to show how one learning community worked to bring about change. Because it is essentially a history, it will necessarily include historical data (the school setting, the community, the impressions of people), anecdotal material, and lived experience descriptions.

CHAPTER I
INITIATING CHANGE

Introduction

In September of 1985, I commenced a new and very challenging job--that of Special Education teacher at St. James' Junior High School in Port aux Basques. This school comes under the jurisdiction of the Port aux Basques Integrated School Board. It houses five classes each of grades seven, eight and nine with a total student body of approximately 460 who come from varying backgrounds. At present, the teaching staff is comprised of 14 regular classroom teachers, two physical education teachers who also teach regular classes, a music teacher, a part-time guidance counsellor, three resource teachers, and two administrators for a total of 23 people.

The first part of this chapter describes the structural changes that we have made in our school. The second part focuses on the "learner" and the teaching strategies employed to effect positive learning outcomes.

Situation As It Was in 1985

In 1985 our school had two self-contained special educational classes consisting of seven and six students respectively. All students were integrated into a grade seven

or eight regular classroom for physical education, music, science lab, and library skills. In addition, one student was integrated for grade eight mathematics, two for grade eight health science, and five for grade seven health science. Essentially, our two special education teachers were responsible for their program (ie., we taught them Mathematics, Language Arts, Science, and Social Studies). Within this group of 13, we formed two groups for Social Studies and two groups for Science. We grouped them according to their ability. This meant that when I taught Social Studies to one group, the other teacher taught Social Studies to another group. Of course, we did the same for Science.

This particular setting was far from ideal for these 13 students. Not only did it lead these students to believe that they were unable to achieve very much, but it perpetuated a belief that was prevalent among teachers and other students that these students were not expected to achieve very much. Our school, it seemed, was unintentionally treating them as second class students. For example, scheduling for special education students and teachers was completed only after all regular teachers and students had their schedules in hand. To compound the problem, the whole school went through a couple of six-day cycles before we received a schedule for our students and ourselves. (The intention here is not to lay blame, because I realize that it is not easy to provide class one schedules on the opening day of school). To reinforce the

idea that these students were different, we gave them a diploma at the end of the school year stating that they had completed year one or year two in a special education program. By stigmatizing and treating these students as we did, we helped them create and maintain a very low self-concept. The episode that follows sheds much light on this unhealthy situation.

Our first day in the school year is usually spent getting to know each other. I shall never forget my first day at St. James' Junior High. After telling my students about myself, I asked, "Would you like to tell me about yourselves?" One student who was very polite responded by asking, "Sir, can I talk about what's on my mind?" Needless to say, my response was "Yes." What follows is a summary of his story.

"Sir, I have been in a special education class for (___) years. I spent (___) years in special education in the elementary school, and I have been in a special education class in this school for two or three years. When I was first put in special education, I understood that I would some day get a chance to go back into a regular class.

Sir, I have no faith in special education classes. The teachers are good but everyone else thinks that we don't have a clue. Other teachers and students think we're dumb. I'm not very happy in this class; I want to get out. I've tried to get out but teachers don't really listen to me. I want to go to a regular grade eight class with my friends. Will you

help me?"

As I worked with these students, I found that Paul (not his real name) was speaking for his classmates. Perhaps, too, he was speaking for most special education students in the province at that time. Low self-esteem, a sense of hopelessness, cynicism, depression, anxiety, and low achievement were common among my students. Van Vliet (1972) in Self-Concept and Reading, puts the plight of the student with low self-concept very well when she states:

Many low-concept children appear to be the sum of countless mistakes. They accept the reality created for them by the reflections of others' opinions. The behavioral manifestations for poor self-perception may be expressed by a child in many ways. He may see himself as an inadequate reader incapable of learning, be filled with fear of failure and anxiety, restless and unable to attend, or quiet and withdrawn. (p. 26)

She goes on to say that studies have indicated a cause/effect relationship between self-concept and reading achievement. Lassy (1963) and Wallenberg and Clifford (1964) found that measures of self-concept during kindergarten are predictive of reading achievement. Giulioni (1968) found self-concept as well as verbal mental ability significantly related to reading readiness. Tobler (1968), comparing self-evaluations of achieving and non-achieving readers, found significant

differences favoring achievers on acceptance, adequacy, security, and consistency of view of self (p. 26).

Perhaps the saddest reflection on us teachers is that these students honestly felt that no one really cared. Perhaps I should also add that I presented Paul's argument to the administration. Within a few days, Paul was placed in a regular grade eight class with his friends. Although he found grade eight difficult, and was later advanced to grade nine and found that grade difficult, he told other teachers and myself that he felt much happier than when he was in a special education class. Furthermore, he seemed to have a better self-concept.

Proposed Changes

My special education colleague and I share a common philosophy of education concerning special needs students. We believe that the aims for special needs students should be the same as for regular students. We believe that each student should be placed in the most enabling environment. While total integration into a regular classroom may not be feasible for every special needs student, we believe that it is imperative to integrate them as much as possible. In other words, we agree with the global, national, and provincial consensus that every child without exception has the right to an "equal opportunity" so that s/he may achieve "fullest and

best development" individually and socially.

This common belief or philosophy plus day-to-day interactions with our students caused both of us to question very seriously what we were doing. After much discussion we eventually shared our concerns with the administration, regular classroom teachers, and the special education coordinator. We found these people to be very sympathetic. Many teachers even expressed the view that they would not want one of their children placed in such an environment. Everyone agreed that something needed to be done. The question often asked was "what can we do?"

Because our principal is extremely interested in catering to the needs of each student in our school, he decided to take some action. Initially, he spent a considerable amount of time trying to find out what other schools were doing for their special needs students. Sometimes this information was forthcoming when he attended seminars, workshops, or meetings outside the district. On a number of occasions, he telephoned certain principals.

In late March of 1988 a date was set for sometime in June for our principal, vice-principal, special education coordinator, and one of our special education teachers to visit a school in Stephenville where a special education program was in place for junior and senior high school students.

1986-87 School Year

Following the visit to Stephenville, a number of options were discussed and because the end of the school year was fast approaching, the proposal development was accelerated. Finally, the group decided on the following aims for the 1986-87 school year. (Note: they were not committed to print):

1. To reverse the feelings of low self-esteem, a sense of hopelessness, cynicism, and frustration present among our special needs students by:

- (a) trying to cater more to their individual needs
- (b) integrating them more into the regular classroom
- (c) abolishing self-contained special education classrooms, and
- (d) creating a climate that would help other students and teachers become more aware of the needs of these students.

2. To expand our program to provide remediation in language arts and mathematics for a number of students in grade seven.

Once we decided that we would cater to an additional group of students, we had to make some changes. First, we decided to have the two resource rooms adjacent to each other. Therefore, we decided to use a large classroom that had earlier been divided into two classrooms. To provide an environment conducive to easy movement of students and teacher

collaboration, we decided to put an entrance between the two rooms. Figure 1 is a diagram of our resource rooms. Included in our plans were the erection of shelves and cupboard space, painting of the walls, installation of carpet, the purchasing of trapezoidal tables, a filing cabinet, and special materials.

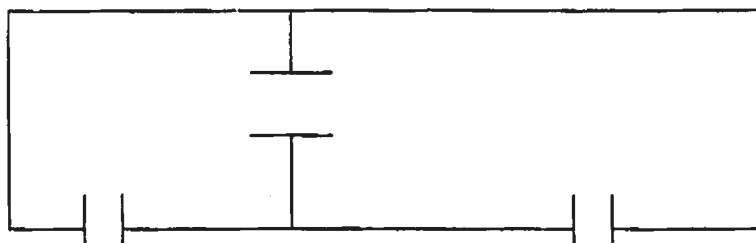


Figure 1.

In June of 1986, we decided that for the 1986-87 school year, five of our 1985-86 core groups of 13 special education students would be integrated with a regular grade seven class for all subjects except Social Studies; two would be integrated with a regular grade eight class for all subjects. In order to give the five grade sevens extra support, they would become a part of the grade seven remedial groups. Although the two special education classrooms would no longer be homerooms, we did not decide in June of 1986 which regular classes our core group of students would be a part of for the 1986-87 school year. We did, however, decide that our two

special education teachers would be primarily responsible for their program.

We were excited because we felt that we were beginning to plan something that would really benefit our core group of special education students. In addition, we would be remediating a number of slow learners in grade seven.

The real world of September 1986, however, was not so exciting. We were now faced with the problem of implementing our proposed program changes. To compound the problem, the renovating of our resource rooms was still in progress.

First, we decided how our present core group of eight (two students from 1985-86 plus six new ones from the elementary school) would be placed. Our core group of September 1986 was smaller than we had anticipated because in July two older students were placed in work programs, three dropped out, and one had been integrated with a regular grade eight class. Because we were abolishing special education homerooms, we assigned two students to the 703 class, three to the 704 class, and three to the 705 class. When the bell rang in the morning and afternoon, these students went to their assigned classes. In other words, their homeroom teacher was the teacher assigned to 703, 704, or 705, and they were registered with the class. Although they were integrated with their homeroom class for music, physical education, science lab, and library skills, they received most of their instruction from the other special education teacher and me.

By the end of September, the two of us had a permanent schedule for the core group of seven, and each of us was providing remediation in language arts and mathematics to an additional total of four groups, one from each of 702, 703, 704, and 705. In order to receive remediation, these students dropped Social Studies.

1987-88 School Year

For the 1987-88 school year, our administration set the following aims:

1. To expand our program to provide remediation in language arts and mathematics for students in grade eight, and remediation in mathematics only for two groups of grade nines.
2. To put a three year program in place for our core group of special education students.
3. To lobby the school board for a special education program at the senior high school for students completing our three year program.
4. To make the resource room a place where all teachers and students could obtain materials.

How We Implemented These Changes

In March of 1987, our administration and the two of our special education teachers met and decided to arrange a

meeting with the district superintendent and the special education co-ordinator to explain in detail what we were doing, and to present our plans for the next school year.

Our meeting with these two gentlemen in early April proved to be most fruitful. Not only did they support us, but the superintendent committed himself to providing us with another special education teacher for the 1987-88 school year. Furthermore, he assured us that much serious thought would be given to establishing a senior special education program at the high school. Although we did much collaborating among ourselves, few concrete plans were made between April and June of 1987.

During the summer a new teacher was hired whose primary responsibility was to teach the core group of special education students. This allowed one teacher to spend three fourths of her time remediating small groups of grade sevens, eights, and nines in mathematics. This arrangement allowed me to spend half of my time remediating small groups of grade sevens and eights in language arts. The remainder of my time was spent teaching language arts to two groups within the core group. The following explains how we formed our small groups within the core group and our remedial groups.

Guidelines for Core Group Formation

1. Students spending their first year in our junior high special education program are to register with one of the grade seven classes. (This is their homeroom).

2. Students spending their second year in our program are to register with one of the grade eight classes.

3. Students spending their third year in our program are to register with one of the grade nine classes.

4. In order to receive remedial help in language arts and mathematics, students will be distributed over a number of classes. For example, three students were assigned to the 702 class, five were assigned to the 705 class, and three were assigned to the 803 class.

As stated earlier, all core special education students were integrated with their homeroom class for Physical Education, Music, Science Lab, Guidance, and Library Skills. In addition, one student from group one was integrated with his homeroom class for mathematics, and all of group one were integrated with their homeroom class for remedial reading. The following information helps to clarify the above.

- . Number of students in the core group at the end of 1986-87 = 8.
- . Number of students who dropped out = 2.
- . Number of students who were transferred to another school = 1.

- . Number of students who were integrated with a regular class in September of 1987 = 2.
- . Number of students who came from the elementary school in September of 1987 = 8.
- . Total number of core students in September 1987 = 11.

Within two years, each of us special education teachers had moved from teaching a self-contained class of six or seven special education students to catering to approximately fifty students in small groups. As mentioned earlier, our new special education teacher, who was hired in September of 1987, taught only the core group. The following tables will provide some insight into our workload. Table 3 is mine, Table 4 is for all three of us for 1987-88.

Table 1**Core Groups**

Group	Class Assigned To	Number in Group
1	702	3
2	705	5
3	803	3

Table 2**Remedial Groups**

Group	Grade	Class	Number in Group
1	7	702	6
2	7	703	5
3	7	704	3
4	7	705	3
5	8	801	5
6	8	803	5
7	8	804	5
8	8	805	3
9	9	901-2	5
10	9	803-4	6

Table 3

Individual Workload

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	705(R)	Reading 1&2(C)	705(R)	804(R)	Reading	803(R)
2	1&2(C) Language	801(R)	Language 1&2(C)	Reading 3(C)	Reading 1&2(C)	Free
3	Free	Reading 1(C)	Reading 3(C)	Language 1&2(C)	803(R)	704(R)
4	Reading 1&2(C)	702(R)	Reading 2(C)	Free	Reading (1)(C)	Reading 3(C)
5	702(R)	703(R)	801(R)	Free	805(R)	804(R)
6	801(R)	Free	805(R)	702(R)	801(R)	703(R)
7	704(R)	Language 1&2(C)	Free	Reading 1&2(C)	Reading 2(C)	702(R)

C - Core Group

R - Remedial Group

Remedial Students Dropped French

1 - Group of 3 Within Core Group

2 - Group of 5 Within Core Group

3 - Group of 3 Within Core Group

Table 4

Group Workload

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	T1-free T2-705(R) T3-2&3	T1-803(R) T2-1&2(C) T3-3(C)	T1-804(R) T2-705(R) T3-1,2&3(C)	T1-703(R) T2-804(R) T3-1&3(C)	T1-1&2(C) T2-3(C) T3-free	T1-701(R) T2-803(R) T3-1,2&3(C)
2	T1-903-4(R) T2-1&2(C) T3-3(C)	T1-901-2(R) T2-801(R) T3-1,2&3(C)	T1-901-2(R) T2-1&2(C) T3-3(C)	T1-901-2(R) T2-3(C) T3-1&2(C)	T1-901-2(R) T2-1&2(C) T3-3(C)	T1-2(C) T2-free T3-1&3(C)
3	T1-2(C) T2-free T3-3(C)	T1-804(R) T2-1(C) T3-2&3(C)	T1-1&2(C) T2-3(C) T3-free	T1-802(R) T2-1&2(C) T3-3(C)	T1-free T2-803(R) T3-2&3(C)	T1-805(R) T2-704(R) T3-2&3(C)
4	T1-802(R) T2-1&2(C) T3-3(C)	T1-free T2-702(R) T3-1&3(C)	T1-704(R) T2-2(C) T3-3(C)	T1-free T2-free T3-free	T1-704(R) T2-1(C) T3-2&3(C)	T1-903-4(R) T2-804(R) T3-1&3(C)
5	T1-803(R) T2-702(R) T3-1,2&3(C)	T1-802(R) T2-702(R) T3-1(C)	T1-free T2-801(R) T3-3(C)	T1-1(C) T2-free T3-3(C)	T1-701(R) T2-805(R) T3-1(C)	T1-free T2-3(C) T3-1(C)
6	T1-703(R) T2-801(R) T3-1&2(C)	T1-1(C) T2-free T3-free	T1-903-4(R) T2-805(R) T3-1&2(C)	T1-705(R) T2-702(R) T3-1,2&3(C)	T1-903-4(R) T2-801(R) T3-1,2&3(C)	T1-705(R) T2-703(R) T3-1,2&3(C)
7	T1-701(R) T2-704(R) T3-1,2&3(C)	T1-701(R) T2-1&2(C) T3-3(C)	T1-1&2(C) T2-free T3-free	T1-805(R) T2-1&2(C) T3-free	T1-802(R) T2-2(C) T3-3(C)	T1-1&2(C) T2-702(R) T3-3(C)

T1 - Teacher 1
T2 - Teacher 2
T3 - Teacher 3
C - Core Group

1 - Group of 3 Within Core Group
2 - Group of 5 Within Core Group
3 - Group of 3 Within Core Group
R - Remedial Group

Conclusion

Our primary objective was the betterment of conditions for the educable mentally handicapped and slow learners in our school, and within a two year period we had put in place structural changes that helped us to realize this objective. What is more, these changes helped us to set our sights a little higher.

CHAPTER II
PLANNING FOR CHANGE

Introduction

Each year a new group of special education students graduate from St. James' Elementary School in our community and enter our school for the first time. For the past three years, it has been my responsibility to instruct these students in language arts for two of the three years that they spend at our school (unless in their second year they are integrated into a regular grade).

The 1988-89 group consisted of six students plus one who transferred into our school from a Stephenville school. When they registered in September, one was 15 years old, two were 13 and four were 14. One of the 13 year olds reached 14 by the end of September 1988. One of the 14 year olds reached 15 in October, 1988 and two reached 15 by January 31, 1989; the other student reached 15 by the end of March, 1989.

The purpose of this chapter is to describe in detail the curriculum that I developed for and implemented with this group of seven students. The curriculum discussed in this chapter is not simply an experimental one; it is based on a belief that:

1. Illiteracy is crippling in that it can alienate students from other family members, other students in school, and significant others in society. Furthermore, it often

creates and perpetuates low self-esteem. Literacy, on the other hand, empowers by being a positive force in their lives.

2. Literature/reading can be powerful forces in helping students live fuller and richer lives.

3. Reading and writing are not entities in themselves, but inseparable; they are opposite sides of the same coin.

4. Teaching and learning are more than slavery to a textbook and an acquisition of facts that may have little relevance to the real world outside of school.

5. Students' experiences, knowledge, and needs should be crucial factors in their learning.

6. Students should participate in the shaping of their curriculum.

7. All students, whether labelled learning disabled, educable mentally handicapped, or slow learners, have physiological, psychological, emotional, and intellectual needs just as other students do, and although they may be slower in learning certain skills or concepts, they should not be denied exposure to these skills and concepts.

8. Teachers have a grave responsibility in that they can have (a) a tremendous influence in changing students' perceptions of themselves, and (b) in helping them maximize their potential.

9. No student should leave school without being introduced to good reading material and becoming interested in recreational reading.

10. Curriculum is more than product or process. It is more than formal knowledge or facts, it is more than perpetuating values or standards.

11. All students can learn to read. Too often teachers teach about reading rather than facilitate the actual task of reading.

12. Too many reading teachers are practitioners who do not think about what they do. For example, they jump on the bandwagon and get "caught up" in fancy educational jargon such as whole language approach or language arts across the curriculum without seriously thinking about what they do. In many instances, they may be afraid to be different because of what their superiors may think. For example, if their superiors want results on standardized tests, they'll try to produce these results.

13. In order to cater to the needs of all students, a teacher needs to take an eclectic approach to reading.

14. Environment is very important in developing dormant/latent abilities. Therefore, all students should be placed in the most enabling/enhancing environment.

15. Although it is not easy, it is possible to overcome, to some degree at least, the negative effects of years of stigmatization that learning disabled and educable mentally handicapped students acquire after having spent a number of years in a special education class.

16. Every individual can make a contribution to society.

17. School, although not considered by many students to be the best place in the world, can be fun, can be like the world outside, and can better equip students for life outside of school.

Although I was unaware of it when I began to develop this curriculum three years ago, other educators seem to support my philosophy.

Considering Curriculum Theory

In the 1960s Freire devised a method for teaching adult illiterates to read. He and his colleagues chose not to use books or primers as the format of his program. Instead they used large posters, filmstrips or slides. They avoided primers on the grounds that they do not lend themselves to flexibility and discussion (Friere & Shor, 1987, p. 228).

For Freire (1987), learning to read is a step toward political participation. But how people exercise their ability to read reflects in part the political activities of their teachers. If non-readers learn to read by writing and reading their own words and opinions, then they learn that their perceptions of reality are valid to others and can influence even those in authority. If, on the other hand, their teacher requires them to learn the words and ideas in a primer that is donated by those in power, then the learners must accept that experience as more valid than their own.

They must accept the concepts of social and economic structure transmitted by their teacher or decide not to learn to read.

Wallerstein (cited in Freire & Shor, 1987) in Problem-Posing Education, puts Freire's philosophy this way:

Freire's central premise is that education is not neutral: whether it occurs in a classroom or a community setting, the interaction of teacher and student does not take place in a vacuum. People bring with them their cultural experiences of social discrimination, and life pressures, and their strengths in surviving. Education starts from the experiences of people, and either reinforces or challenges the existing social forces that keep them passive. (p. 23)

Fiore and Elsasser (cited in Freire & Shor, 1987) in Strangers No More: A Liberatory Literacy Curriculum, add another dimension when they focus on Vygotsky's and Freire's philosophy concerning writing. They state:

Vygotsky's work clarifies the complex process of writing. He postulates that learning to write involves the mastery of cognitive skills and the development of new social understandings. According to him we categorize and synthesize our lives through inner speech, the language of thought. In inner speech a single word or phrase is embroidered with variegated threads of ideas, experiences, and

emotions. (p. 88-89)

Focusing on the learner's environment, Friere (1987) discusses the social and political aspects of writing. He maintains that the goal of a literacy program is to help students become critically conscious of the connections between their own lives and the larger society and to empower them to use literacy as a means of changing their own lives. Like Vygotsky, Freire believes the transformation of thought to text requires the conscious consideration of one's social context. To encourage students to understand the impact of society on their lives, Freire proposes that students and teachers talk about generative themes drawn from the students' everyday world.

Curriculum is a set of interactions, events, activities, or encounters designed to have an educational consequence for one or more people (Mulcahy, 1988). This definition embraces both the explicit curriculum--expressed in the written curricula and in courses of study; and the implicit or hidden curriculum--those unstated norms, values and beliefs embedded in and transmitted to students through the underlying rules that structure the routines and social relationships in school and classroom life.

In the traditional approach to the study of the hidden curriculum, the focus is on how the system of schooling serves to reproduce stability and cohesion in a wider society. In the liberal approach, social structure is put aside for

analyses of how people produce and negotiate classroom meanings (Giroux, 1983, p. 56).

Teachers can be either active or passive in the curriculum. For example, s/he can be a slave to a program guide and a textbook or become very involved by supplementing or modifying the existing programs, or s/he can develop new programs and implement them.

Goodson (1988) adds to our understanding of curriculum and how involved teachers can become when he states,

A curriculum area is a vibrant human process lived out in the rough tumble, give and take, joys and despairs, plots and counterplots of a teacher's life. It is not simply a body of knowledge or a set of skills nor simply a result of group activity. To some extent at least, individuals can and do chart their own courses, and can engage with the curriculum at a deep personal level. (p. 71)

Grundy (1987) not only implies what curriculum is but states quite emphatically the teacher's responsibility when she states,

If practitioners take seriously their obligations to regard the interpretation of the curriculum texts as practical action, that is, as one which engages their judgment, they will also take seriously the status of the students as learning subjects not objects in the curriculum event. This means that

learning, not teaching will be the central concern of the teacher. Moreover, learning will involve, not the production of certain artifacts (whether it is the child or his/her products which are regarded as the artifacts in the educational system) but the making of meaning. It would follow from this that such teachers will not only be concerned that they understand the purposes of the prescribed content, but they will reject as legitimate educational content that which does not have at its heart the making of meaning for the learner. (p. 69)

The theories propounded by Freire (1987), Goodson (1988), Grundy (1987), and Giroux (1983) seem to enlarge what curriculum is and what the teacher's role is within a given curriculum.

A Lived Experience Description of "Teaching Reading"

The next part of this chapter will demonstrate how I, although unaware of their theories at the time, was doing something similar to what they suggest.

When I met my group for the first time my objectives were to: (a) have them realize that I value reading; (b) get to know each other a little; (c) set the goals for the year; (d) have them realize that they are in a classroom where freedom

of expression with responsibility is valued highly; (e) have them think that they have a teacher who knows what he is doing; (f) have them realize what my expectations are of them; and (g) have them realize that this year they will undoubtedly become better readers and writers.

My first period with them went something like this. My name is [_____]. I will be your teacher for this year and my job will be to help you become better readers and writers. All of us can read and write, but all of us, no matter what age we are, can improve our reading and writing. After you have spent this year with me, you will know what I mean. In order for you to do that, you have to do your part. You need to have the right attitude toward your work and try to do your best. I assure you that I can not always do my best, but I will try. You will be free to discuss many things; of course, we have to respect the other person and listen to what he has to say. We also need to get along well together and be willing to help each other because students in most instances learn better from their classmates than they do from their teachers. I can guarantee you that by the end of this year you will have become better readers and writers. I am able to go to certain classes in this school, bring students here, and prove to you that what I am

saying is true. Someone you know very well who never read a book before, read more than 75 books last year. As you can see by the books around you, I value reading.

I then took 30 or 40 of the best books I have and put five or six on each student's desk. I said, "Have a look at them." They showed some interest but I could see that they had never been "turned on" to reading. This was confirmed when the three students returned their books without having read them. Furthermore, for the next week or so, they simply browsed through the books in the room.

The remainder of the period was spent getting to know each other. They identified themselves by name only, their place of residence, and any interests they had.

Diagnosing or assessing reading strengths and needs is an ongoing process; however, I spent my first week trying to acquire some basic information about each student. The first thing I did was administer the Ekwall Informal Reading Inventory. This was done to:

1. Find a "fit" between the student's reading ability and the materials used for instruction. (To accomplish this, I determined his/her independent and instructional reading levels).
2. Analyze the students' oral reading and comprehension abilities.

What Kind of Information Did I Get?

1. What word identification strategies is he using?
 - (a) Is he relying too heavily on phonics? Does he spell the word first?
 - (b) Does he sound the word letter by letter?
 - (c) Does he rely only on dividing the word into syllables?
 - (d) Is he analyzing unknown words by picking out already known meaningful parts of words? (i.e. structural analysis)
 - (e) Is he using contextual analysis? Is he using surrounding context to identify an unknown word (i.e. is he making an educated guess?)

For example, in the sentence, "mother went to the supermarket to buy her groceries," does he stop at the word supermarket or does he read on and then guess the word?

2. Oral reading.
 - (a) Is there a pattern of errors?

For example, is he making many substitutions such as horse for house? Are the substitutions meaningful?

For example, in the sentence, "Kathy peered out the window," if he reads "peeped", it is a meaningful substitution because he is using syntactic, graphophonic, and semantic knowledge. "Peered" and "peeped" are the same parts of speech, the words look somewhat alike, and either makes sense.

If, on the other hand, in the sentence "one day her

father told her that she could go for an airplane ride," he reads "took", then the substitution is non-meaningful because it interferes with the meaning or message. It also suggests that he is using graphophonic and syntactic cues, but not semantic cues.

Sometimes I notice that a student is paying attention only to the beginning sound of a word, or maybe he is just guessing at the word without paying attention to any of its parts. If I want to get a better picture of his word identification skills, I can administer the Doren Word Recognition test. It covers a number of skills such as letter recognition, beginning and ending sounds of words, blending, words within words, words in context, etc.

(b) Is he reversing words? If so, are they meaningful or acceptable?

For example, in the sentence, "The old fisherman found his nets much heavier than they had ever been before," if he reverses to "ever had", it is an acceptable reversal.

(c) Does he read in thought units or does he read word by word?

(d) Does he pay attention to punctuation or does he just move on into another sentence without pausing? (If he puts part of one sentence with another, it will interfere with comprehension).

(e) Does he like to read orally? Is he nervous? If a student says, "I don't like reading out loud," I

ask "why not?"

3. Is he really good at pronouncing words, yet comprehends very little?

4. Is he having difficulty with basic sight words? How many does he know at each level? Are there certain ones he is having much difficulty with?

5. Does he comprehend better in oral reading? Does he comprehend better in silent reading? Does he comprehend approximately the same in both?

6. Is he having more difficulty with inference type questions than with factual questions?

8. Is there a big discrepancy between his independent or instructional level and his listening comprehension level? If so, I ask why? Perhaps he needs to be referred to the special needs coordinator for further testing.

9. Does this student exhibit behaviors that may indicate vision or hearing problems?

Because the grade levels obtained in the informal reading inventory are only approximations and because different readability formulas are used by different publishers to indicate the reading levels of books, I spend time trying out books. I begin by giving each student a book to read; if he finds it too easy, I will give him another one to try. In almost all cases a student will select a book he feels comfortable with. Sometimes I will ask him to read a paragraph to me, or I will have him read a page silently to find

the answer to a particular question.

I find that this procedure works very well. Not only will he be using materials at the appropriate reading level, but he has a say in choosing his materials.

I have quite a few books/materials (Appendix F) and over the past four years, I have made a special effort to become familiar with all of them.

September is a difficult month both for students and teachers. The environment is not always conducive to testing. As I mentioned earlier, assessing a student's reading strengths and needs is ongoing. Things that I found out by administering the IRI may be confirmed or denied as I work closely with students.

In the meantime, I spend much time in September either individually or in groups gathering information. Within that period, I will have administered not only the IRI but an interest and attitude inventory to be followed by an interview later, the Schonell or Kottmeyer Spelling test to find out a student's pattern of spelling errors, the Peabody Picture Vocabulary test to determine his receptive (hearing) vocabulary, a listening capacity test to determine his listening comprehension level, and a sample of his writing to determine his writing ability. (In chapter three, I will be much more specific when I report on a case; therefore, I will not discuss assessment until then.

My initial attempt at trying to turn on this group to

reading was the last period on Friday, September 16. The session went as follows:

Teacher: Because it is the last period on Friday afternoon, would you like me to read to you?

Students: Yes, sir.

Teacher: The title of this book is Wade's Place. I'll read chapter one to you.

As I read chapter one, I noticed that they were captivated; they were very attentive. When I had finished the chapter, I asked, "Should I continue?" Their response was, "Yes, sir."

Because the two main characters' names, at first, can be confusing, I put their names on the blackboard--Hal and Allan. My main objective was to create interest, therefore, I asked no questions. However, once in a while I would say, "Listen closely to this part because something unexpected is going to happen." By the end of the session I had read half of the book. When they left, they asked, "Sir, will you finish it on Monday?" My response was, "I most certainly will."

On Monday, September 19, as soon as they came to my class they asked, "Sir, will you finish that book?" When I indicated that I would, they were very excited. Because I now had them for two 40-minute sessions I not only read the book but was able to stop occasionally to ask questions such as, "What do you think is going to happen to Hal next?"

(When Hal was arrested by the police, he had to show some identification). After putting the word on the board I asked:

What does identification mean? What is the short form for this word? When do we show our ID and what do we show? Their responses were: when changing a cheque at the bank, when the police stops a driver - driver's license, social insurance number, credit cards, and car registration.

As soon as I finished reading the book to the students, I put the letters E = Excellent, VG = Very Good, F = Fair on the board and asked them to rate it. Six rated the book as excellent, and one rated it as very good. Then I asked, "Were you always wondering what was going to happen next?" Their response was "Yes, sir." My response was, "That's called 'suspense'." I put the word "suspense" on the blackboard.

We continued with a discussion prompted by my asking, "Do you think Allan Wade was a ghost?" and "Do you believe in ghosts?" Two students each related the following experiences: "Me and my friend saw what we believed to be a white horse. We threw rocks at it but it didn't move. We found out the horse disappeared later." "My father and uncle kept following a light one night but the light kept moving away."

We ended the lesson by my telling them about one of my supernatural experiences during my first teaching job at Flower's Cove, on the Great Northern Peninsula. Although my primary motive was to entertain them, I also had them realize that: (a) reading is fun; (b) there are good books in this classroom; (c) books are about people--we can integrate (relate) our own experiences when we read; and (d) books can

be a great source of discussion.

This group was part of a larger group of 12 students that came to me four periods in the six-day cycle for instruction in language, reading, or writing. Because there were many disasters happening in different parts of the world at the time, I spent two sessions on this topic. I began by asking, "How many of you have seen in the TV news the country that is flooded?" Three of them had seen it so we had a brief discussion. Next, I pointed out Bangladesh on the map and wrote the word on the board. Next, I read to them two articles from The Evening Telegram concerning the cause of the flood, the severity of it, and Canada's \$5 million in aid. Our discussion then went to Hurricane Gilbert, PCBs, and the fishing failure here in Newfoundland.

I concluded the first session by asking the following questions:

1. How would you feel if you were living in Bangladesh?
2. Should Canada have given aid? Why? Why not?
3. What did we say a monsoon is?
4. What did we say a hurricane is?

I ended by suggesting that they watch the CBC "Here and Now" or the National News at 10:30.

I began session two the next day by asking the following questions:

1. Who watched the news last night?
2. Did you see pictures of the destruction the hurri-

cane caused?

3. What effect is it having on people?

One student's response was: "I saw where they went up in a plane to find out about the hurricane." I then asked, "Who knows what these people are called?" The response was, "scientists." I told them that these scientists are called meteorologists and put the two words on the board.

Next, as a writing activity, I gave them three open-ended questions. They were:

1. Yesterday in our reading class ...
2. Hurricane Gilbert ...
3. Last night in the news ...

I then asked, "What words will we need to do this?" They responded by saying, "Bangladesh, Monsoon, floor, Hurricane Gilbert, and meteorologists."

All 12 students wrote a paragraph of varying lengths. One student wrote about the things we did in session one and then gave his opinion on Canada's helping these people (Appendix B). I also put the newspaper articles on our bulletin board titled, "What's New?"

Although I had planned a third session in which I would bring information from the library concerning hurricanes and floods, it did not materialize because they wanted me to read them a book. In the meantime, I tried to achieve the following in these two sessions:

1. Build background knowledge.

2. Divert their attention to the media.
3. Have them feel free to speak, yet give each other a chance to speak.
4. Build vocabulary.
5. Have them analyze and evaluate information.
6. Have them realize that reading, writing, speaking and listening are not separate entities.
7. Have them realize that reading is history, social studies, current events and much, much more. In other words, reading is not a separate entity.

These two sessions were also an invaluable diagnostic tool in that I learned about my students. I found out whether they had an idea of the outside world, whether they had newspapers in their homes, whether they listened to the news, how well they listened, how well they remembered, and how extensive their speaking vocabulary was. For example, one student, who later became my case study, was reading at a grade one level yet he remembered details fairly well, could express himself well, and knew much about the world. He knew all about the Summer Olympics, where they would be held, what countries were involved, etc.

During my first month with this group, I laid the foundation for our year together by (a) gathering basic information about them, (b) taking the time to get acquainted with them and them with me, (c) establishing expectations and guidelines, (d) creating a relaxed atmosphere where they felt

free to interact, i.e. freedom with responsibility, (e) setting the pace, (f) attempting to create some interest in recreational reading, and (g) attempting to help them realize to some degree that reading, writing, spelling, discussion, and listening are all related.

The remainder of this chapter will attempt to describe in detail some of what transpired and what was accomplished as we worked together.

Reading

Reading to the Students

When I read the book Wade's Place to the students, my overriding concern was creating interest in reading. However, as important as this was, this was not the only reason I read to them. An excerpt from my personal journal of Monday, September 26 will help to illustrate what I mean.

On Friday I began reading Bag Full of Trouble to my new students. My objectives were:

1. To continue to introduce them to material in my class.
2. To help them appreciate the pleasure of being read to.
3. To gradually get them to read themselves.
4. To build vocabulary.
5. To develop interpretive and evaluative as well as

literal reading skills.

I asked them, "Would you like me to read you a book like Wade's Place?" They all said, "Yes, we really enjoyed that book" and asked, "Is this one as interesting?"

Next I told them the title of the book and wrote it on the blackboard. I told them who wrote it, when it was written, and the number of chapters in it. I also indicated that the pages where the chapters are listed is called a table of contents.

I showed them the picture on the cover and then asked, "What do you think this book is about?" I also asked, "What do you think is in the bag?" They did not have any idea what the book was about, but they felt that there was money in the bag. I then read chapter one.

As I continued to read the book, I stopped to ask the following kinds of questions:

1. Mr. Kellerman is a crook. What is a crook? What are some words that mean the same as "crook"? I wrote their responses on the board. I also did this for a number of words such as gangster, kidnapped, etc.

2. Do you think Tony did the right thing by returning the money?

3. When I came to the part where Mr. Kellerman captured the boys I asked, "What do you think Mr. Kellerman will do to them?" They then made a guess. I then suggested that we read to confirm or deny their guess.

4. Does this book have anything in it, ie. is it the same in some ways as Wade's Place? Because there was a negative response, I then asked, "Do you notice that in each book the characters have a problem?" Their reply was, "Yes." Then I asked, "What was Hal's problem in Wade's Place and what is Tony and Pete's problem in this book?"

5. Would you like to be kidnapped as Tony is? Why or why not?

6. Sheila, Mr. Kellerman's daughter won't untie Tony because she respects her father. Do you think she should untie him? Why or why not?

At the end of chapter eight, I asked, "Will Mr. Kellerman get out of the country? If he's caught, how will the law treat him?" At this point, I also had them do some written work (Appendix I). As they did the work, I helped them individually. For example, one student, when answering question one, remembered almost every detail of the book, but was unable to write his thoughts. As he dictated it, I wrote it on his book for him. The next day I read chapters nine and ten to them.

On October 18, I made this entry concerning a book that I read to them. On Friday I began reading Sky-Jacked to my group of seven. This is a book about a boy who works as a cleaner for an airline. One day he notices three people who appear to be sky-jackers. Although they had been checked by the sky marshals, who didn't think they were dangerous, they

later joined the flight and sky-jacked it. Tony is responsible for the capture of the sky-jackers. For this, he receives a reward from the company - they let him complete his education by permitting him to work part-time and paying his way.

Today, I finished this book; my students could hardly wait for me to read it. Before I began reading the book, I asked: "Who knows what sky-jacked means?" "What word means the same as sky-jacked?" "What words can we expect to meet in this book?"

In response to this question they said, "Sky-jackers, police, arrest, gun, airplane, airport, etc." I then put the words on the board. As I read to them, I stopped to ask the following kinds of questions:

1. Although the Sky-Marshals don't think the three that Tony suspected are sky-jackers, what do you think?
2. Why do you think they sky-jacked the plane?
3. Do you know where Cuba is? I pointed it out on a map of North America.
4. After Tony overtook the sky-jackers I made the following comment: Older people seem to think that young people can't be heroes. What do you think?
5. Do you know of other heroes? (One student mentioned Terry Fox and what he did).
6. What kind of person is Tony?
7. Do you think he'll accept the company offer?
8. What does this say about the company?

9. Would you like to work for the company? Why or why not?

In one part of the book the term "follow me" was mentioned. Then the next two or three lines point out that a "follow me" is a jeep used to guide the plane on the runway. This is an example of a context clue given by definition; I then explained to them how we can often get the meanings of words without having to use a dictionary.

This book has a tremendous number of compound words and words which end in er. I put the words on the board under the following headings:

compound words

runway

briefcase

airport

er words

reporters

cleaners

Next I asked them to add to the list. I also explained what the suffix er in each word means. Together, we said:

- teacher - one who teaches
- cleaner - one who cleans
- report - one who reports, etc.

We also discussed the meaning of each word.

In the last part of the book, the press was mentioned. I asked, "Do you know what this word means as it is used here?" If they did not know, I explained it to them. I also explained that "press" has more than one meaning.

Before completely reading the book to them, I gave them

some written work (Appendix I).

Friday, October 21. On Fridays, especially in the afternoon, our students are very restless; they seem to want to do everything else but work. When I had the group of twelve (my seven plus five others) together, I began reading to them The Pinballs by Betsy Byars. I read three chapters and every single student enjoyed it.

I took the opportunity to mention two or three things. They responded a few times to what Carlie said by laughing. Teacher: She has quite a sense of humor, doesn't she? do you notice how this writer gives us details about the characters? Do you notice what happens to us when we are (aren't) treated with love? (Harvey's father is an alcoholic; Carlie's step-father doesn't get along well with her. He abuses her physically. Thomas J. gets abandoned when an infant and the twins (two elderly ladies) find him and care for him).

(This is a very interesting book that in the end shows the power of love. I plan to read all of it to them).

Wednesday, October 26. On Friday I began reading to groups one and two, The Pinballs by Betsy Byars. Today they wanted me to continue it. As I read it, I did the following:

1. Helped them realize the plight of the three characters.

2. Helped them see how Byars' book is different from some other books. (Notice how she develops her characters. We hear what they say, what others say about them, and we know

their thoughts).

3. I tried to convey to them how hard it must be for these three children to be in a foster home.

4. They seemed to feel for these three characters because they were real people.

5. I concluded by saying, "the woman who wrote this book is one of our best writers." One fellow said, "I think I know why."

(It is my belief that children need a rich exposure. They should not be confined to books that are only interesting. They need exposure to the best writers for a number of reasons).

October 31, 1988. When I had my group of twelve today, I continued reading The Pinballs to them. We had a discussion on the following topics.

1. Harvey feels very sad (depressed) when he finds out from his father that his mother never ever answered one of his letters. What must it feel like to be uncared for?

2. Will Carlie do something to help Harvey? Why?

(Each student seems to understand quite well (ie. Harvey's plight) and I think they may appreciate their parents a little more).

In the discussion, we talked about how parents want teenagers to be in by a certain time when they go out at night. My comment to them was, "we ought to be very proud that our parents care enough. I think you can all understand

how Carlie, Harvey, and Thomas J. feel. Would you want to be in their position?" There was a very enthusiastic "no."

As I read to them, I also explained why Harvey's mother joined the Hippie Movement. I mentioned how this was popular in the 1960s.

November 7, 1988. Today as I continued reading The Pinballs to groups one and two, I emphasized the theme of love. Some questions we discussed were:

1. Does Carlie change when she's loved by others?
2. How does Mr. Mason show Thomas J. that he cares?
3. How do Carlie and Thomas J. show their love for Harvey?
4. Do you see what happens when we show others that we really and truly care?

(I want my students to realize that reading is more than skills. I want them to know and appreciate the fact that when we read, we read about people, people who may have the same hopes, fears, problems, and dreams as we all do. I also want them to appreciate both the darker and the better sides of people).

In my opinion children need a rich exposure. They need to hear what writers like Betsy Byars have to say. Although I am teaching students who are considered by many to be intellectually dull, I try to expose them to a variety of experiences. I find that with help and proper questioning, they provide some very worthwhile answers. They, too, live

in homes or know of people their age who have the same types of problems.

They get a thrill out of high interest/low vocabulary books, but they get a different dimension from excellent writers.

I think, too, that I should mention that as we talked about Harvey today, who became very depressed, I asked, "Have you seen people who were depressed?" Two or three of them said "yes" and I could tell by the expression on their faces that they were moved by how Harvey felt. This literary experience--emotional or intellectual response to literature--is the ultimate goal.

November 14, 1988. Today when I had groups one and two, I gave them some written work on The Pinballs (Appendix I). We had discussed the different topics before.

Again, I helped them write some of their answers. For example, "Carlie changed very much in a very short time. Discuss or explain". I showed them how to write a response; they provided the details. I wrote it on the board and they then wrote it on their books. I was quite impressed by their answers. At the end of the period I reminded them that if they remember nothing else, to keep the following in mind. "If we show that we care about others, they in turn will care about us."

January 19, 1989. Today I began reading Mystery on the Night Shift to group one. They found the book extremely

interesting. As I read to them I got them doing such things as comparing characters and making predictions. For example, I asked, "What other character have we met in another book who is like Bo or Perez? How are they alike or different?" I also taught them the meanings of new words and expressions.

Yesterday we spent some time at expressions like "the boss gave him the ax." Today when one of the characters in Mystery on the Night Shift said, "You're in hot water," one student noticed it. I asked, "What does it mean?" His response was, "It means, sir, that he is in trouble."

(The more I work with these students the more I realize how the little bit I do each day adds up in the long run. For example, lots of times as we read we run into expressions or idioms and it helps a student get the textual meaning when he knows what the expression itself means. I find, too, that as I read to them they are predicting and asking questions. One student predicts one thing, someone else another thing. My response is "Let's read to find out.")

January 27, 1989. For a few minutes in the last period before lunch I began reading Mad Enough to Kill to group one. After lunch, when I had them again, they wanted me to complete it. After the book was finished, one student said, "Sir, read us the book that you were reading to us a week ago - the one that had the bear stories in it." (This was Rattles and Steadies by Gary Saunders).

I read to them the chapter, "The Warden and the Bear."

They really enjoyed it. When I came to the part where Brett saw the young naked woman lying on a rock, they really got interested. As I read this chapter to them, I did several things.

1. I indicated that this is a true story.

2. I showed them on a map of Newfoundland where the Gander River is.

3. I pointed out or asked them about certain words or expressions such as sleveen, slewing around, grub box, slacked off, to turn in poachers, biologist, parasite, and fringe benefits.

4. We had a short discussion on conservation - how salmon were plentiful in the 30s and 40s, and how and why they are scarce today.

5. We talked about the kind of person Brett was.

One student had seen a grub-box (ie. the old fashioned one) and he knew exactly what it was.

When the bell rang they said, "That's a good book. You got to read us more of it." And, of course, I did. I also told them that this book and Will Anyone Search for Danny are two books that their parents would probably love to read. Between then and the end of the year, some parents did.

February 1, 1989. For half the period today I read Ted Russell's "Football", "Babysittin" and "Jethro Noddy" to group one. They really enjoyed the stories. I indicated that Mr. Russell was a Newfoundland story teller. I pointed out the

exaggeration, humor, and language he used. I also mentioned to them that Mr. Russell wrote many stories and that there is a book in the library with many of his stories in it. Their response was, "Will you read us some more of them?"

February 24, 1989. Today I read to group one a drama-- a real life story from Reader's Digest titled "Struck by Lightning". Before beginning the story, I indicated that they would enjoy it; in the meantime, I instructed them to listen closely because when I finished, I planned on asking questions such as:

1. Where did this story take place?
2. What year did it take place?
3. What happened to Nicky?
4. What kind of injuries did he sustain?
5. How do we know that he is a tough guy?

As I read this story to them, I explained many words such as neurosurgeon, paediatrician, etc. At the end we had a discussion. One of my aims was to introduce them to a good magazine simply because most of what people read after they leave school is magazines.

Because I have many copies of the Reader's Digest in my class, I suggested that they could take one home if they so desired.

March 8, 1989. Today when I had groups one and two I read them half a dozen stories from Amazing Newfoundland Stories by Jack Fitzgerald. I read them the following:

"Almost Cannibalism", "Mutiny and Murder", "A Murder Mystery in the Straits of Belle Isle", "Prison Escape", "Back from the Dead", "A Prophetic Dream", and "The Greatest Hero". My objectives were (a) to help them appreciate a bit of our past, (b) to build vocabulary, (c) to entertain them, (d) to continue cultivating an interest in reading, (e) to continue to introduce them to Newfoundland writers, and (f) to broaden their horizons.

March 14, 1989. Yesterday, when I had groups one and two, I read to them two stories from Passages, "The White Fox" and "Willie". Both are true stories and show some of the hardships suffered by Newfoundlanders years ago. "Willie" shows the hard times people went through in the 30s. "White Fox" shows the courage and bravery of a boy who with the help of his dog goes out in a snowstorm to look for his sick father. We were all moved by the stories. Each student said that he liked the stories very much.

April 6, 1989. Today I began reading Journey Home by Michael McCarthy to groups one and two. I began by saying, "I have read you a number of good books, but I think you'll agree that this one is excellent." After I read the first chapter, I said, "Do you want me to continue?" I read to them the first five chapters and they enjoyed it thoroughly.

This is the story of a boy (David) who loses his parents in an accident, becomes a ward of the state, lives in a number of foster homes, and when he helps to rob a service station,

the police kill his friend, but he escapes and comes to Newfoundland. Narrowly escaping the police, he finds refuge and a hard but satisfying way of life with old Silas, a fisherman in a lonely Newfoundland village. With beautiful Jeannie, he also finds love.

In the first close relationship he has known since the long-ago death of his parents, David discovers a sense of purpose and self-respect. When he and Silas investigate a mysterious ship, a terrifying encounter threatens his new found happiness. He proves his courage - only to find that his freedom must be paid for.

As I read this book today, I did a number of things:

1. I asked them, "what words can we expect to meet in this book?" I then put them on the board.
2. I asked them to make predictions.
3. How do you think he felt when his friend died?
4. What must it feel like to be alone?
5. How did David feel when he met the boy on a boat while crossing the gulf?

April 7, 1989. Today my group insisted that I continue reading Journey Home. We did the following:

1. Discussed Newfoundland dialect - the way Silas talked, and words such as a "hot toddy" and "grog".
2. I asked them to make predictions.
3. We discussed: (a) what Port aux Basques must have been like at the time. They seemed to know where Bear Cove

and John's River was - later, however, we found out we were incorrect; (b) Silas's treatment of David; (c) how salmon at that time were plentiful - what has happened to them today?

4. Two or three of them related stories of their own.

5. They were very excited about David's meeting Jeannie.

April 10, 1989. Today I continued to read Journey Home. Our session went very well. The things we did were:

1. What does Silas mean when he calls Jeanie's mother "the salt of the earth" and "a man must keep his word?"

2. When David gave Silas the money to send back to the service station owner, one student said, "I bet he'll keep it." Another student said, "No." Then I asked, "What leads you to think he won't keep it?" His response was, "Everything he's done so far shows he's a good person."

3. Silas explains to David what Christmas was like in the old days. I emphasized it as I read it and we then compared it with the way we celebrate Christmas.

4. When Jeannie's father died, Silas helps Jeannie and her mother by providing food, fuel, etc. He and David go back periodically to check on them. One student said, "I know what he's up to. He wants Jeanie's mother." Later when we found that Jeannie thought her mother might like to move back to Bear Cove, other students seemed to agree that she and Silas might get together. My comment was, "Let's find out as we read."

5. When Silas was telling David about how they used to spend Christmas, he wiped a tear from his eye. My question to them was, "What do you think Silas is thinking about?" Their response was, "The days when he had his family, sir."

I mentioned to them that I had read the book and that the best part was yet to come. Their response was, "Let's hurry up and get over there."

April 13, 1989. Yesterday, in the sixth period, we did some discussing and writing on The Journey Home. Again, my questions weren't strictly factual (Appendix I). As they did the work, I talked with them and referred them to parts of the book or read parts to them to help them decide on an answer. For example, when I read to them about two or three things Silas did, someone said, "He helps people, he cares about others."

In the last period today, I continued to read this book. When I read to them the part where David and Silas are taken prisoners, they were making all kinds of predictions and if I stopped they would say, "Don't stop, sir. Read on." They really enjoy this book.

After I complete reading the book, I plan to have a discussion that would again cause them to think, interpret, weigh the information, look at the pros and cons, etc. For example:

1. Did David make the right decision to turn himself in?

2. What can happen to him?
3. What does he have going for him?
4. What has he to lose?
5. What has he to gain?
6. What does the word "free" means as used in this book?

April 14, 1989. Today I completed reading The Journey Home. They agreed that of all the books I've read to them, this one is the best.

We then had a discussion. We used a set of questions to guide our discussion. When we came to number nine (Appendix I) the following took place:

Teacher: Have you read a book this year in which a person ran away from home?

Student: Yes, sir. Barney McGee in Exit Barney McGee.

Teacher: Why did he run away from home?

Student: He didn't like his stepfather.

Teacher: What did Barney learn?

Student: He found out about his real father and came back realizing that both his mother and stepfather loved him.

Teacher: Who remembers the book Take-Off?

Student: I do. A short fellow and a tall fellow were in the book. The short fellow ran away.

Teacher: His name was Jimmy. Why did he run away?

Student: To see what it was like?

Teacher: Did he learn anything?

Student: Yes sir. It was better at home where people cared for him.

Teacher: Who remembers Kathy in Runaway?

Student: I do sir.

Teacher: Why did Kathy run away?

Student: Her father beat her up.

Teacher: Did Kathy come back home"?

Student: Yes, sir because her father quit drinking and joined AA.

Another

Student: Her boyfriend wanted her to come back, too.

(What I tried to do was show the relationship among the books. I wanted them to compare and contrast the characters. I was pleased that they remembered the books they had read. Had the bell not rung, we could have gotten into a deeper discussion.)

What follows is a list of some of the other things I do as I read to students:

1. Teach them about literature - story elements, character sketch, fiction, nonfiction, biography, etc. For example, sometimes when I read a short story or book to them, we do the plot together on the board. As I read The Mystery of the Missing Treasure I mentioned how the writer could easily put Pete back in time, and how it seemed so real. I indicated that this is called fantasy.

2. Once in a while when I am reading to them, my mind wanders. Then when a student asks me a question, I have to go back to get the answer. I then say, "Can you see how important it is to concentrate when you're reading?"

3. If I mispronounce a word that is graphically similar to another, I point it out to them. I explain or model what I'm doing. I say, "As I read on I knew that what I called the word is incorrect because it doesn't make sense. I just paid attention to what the word looked like."

4. If I come to a word and I don't know its meaning or can't get the meaning in context, I check with a dictionary. Students often check, too.

5. If a figure of speech such as a simile or metaphor is used, I explain it or ask if they know what it means in this particular context. I then explain why the writer uses figures of speech. (I don't mind if they can't remember whether it is a simile or a metaphor.)

6. Sometimes expressions, words, people, places, foreign language, other books, etc. are referred to. I stop to explain what it means and how the meaning could be lost if we didn't know.

7. I often reread certain comments made by a character and discuss it to elicit either an intellectual or emotional response. For example, Carlie in The Pinballs says, "And then, Harvey, to make matters worse, here we are totally unwanted - I think we have to admit - that - and then there

are people in the world who really want children and haven't got one. Life is really unfair."

8. If when I read I am reminded of some experience I've had, I relate it. I explain that this is what happens when we read.

9. I point out how in children's literature there is an affinity with nature.

10. Sometimes I intentionally do not pause at the end of a sentence; I help them see how this can distort the meaning.

11. Reading to children is an excellent way to teach mechanics of writing. For example, I may ask: (a) Why did the writer use an exclamation mark here? (b) Why did he use commas, as in a list or when addressing someone? (c) Why is there an 's added to Jack in Jack's coat?

12. Occasionally, I will direct attention to prefixes, suffixes, contractions, plurals, degrees of comparison of adjectives, and adverbs, etc. For example, I may ask: (a) What does "pre" mean in precooked? (b) What does "re" mean in reread? (c) Why does the writer spell fairies as he does? (d) Why is its used here and not it's or why is you're used instead of your? Quite often, students, when reading themselves, will direct my attention to things I have pointed out to them.

13. If a word like phone or knee is used, I point out the F sound in phone and the silent K in knee.

14. Most times when I read, the students are so interested in getting the story that I forget to use proper expression. However, quite frequently, I emphasize the necessity of doing this.

Things To Consider As Students Read and Do SRA Activities

Individual conferencing.

1. Word ID strategies (as below).
2. Discuss a book s/he is reading or has just completed. For example, if he has just completed reading Fair Play, I would conference with him using the following questions.
 - (a) In two or three sentences tell me why John is not a nice person.
 - (b) What does the word "prejudice" mean?
 - (c) What two characters were prejudiced?
 - (d) Did Carol make the right decision to date Andy? Why? Why not?
 - (e) Chris and Tony are not likeable people. Discuss.
 - (f) What do you think Chris learned from Andy?
 - (g) Will Andy and Carol date each other for very long? Why or why not?
 - (h) Did Andy and Carol do the right thing when they helped Chris and Tony? Why or why not?
 - (i) Why did you like this book?
 - (j) What did this book teach you or what did you learn

about life or people?

3. Listen to a student who is eager to tell me about the book he is reading or has just read.

4. Give him (her) a short story to read but first fill in background knowledge, build vocabulary and set a purpose for reading, and later determine whether he was successful.

5. Listen to a student read orally. I praise him when he self-corrects, uses proper expression, pauses at the end of sentences, identifies a word correctly, etc. Sometimes I read, he listens, and then he reads it using the right intonation, etc.

6. I show them how to use a dictionary to confirm or deny a word that they think they know the meaning of.

7. If they are unable to sequence the events in the story, I give them clues as to how to do it. For example, sometimes a writer uses signal words such as first, next, then, last, finally, etc.

8. I show them the SQR method which is survey, question, read. For example, when reading a short story, look at the title, then look at any picture that may be on the first page, read the first paragraph, and then the last paragraph. (This gives the reader some idea of what the story is about. He then reads it to find out.)

9. Occasionally I chat with a student about any concerns s/he has in reading/writing. For example, if he faults in doing SRA, I try to find out why.

10. Quite often students will say, "I can't follow what I have to do." Before I read it for them, I ask them to read it over because quite often I have to do the same thing, and reinforce the point that all good readers do this. I also indicate that sometimes it is useful to underline certain things.

11. If I've read a book that I think a student will like, I discuss it with him to get him interested. I may even read two or three pages to him.

12. Some students like me to sit with them and review for a test that they are having in a day or so (ie. social studies, health, science, etc.).

In many instances, I am a resource for all seven at one time. I may move from one to the other addressing minor concerns. For example, one student may want a word spelled, while another can't seem to identify a word.

Word Identification Strategies

If a student is using only one word identification strategy, I teach him/her others s/he can use (refer to Chapter III on case study). For example, I find that when most students come to a word they don't know, they either skip it or ask someone. I try to show them how they can get the word themselves by using semantic, syntactic and graphophonic cues. For example, in the sentence "John went to the post office to mail a letter," the student may stop at the word

mail. First, I ask him/her to read the remainder of the sentence. The individual may then get the word by making a guess or by using semantics - putting in a word that makes sense.

If s/he doesn't get it, I'll say, "You would go to the post office to (____) what a letter? The student might say "post". Then I reply, "It's a good guess, but the word we need begins with M and it means the same as post."

What I am trying to do is develop a mindset. I want the student to know that it is all right to guess, and that I want him/her to use other cues. Sometimes when a student is reading a passage or when I am reading to a student, I explain how s/he can use semantic cues (synonyms, antonyms, definitions or examples, summary clues, and inferencing) to get the meaning of a word.

Synonyms. In the sentence "The force or pressure of an electric current can be measured" the words or pressure provide a synonym to the meaning of force.

Definitions or Examples. In the sentence, "The marsh was a swamp where the land was low and wet," the writer has provided a definition of the word "marsh".

Antonyms. In the sentence, "Although Mary was thin, her sister was obese," the writer has provided a signal word, although, to cue the reader to the antonym of obese.

Summary Clues. The reader can often determine the meaning of an unfamiliar word or phrase from the context that

precedes or follows it by using a number of clues in combination. For example, in the following passage the reader obtains the meaning of dishevelled from a number of clues. "The room was completely dishevelled. Books were torn and thrown on the floor. Chairs were overturned and lamps were broken."

Inferences. The reader can obtain the meaning of an unfamiliar word by inferring the meaning based on information in the text and the reader's experiential background. For example, "The wind was blowing furiously and the rain was pouring down. It must have been a hurricane." The reader's familiarity with different types of weather and the first sentence provide clues to what a hurricane is.

The above does not exhaust all the possibilities of what a teacher can do as s/he instructs students as they read. However, I find that by doing these things it helps children improve their reading because it serves to develop a particular mindset. Furthermore, not only am I using interesting material, but it allows me to spend less time preparing worksheets that often have little relevance to improving reading. I use the SRA Developmental Laboratory-2 that was designed two years ago for remedial and special education students in grades 4-8.

It is an excellent kit because it has activities in vocabulary development, word analysis, study skills, and comprehension. The students find the stories interesting, are

successful with them, and like using them especially at the beginning of the year.

One particular exercise requires a student to put the correct word in a sentence. That word is found in a certain paragraph in the story. For example, "Last year I _____ to China (4)." I instruct the student to guess or predict what word would make sense in the blank. I then try a couple of words that would not make sense. I say, "Suppose we use the word visited, would it be okay; suppose we use travelled, would it fit the sentence?" If the student doesn't notice that certain words are incorrect, I'll ask, "Why can we use the word 'travelled' but not the word 'visited'?" I end by asking the student to look in paragraph 4 of his story for the word 'travelled'. I also direct him/her to notice that the word starts with 't'.

Structural analysis and phonics analysis will be described in this chapter in the section on spelling and in Chapter III (case study).

Study Skills and Survival Skills

Throughout the year I taught this group a number of study skills and what I refer to as survival skills (ie. being able to use a phone book, order from a catalogue, and be able to fill out certain forms (Appendix J).

When I first gave this group an application form to

complete, they thought it was very difficult to do. However, with the assistance of classmates and myself, the task was completed. By the end of the session, three or four students wanted me to get some application forms so that they could apply for a part-time job. Immediately after school closed for the day, I went to a few businesses to pick up some forms and the next day the students were much more interested.

I discovered that one student did not have a Social Insurance Number. I helped him get the form, assisted him in completing it, and then he took it home for his parents to get the necessary documents to go with it.

(In the real world, we need to be able to complete deposit and withdrawal slips, we need to be able to apply for a job, we need to be able to apply for a motor vehicle registration or driver's license. Furthermore, I wanted this group to find out that forms are not something to be scared of; that they could do them if they really wanted to.)

Writing

As indicated earlier, I spend the first part of the year getting to know my students. Part of this getting to know them is for them to write about themselves. Not only do I have a piece of writing to compare their year end work to, but it gives me an idea of the calibre of their writing.

For a month or so I get them to write sentences, telephone messages, notes to family members, directions to a

place, advertisements and comments on books I have read to them. For example, I begin by saying, "John is home by himself; Susan calls and asks for John's sister, Amanda. Susan wants John to leave this message with Amanda. I am going away to St. John's for three days with mom and dad. Call me at 753-6024 after 12 tonight. Later in the evening John's friend calls and wants him to go to Stephenville for the night. Write the telephone message that John should leave for Susan." (I find out what they can do and then show them the proper method, after which I get them to practice using similar situations.)

I begin writing advertisements with them by going to the newspaper to see how an ad is written. I then say, "Pretend you have a two year old Yamaha 250 Skidoo to sell. Write an ad that you would put in the Gulf News."

If I want them to write the directions to get to a place, I say, "You go out on the school parking lot and a stranger asks you how to get to the elementary school, tell me what you would tell him."

This is an excellent activity in that they have to think about what they're doing, organize their thoughts, put them on paper, and then examine them. Often times, they do not see their own mistakes, but they see their classmates' errors. In the process, they realize that clarity and preciseness are important.

After I have laid a foundation by doing the above, I then

do a piece of writing that takes them through the different writing stages. This takes a number of sessions. I do this in the following manner. Because I sometimes teach two groups together, I begin the first session with both groups and after that work with one group at a time because they may need more individual attention.

Pre-writing.

Session One - 40 minute period. First, I put the word "teenager" on the board. Then I ask, "Please tell me whatever comes to your mind when you see this word. I'll write your words on the board." I end up filling out the board.

Next I say, "Get yourselves into groups of four and select a leader. I want you to write down some problems that teenagers have. After 15 minutes, your leader will present them to the class." When this is completed, I notice that not only are they interested but they have a number of concerns, many of which concern venereal diseases, drugs, smoking and alcohol. (By the end of this session the conclusion seemed to be that smoking, drugs, and alcohol are harmful to our health.)

Group two is an older group and their concerns were a little different. They were more interested in talking about unwanted teenage pregnancies, sexual problems teenagers have, venereal disease, etc.

We sat in a small group (six of us) and because of the

concerns they had I told them that they could ask me any question they wanted an answer to and I would try to answer it or find the answer. One student facetiously asked, "Did you have sex when you were our age?" We had an excellent discussion and I referred them to some of the material our guidance counsellor has on display.

Session Two - group one only. First, I got them to reflect on the concerns they voiced in session one by asking, "Please tell me some of the problems that you mentioned yesterday." A very interesting discussion followed. Some questions I asked them were: "What is the biggest problem among teenagers?" "How many 13-15 year olds smoke, how many use drugs, how many drink (ie. among the ones you know)?" "If a teenager drinks and uses drugs, what other problems may he have?" I mentioned to them what I had read concerning the increase in women smokers, and lung cancer among women. I also read them parts of a brochure concerning the misuse of alcohol.

This group concluded that unwanted teenage pregnancy can cause many problems, that boys should be as responsible as girls, and that smoking, drinking, and drugs are harmful to one's health.

Writing.

Session One - group one. We began this session by writing topic sentences for paragraphs. I put two or three

topic sentences on the board and then explained what a topic sentence is, how to write it, and its purpose in a paragraph. I also gave them a paragraph as a sample. They each wrote one or two; I put them on the board and we discussed the quality of each. By the end of the session, they all seemed to have gotten the idea.

Session Two. I began this session by writing the two words "teenage pregnancy" on the board. I then asked them to use these two words to write a topic sentence for a paragraph that we could write together on the board. One student said, "teenage pregnancy causes many problems." Because everyone agreed it was a good topic sentence, we began to write the paragraph. First, they gave me their ideas and I jotted them down on a corner of the board. Next we decided on the order for the ideas. They then gave me sentences using the ideas. If there was disagreement, we decided on the most acceptable sentence and wrote it on the board. We ended up with a fairly good paragraph (Appendix I).

Session Three. In this session my advice to them was, "Select or write a beginning sentence for a paragraph, decide on what you want to say and get it on paper. Do not be concerned about spelling, handwriting, capital letters, and punctuation." Although they asked me to spell a number of words for them, they did a very good job.

Revising and rewriting.

Session One. In this session my directions to them were to get together in groups of two and do the following:

1. Read your partner's piece of writing.
2. Write down any good things you notice.

Some of their responses were: it is true to life; it is interesting; it has good sentences; it has good handwriting; and it has good ideas.

One student suggested that I read his friend's to the group. Because he would not read it, I did. After I read it the student who wanted me to read it said, "Sir, he got off the track." They all agreed, but we agreed too that it had good ideas, accurate information, and that sometimes when we write, it is easy to get off the topic.

Editing and sharing.

Session One. In this session I gave them the following directions. "Look at your own paragraph, and using the guide on the board rewrite it."

1. Have I said what I wanted to say?
2. Is my message clear? If not, change it.
3. Did I use the correct punctuation? Did I use a period or a question mark?
4. Did I use capital letters correctly?
5. Did I make mistakes in spelling?

They were not as enthused about doing this, but with the help

of a friend, they did it. I then asked them to rewrite their piece of writing using their best handwriting.

Session Two. I tried to get each person to share his/her piece of writing with the whole class, but they were reluctant to do it, primarily because when they read each other's in the revising stage, they knew what that person had said. For the remainder of the session, they did a variety of things (e.g. two read a book, two listened to a tape, one did some written work). I then took the time to confer with them about their piece of writing.

Projects.

Sometimes I found it difficult to get this group to write; therefore, I capitalized on their interests in nature and their artistic ability. Throughout the year they did a number of projects on animals, birds and fish. We did these writing projects in this manner.

First each student decided on a topic. We then went to the library together and searched for material. For example, one student did a project on sharks. In the library, I showed him everything I could find on sharks. He had a set of reference books called Nature's Children that he brought to class to use himself and for others to use. As they decided on the information they wanted, I xeroxed it for them. For the next three or four sessions they kept very busy.

I found this to be an excellent activity because not only

did I introduce them to certain reference materials, but I taught them a number of study skills such as how to find information in an encyclopedia. Furthermore, they became very familiar with these materials.

As they did their individual projects, they assisted each other, and I became an assistant for all of them by: (a) getting the materials; (b) helping them select their information; (c) helping them organize their information; (d) helping them read and understand the information; (e) directing their attention to the mechanics of writing; and (f) discussing with them the value of what they were doing. (I emphasized that when we do projects like this, we are reading, writing, spelling, discussing, listening, doing social studies, science, etc. and that it is an excellent way to learn and to express oneself.)

I also allowed them to do a number of other things as they did their projects. For example, one student decided to do a project on jokes. He collected a number of jokes and then wanted to read them to the class. Then other students got interested in jokes, wanted me to help them find some books with jokes in them, and later read them to the class.

When the projects were completed, they brightened up the classroom by posting them on the walls. Each student then made comments about the posters. Later the students and I decided on assigning a mark of worth. Because of the interest in this, they usually put their very best into it, and usually

received nine out of ten or ten out ten.

Not only was this type of writing assignment beneficial to the students but this group helped me to become more attuned to their strategies, interests and needs.

Writing activities.

The people of Port aux Basques and the area are very much interested in and enthused about hockey. This past year they won the Hardy Cup. I capitalized on this interest by getting appropriate newspaper articles and displaying them on my bulletin board. They usually wanted me to xerox copies for them. Quite often we got into worthwhile discussions followed by a writing activity. Some students even did projects like the ones mentioned above.

Because I read a great deal to my students, and they too read a good deal, we sometimes discussed characters and occasionally wrote a character sketch. (Refer to Appendix J for other writing activities.)

Teaching the mechanics of writing.

I have learned that the best way to teach the mechanics of writing is to use the student's own writing, his reading, and what I have read to him (mentioned earlier). Following is how I reviewed the use of capital letters, the comma, period, exclamation mark, question mark, and underlining:

Teacher: Jimmy, did you read Micro Man?

Jimmy: Yes, sir.

I then wrote my query on the board, capitalizing the word "Jimmy," put a comma after the word Jimmy and then underlined the name of the book. I then pointed out to them why I did all three.

Next, I asked each of them a question:

Teacher: Lawrence, did you enjoy Nine Lives? Do you notice that after I say each of your names, there is a pause in my speech?

I then asked one or two students another question, told them to take out the book they were reading, and directed them to do the following:

1. Look for a sentence where one character speaks to another, and see if there is a comma after the name.
2. Find a sentence where a question mark is used.
3. Find where an exclamation mark is used.
4. Find a sentence where a comma is used in a list.

In a few minutes they found a number of examples. As they did, we discussed the reasons why each was used. I finished by saying, "As you read books, think about what we did today."

This method I find is best because my students do much recreational reading; I am not suggesting that they will always practice or transfer what they learn, but it is very helpful; quite often they say to me as they read, "Sir, do you remember what you showed us about how to use commas after a name? Here's one." In many instances a student will ask, "Do

you remember what you showed us about contractions, homonyms, etc.?" I respond by asking, "What does that contraction mean or why did the writer use the homonym 'your' instead of 'you're'?"

Spelling

Early in September one student asked, "Sir, are we going to do spelling this year; we did it last year?" My response was, "Tell me about what you did last year."

I found that they were used to spellers and that they wanted one to use. Because I did not have the appropriate ones, one student went to the elementary school and got some. Each student then decided on the words he wanted to learn.

A day or two later I explained why spelling is important and how when I tested them I found out the kinds of errors they made. I also indicated that a fellow by the name of Horn found that 100 words comprise 65 percent of all the words written by adults and that only ten words (I, the, and, to, a, you, of, in we, and for) account for 25 percent of the words used. I indicated that they can continue to use the speller but I'd like to find out if they know these words, and if not, we should probably learn them because spelling is a tool for writing. (Furthermore, I have a book here that names the words most frequently misspelled.) I then gave them Horn's list and the latter. They find that there are many words they don't know, and a day or two later they decide to

use some of the words from the speller and some from the lists.

(Because my case study will detail what I did in spelling, I will not continue here. However, I wish to emphasize:

1. That again I capitalized on their interests - I did not say, "You can't use spellers." Within two months, they were referring to them.
2. Students need to be able to spell words that they will be using in their writing.
3. They need to be able to know how to find out the spelling of a word if they do not know it.
4. Learning words in isolation seems to be a meaningless activity.)

As the year unfolded, I tried to expose my students to a number of learning possibilities. Some, I found out, were neither practical nor meaningful; however, a high percentage of them became seeds for learning. For example, my students became more independent in choosing with responsibility their learning activity. In one period two were reading for pleasure, two were doing SRA, one was working at his project, and two listening to the tape recording of a book. As they did their work, I conferenced with them or assisted them. Again, I reiterate, not only did my students seem to be empowered but they empowered me because they taught me how to become a better teacher.

Evaluation

Chapter III will describe in detail how I evaluate a student's performance in reading; therefore, this section will deal only with evaluation in writing.

One of our objectives in the past three years has been to try to make our special needs program more like that offered to the remainder of the school population. I kept this in mind when evaluating them. For example, sometime in January we have a mid-term exam and at the end of the year we have our final exam. The final grade for each student is 30% of the mid-term exam mark, 40% of his/her term's work, and 30% of his/her final exam mark. In early February and at the end of the year students receive their report cards and each can see how s/he earned his/her grade for the year.

These restrictions are insignificant because I, as a teacher, still have much flexibility in setting goals, deciding on the content, learning/teaching activities, and how I will evaluate. As I evaluate my students' writing, I am guided by the following:

1. The purpose of evaluation is not to arrive at a final mark or grade (as important as that is to students, teachers, and parents); rather it is to help the student be aware of his/her strengths and needs and be proud of what s/he has done, yet at the same time letting it be the motivation for them to want to be better. In other words, with success comes more success.

2. Writing improvement never ends. It can be a continuum that begins when we first start to make marks on paper and ends when we die.

3. Writing is not easy; it is difficult work.

4. The stages we go through in writing are important. In other words, process is important. However, product is also important. Let me illustrate by giving this example. Late in the year, I wanted to review the friendly letter, and I wanted my students to see the kinds of mistakes they sometimes make when they write. Therefore, I devised a letter that had various kinds of mistakes (refer to spelling, poor handwriting, punctuation omitted, etc., Appendix I). I convinced them that it was a real letter that had been written by a teenage girl. When they read it, their comments were: "What is the good to write somebody a letter if you can't read it?" "She can't spell." "She doesn't know how to write a letter." On and on they went.

(I stress meaning very much, and getting your initial ideas on paper are important, however, I wanted my students, in this exercise, to see the importance of mechanics, too.)

5. Many experiences such as reading help us become better writers, however, teachers need to teach the basics in writing. For example, I have met many average students who are unable to write a paragraph using a good topic sentence.

6. Although we have many sophisticated ways to communicate, writing is still very important. For example, how can

we do school work if we can't write?

7. Although some students are better at writing than others, they all can achieve more than they sometimes think or are led to believe by us teachers.

8. We need to write for a purpose. If we really want to communicate to someone/society at large, we may be motivated to try to do a good job. In other words, writing does not exist in a vacuum.

9. Very little seems to be accomplished in helping students become better writers when they receive their writing from the teacher that is messed up with colored marks.

Things to consider.

1. At the beginning of the school year, I get a sample of a student's writing. At the end of the year, s/he and I compare it with what s/he did at the beginning of the year. We compare on the basis of content, structure, organization, clarity of meaning, and mechanics such as spelling, punctuation and handwriting.

2. As they work at individual projects, I work with them (as previously mentioned). When I have to assign a mark or a grade, I consider the following: (a) purpose of the project; (b) content; (c) organization; (d) appearance; (e) mechanics; (f) student effort; and (g) originality-independence.

As I assign the grade, I ask questions such as, "Why did

you decide to do this?" "Why did you change your mind?" "What was the single most important thing you learned while doing this project?"

3. I am especially guided by the purpose or reason students do a particular piece of writing. For example, if I instruct students on how to write a paragraph with a topic sentence, then when I read a piece of writing that will be my overriding concern. If, on the other hand, I am reading a student's piece of writing to see if s/he used story elements, that will be my overriding concern. This is not to say that if I notice certain strengths and needs I will dismiss them. Instead, I will deal with it then or assign a later date to deal with it. For example, I may suggest how s/he could have taken another route. The way I administered my final exam in writing with this group, will, I think, provide some insight into how I evaluate students' writing. The following is how it went:

Teacher: Throughout the year, we have done much writing, and as you know, each of you has improved quite a bit. As we do this exam, I do not want you to think of it as you would your social studies or science exam. This test is not to test facts, instead, it is a test to practice what we have learned, and to learn more. Therefore, don't worry about how many questions you do, because that is not why I am giving you this exam. Does everyone follow what I

am saying?

Students: Yes, sir.

Teacher: As you know there are stages or steps that we follow in the writing process. They are:

1. Think about what you want to write about.
2. Get your ideas on paper.
3. Check to see if you said what you wanted to say.
4. Make corrections.
5. Check for mechanics - spelling, capital letters, punctuation.
6. Final draft - write it over the second time using your best handwriting.

I then gave them a short piece of writing that illustrated the different stages. I gave them the final draft too. Although it was difficult to do the pre-writing stage this way, I did set a purpose, and indicated how I made a plan for my piece of writing.

Teacher: As you write you are to follow the model. As you realize, I am giving you a number of topics and you select one. Because each of you will probably want to write on something different, it would be difficult for us to discuss the topic as we did throughout the year in the pre-writing stage. Are you all sure what you have to do?

Students: Yes, sir.

I then put the following guide on the board and asked them to follow it:

1. Pick out your title (from the list given).
2. Think about what you want to say.
3. Write down what you have to say.
4. Read it to make sure that what you've said is clear and that you've said what you wanted to say.
5. Change words, sentences, parts of sentences, if you need to.
6. Check for mistakes in spelling.
7. Check for mistakes in punctuation.
8. Check to see if you have used capital letters properly.
9. Write it over again using your best handwriting and putting your title at the beginning of your piece of writing.

As they did their work, they kept me moderately busy. First, I had to do special work with my case study (to be mentioned in Chapter III). As I saw them doing well, I said, "I'm very pleased with your work. I can see that you guys have learned something this year." If I saw a student forgetting something, I mentioned it to him/her. For example, if, as the student wrote his/her title, s/he used capital letters incorrectly, I mentioned it. If I saw that his/her meaning was unclear, I had him/her reread it, think about what s/he had written, and suggested that s/he probably change it. At first, one student seem confused and decided that he

couldn't do it, however, after some prompting and watching the others, he began his work and ended up doing very well.

When we are writing, I like to have it quiet, so I kept the noise to a minimum. Two students used the adjacent resource room. The door was open so I could move back and forth. I even let students help each other. At the end of the exam, one student said, "This is the best exam I ever did."

This was my first time conducting a writing exam this way, but I, as a teacher, enjoyed it thoroughly for the following reasons:

1. My philosophy of what is involved in writing was being practiced.
2. Students got much pleasure and at the same time learned much about writing.
3. My objectives were met.
4. I learned much about the strengths and needs of each student - more than could ever be reflected in a final grade on a report card.

I took the seven exams and graded them using the following criteria:

1. Observations about each students as s/he did his exam:
 - care taken to do his/her work - effort
 - determination to do well
 - attitude toward his/her work

- kinds of questions s/he asked
- willingness to share ideas with others
- steps s/he followed in the process, ie. did s/he take the time to follow all the steps?

2. Meaning - content (structure, organization and originality); and mechanics (neatness, punctuation, spelling, capital letters, and usage).

(May I remind the reader that this group of students did not understand the writing process prior to this past school year.)

Conclusion

My intention is not to leave the reader with the impression that the environment I provided for this group of students was utopia - a place where there were no problems, no frustrations, no dull moments, and where everyone was doing his/her own thing and developing to the fullest.

My goal was simply to attempt to develop students' reading/writing competencies and to help them understand the role of reading/writing in their lives. To do this without divorcing reading/writing from the real world was indeed very challenging and at times very frustrating. However, it was most gratifying when I saw my students reaping the benefits.

I agree with Young (1971, cited in Fagan, 1979) when he states that teachers have a crucial role to play in the

empowerment of children through literacy. The power of the children is limited by the power of the teachers (P. 576).

CHAPTER III

IMPLEMENTING CHANGE: ONE STUDENT'S STORY

As indicated in Chapter II, there were many occasions when I taught those seven students as a group. However, because each had different strengths and needs, I very frequently instructed them individually. One student, Bill (not his real name), who was a part of this group, received more individual attention than the other six each day from 8:40 - 8:55 when his classmates and all other students in the school were engaged either in uninterrupted sustained silent reading or journal writing. This chapter will focus on that student--how I gathered information about him, how I set up a program for him, and how at the end of the year I evaluated him.

Background

At the beginning of the 1988-89 school year, Bill was a fourteen year old young man who though integrated with a regular class for some subjects, and always for mathematics, had spent the greater part of the previous (latter) five of his nine school years in special education classes.

After all these years in school, he was nervous about reading and considered individual words to be more important than meaning. Although he was virtually a non-reader (grade

one instructional level), he considered reading to be very important and wished to be able to read for information and pleasure. Moreover, he was prepared to attempt to improve his reading.

Assessment

The purposes for assessment are to:

1. Reveal strengths and weaknesses in a child's profile in the area of the process/mode.
2. Reveal strengths and weaknesses of previous instruction.
3. To make other instructional decisions such as those involved in screening (programming), placement, and identification.
4. To be accountable, to provide benchmarks of progress to oneself and the school and to parents.

My initial assessment of Bill was to find answers to the following questions:

1. What are his interests?
2. What is his attitude towards reading?
3. What are his instructional and independent reading levels.
 - (a) Graded word lists
 - (b) Oral reading
 - (c) Silent reading

4. What word identification strategies does he use?
5. Is he having difficulty with basic word recognition skills such as initial consonants, final consonants, vowels, structural elements, etc.?
6. What is his verbal IQ or receptive language level?
7. What level is he achieving in mathematics?
8. Does he know basic sight words?
9. Does he know contractions?
10. What is his spelling level? Is there a pattern of errors?
11. What is his listening comprehension level?
12. Does he confuse certain words like "saw" and "was"?

The Instruments Used

1. Teacher-made attitude and interest inventory (Appendix I).
2. Cumulative records.
3. Previous teacher's report.
4. Ekwall Reading Inventory (with modifications to have four factual, four inferential, and two vocabulary questions - forms A and B).
5. Doren Diagnostic Reading Test of word recognition skills.
6. Stanford Diagnostic Math Test (form A).
7. Peabody Picture Vocabulary Test.

8. Schonell Spelling Test.
9. Stanford Diagnostic Reading Test (form A - red level; form A - green level test 1 only)
10. List of confusing words xeroxed from Zintz and Miles, Corrective Reading, 1977.
11. A writing sample.
12. Teacher observations and interview with student.
(Note: The Ekwall Reading Inventory contains sight word lists, contractions, and any passages from forms A, B, C or D can be used to determine listening comprehension level.)
13. The school nurse did a vision and hearing test.

Strengths

1. He has a listening comprehension level of 7.0.
2. He is doing well enough in mathematics to be integrated with a regular class.
3. He has a fair amount of general knowledge; his speaking vocabulary is much like an adult's.
4. When read to he remembers almost every detail.
5. He is very much interested in becoming a better reader.
6. His handwriting is fairly good.

Because there was such a big discrepancy between his instructional level and listening comprehension level, I referred him to the special services coordinator for further

testing.

Needs

1. To be able to read for pleasure and for information and to establish a continued appreciation for reading.
2. To learn to develop a variety of word identification strategies such as contextual clues, word analysis, and dictionary skills.
3. To develop confidence with his oral reading.
4. To develop confidence in spelling by becoming aware of his errors, and by achieving success in spelling new words.
5. To expand his knowledge of words and their meanings.
6. To develop interpretive and critical reading abilities as well as literal abilities.
7. To experience success in reading.
8. To change his self-esteem.
9. To express himself in written discourse by doing such things as:
 - (a) using a variety of sentence structures
 - (b) producing a topic sentence
 - (c) producing supporting sentences
 - (d) using proper capitalization and punctuation
10. To learn the Dolch Basic Sight Words.
11. To learn to pronounce and know the meaning of the Ekwall list of contractions.

My first two 15 minute sessions with Bill were spent:

1. Explaining why I had chosen him for my case study and getting his permission.
2. Discussing the results of the testing and my observations.
3. Setting the environment for future sessions by listening to his concerns and attempting to assure him that by the end of the year he would likely see a big difference in his reading.

He had already spent a month in our school so I was able to use other students I had taught as an example. This he found most encouraging and was reflected in his comment, "I couldn't read at all last year, now he can read." At the end of the second session he asked, "Can I bring along the set of books I told you about yesterday to show you?" This set of books, Nature's Children proved to be an invaluable asset; I soon discovered that he had a genuine interest in nature, and an insatiable thirst for knowledge. (For other materials used refer to Appendix I).

Comprehension Strategies

We began our sessions by using the book from his set called Moose. Later we used Grizzly Bears, Polar Bears, Sharks, Geese, etc. Because he was unable to read the books, I read them to him. As we progressed through the year, the

following strategies were utilized:

1. First, I pointed out to him how the books were arranged. The table of contents was a list of questions such as "Where do moose live or what do moose eat?" Each book had a glossary at the end. Each time that I read to him I established purpose by saying, "We'll now read to answer this question." Example: Where in the world do moose live? We often referred to the glossary for the meaning of a new word.

2. Quite often as I read, he was reminded of some personal experience. I stopped and he related it to me. For example, on one occasion he mentioned to me about a hunting trip that he, his father, and his uncle had enjoyed very much.

3. I sometimes read to him articles from the newspaper concerning the topic we were reading about. For example, in one session when reading about moose, I read him the article about how two bull moose's horns were interlocked and how they eventually died. This provoked a good discussion. He indicated that he had seen a television program about the very same occurrence. On another occasion, when we were reading about sharks, I read him the article concerning how a man and his son were swimming together and the father had been eaten by a shark. This article was excellent in that I was able to ask him questions that developed inferential and critical reading skills.

4. Often I read to him parts of books that were relevant to his topic. For example, when I read him the story

about how Brett Saunders climbed a tree to get away from the cow moose that thought Brett was going to harm her calf, he was fascinated.

5. Occasionally, as I read to him I asked him to think of a question or questions that he could ask me. Not only did he ask me a question about what I was reading to him, but he would ask me a general knowledge question related to the topic.

6. Sometimes I would say, "Please listen closely because I am going to ask you to summarize it orally for me." He was a virtual expert at this.

7. Many times throughout the year, he and I had some excellent discussions. For example, the following took place one session when we were reading about the moose's diet.

Bill: Moose eat plants, twigs, and water lilies.

Teacher: This is probably why moose meat has no cholesterol in it. Do you know what cholesterol is?

Bills: Yes, sir. It is fat. Eggs, meat, milk and cheese are high in fat.

Teacher: Some of us have too much cholesterol in our blood and we have to watch our diet.

Bill: Cholesterol in the blood can cause heart attacks. Bears eat meat, but moose don't. A bear's blood would have cholesterol in it. My uncle or someone related to him once killed a moose, a bear found it, and ate it all. All that was left was the bones.

(I then told him about how Brett Saunders saw a bear belch up five gallons of blueberries.)

We ended the session by deciding to go to the library the next day to get more information on bears and moose.

7. I also did the kinds of things that I mentioned in Chapter II. For example, I often showed him how to get the meaning of a word without using a dictionary. Each night he listened to and followed along with the words, a book that I taped for him (Appendix E). As he did this each night I often instructed him to:

- (a) find the answer to a particular question; for example, tomorrow I'll ask you about a certain character.
- (b) what do you think this book will be about?
- (c) what new words do you think the writer will use in this book?

After he read the book, I would do a number of things such as:

- (a) summarize it.
- (b) have him ask me some questions about it.
- (c) discuss the kinds of questions that I referred to in Chapter II (Appendix I).

Vocabulary Strategies

To build a basic sight vocabulary, I had Bill do the following:

1. Put the word on a 3 x 5 index card using a marker, think of a sentence with the word in it, write it underneath the word, underline the word, and then read the sentence.

2. Put other sentences that he or I constructed on the board using the same word.

3. Think of other words that were similar and put them on the board, then write them in his book. Example: moose-
goose-loose.

4. Review the words each day.

5. Direct him to look at words that were used frequently in a book he was listening to. For example, a certain book might use the word "anything" quite frequently.

6. Find a sentence in the book he was listening to and write it (ie. after completing the tape).

7. Put a number of sight words on the board and have him circle the words I dictated.

8. Pick out certain sight words in a book that I was reading to him.

9. Do activities such as:

(a) Circle the word "will" when you see it below:

wxrwll thwywill fillwillts

(b) Write two sentences using "will" with different meanings:

eg. I will do my work

I was not mentioned in my uncle's will.

(c) Use the words below to fill in the missing letters

in each word:

t__s wi__h w__s

this was with

(d) Put who, how or now in the following sentences:

- Come here _____.
- _____ did it?
- _____ is the time to go home.

10. Read! Read! Read! every single day because it is the most beneficial way to build a sight vocabulary.

Word Identification Strategies

Phonic Analysis

Bill relied too heavily on phonics, therefore, I instructed him to use contextual analysis more and phonic analysis less. I tried to put phonic analysis in proper perspective (method discussed in Chapter II).

Structural Analysis

1. As I taped books for him to read, I did the following:

Have him notice prefixes, suffixes, compound words, contracted words, inflectional endings (possession, plurals, comparative and superlatives degrees of adverbs and adjectives), consonants and vowels. Examples of the

kinds of comments I would make:

- The re in reread means "to read again".
- The un in unhurt means "not hurt".
- The er in painter means "one who paints". The suffix has a meaning.
- Notice the sound of ly as in slowly or quickly.
- Notice when you are comparing two people or things, the writer used er - eg. John is taller than his sister.
- The ou sound in double and trouble sound like u.
- The k in knee is silent; we don't need the k to pronounce it.

Occasionally I gave him direct instruction in structural analysis (one method was mentioned earlier in Chapter II).

Activities

1. Underline the correct word. ("Pete took the bag and (opening, opened) it.")
2. Add ly to loud, glad, sad, slow.
3. Add s to job, shop, letter.
4. Write the plurals for family, baby, daisy.
5. Add ed to work, talk.
6. Add ing to knock, look, send.
7. Add un to fit, able, heard.
8. Add re to pay, paint, write.

9. Write sentences using the new words in 2 through 8.

How To Use a Dictionary

Because of his many other needs, I did not show him all of the many ways a dictionary can be used in word identification (Appendix J).

Picture and Configuration Clues

At the beginning of the year, Bill was using picture clues as well as phonics analysis as word identification strategies to get meaning. I helped him develop other strategies.

Oral Reading Strategies

Because Bill was apprehensive about oral reading, my strategies were aimed at building confidence. First, we began by using the "neurological impress method." He and I read along together. Occasionally he was asked to answer a question by reading it orally. By the end of the year he used to read orally as I listened to him. He also read his journal entries after he dictated and I wrote them. (For details of modeling oral reading, refer to Chapter II).

Vocabulary Development Strategies

The following strategies were used in vocabulary development:

1. As we read some of the Nature's Children books, we often referred to the glossary for the meaning of a word. When I completed reading the book, I asked him to tell me the meaning of each word. He also constructed sentences using the words.

2. Sometimes after he read a book, I would ask him questions about certain words. For example, Bill, "Last night you read Hot Cars. Did you find out what the word 'sabotage' means?" His response was, "Yes, sir. It means destroying other people's property."

3. Once in a while if we met a word in reading that we had discussed before, I would ask, "Do you remember what that word means? Please give me a word or two that means the same."

4. If a word used in a book had one meaning, I would teach him another meaning, and emphasize to him that we get the meaning of a word by the way it is used in a sentence. For example, in the sentence, "I put my money in the bank," bank has a different meaning than it does in the sentence, "I landed the Salmon on the river bank."

5. I also utilized other meaningful vocabulary techniques such as semantic mapping and antonym and synonym activi-

ties.

Writing Strategies

Because Bill was unable to spell very many words, I had to assist him in many writing activities, especially longer pieces of discourse. He was able to do the same work as others in the group because of the extra attention I provided. For example, the objective in one long piece of writing was to write a story using all story elements such as conflict, spelling, plot, resolution, climax, and characters.

After I had completed the pre-writing stage with the whole group, he and I, in a 15 minute session, planned his story. He told me what he wanted to include and I wrote it on his book. In the second and third sessions, as he dictated his story, I wrote it. In a fourth session, I read it to him slowly and asked if he wanted to make any changes in the meaning. In other words, I asked, "As I read it decide whether this was what you wanted to say. If not, let me know, and we can change it." In the fifth session, we did the editing in much the same way. As I read, he listened for any errors in usage, grammar, etc. He later wrote it himself.

When we shared his work with his classmates, they were all excited. As I read it to them, one student said, "Sir, you wrote that." When I finished reading it, I asked, "What do you like about this story?" Their responses were: (a) it

is good; (b) there's lots of action; (c) there's conflict; (d) there's suspense; (e) it makes sense; (f) the characters are described well; (g) he uses some big words; (h) it has a beginning, a middle, and an end; (i) there's a resolution; (j) the plot is good; and (k) it is interesting. Bill was very pleased when he heard these comments.

When I indicated that Bill had written this story, they were surprised. I then had Bill explain to the group how he and I did this.

Because I was doing much reading to him, I frequently gave him a beginning sentence for a paragraph such as "The calf moose learns many things from its mother," and he wrote a short paragraph by referring to the book from which the words he could not spell were taken. On other occasions, I prepared questions from his readings for him to answer. He enjoyed predicting different endings for stories. Sometimes, I had him write these endings.

Spelling Strategies

First, I began by having him learn some of the easiest words that he did not know from the Horn List. I also indicated that he could refer to this list as he was writing.

When we were doing the Nature's Children books, he indicated to me that he found it easy to spell words using word families. We then began with the most frequent phono-

grams that should be recognized at sight (_ack, _ail, _aim, _ake, _ame, _an, _ank, _ap, _ash, _at, _ate, _aw, _eat, _ell, _in, _ine, _ing, _ink, _p, _t, _ock, _op, _ore, _to, _eck, _ug, _ump, _unk - selecting words from his readings). As the year progressed, he used other words from his readings.

I taught him the following method, which he found very helpful in learning to spell new words.

1. Look at the word.
2. Say it.
3. Close your eyes and say it as you see it in your mind.
4. Say the word again.
5. Cover it.
6. Write it.
7. If correct, move on, if not go back over the steps.

Activities.

We did a number of spelling activities such as:

1. Put the words in sentences.
2. Make new words by changing the first letter and then put that word in a sentence.
3. Write synonyms and antonyms for words.
4. Write homonyms for words, use them in a sentence, and watch for them as he reads.
5. Put a word such as think on the board and have him tell me two or three words that begin the same.

6. Put a word such as thinking on the board and have him tell me two or three words that end the same.

7. Put words on the board such as "phone", or "Phyllis" and show him that ph sounds like f.

8. Do other word analysis activities mentioned earlier.

9. Pay attention to a word that he had difficulty with when he saw the word in his readings.

10. Do other word analysis activities mentioned earlier.

Because Bill had spent so many years in school, and progressed very little in reading, his self-esteem was low. Consequently, I spent much time throughout the year doing a number of things to reverse this situation. They were:

1. Trying to ensure that he was successful in all activities.

2. Praising him for his efforts. For example, this conversation took place in early April after he read aloud to me and had done very well:

Teacher: Bill, I'm very pleased with the progress you're making.

Bill: I know I'm improving.

Teacher: I mentioned to you before that one of the reasons, probably the main reason you were not reading is that you felt you couldn't do it.

Bill: That's right, sir.

Teacher: Bill, do you feel different about reading now?

Bill: Yes, sir. Now I can do it. I see my progress.

Before this year I only knew a few words, reading was boring, a waste of time, and I thought I'd never read, and I thought I couldn't do it.

3. Reminding him of how friends of his who once couldn't read very well are now reading. This proved invaluable because these people were real and often one of his classmates.

4. Turning him on to reading and then making sure he had a book taped to listen to.

5. Discussing with him the values of reading.

6. Suggesting privately to his classmates that they praise him for what he could do in reading rather than criticize him.

7. Establishing good rapport by trying to be his friend rather than an authoritarian figure.

In the first part of this chapter, I indicated that the assessment of a student is ongoing throughout the year. As Bill and I worked together, I either confirmed or denied my initial assessment of him. For example, I found that he was indeed a visual learner, that he was an intelligent young man, that he knew much about the outside world, that he was a hard worker, and above all, that he could learn to read.

Evaluation

In early June I administered tests 1 and 5 of the Stanford Diagnostic Reading Test (Green Level) to Bill. He scored a grade equivalent to 5.2 compared with a grade equivalent of 4.5 in early October. Although he would not attempt test 5 (comprehension) in September, in June he wanted to do it, stopped when the passages got too difficult, and scored a grade equivalent of 1.6.

Because he experienced much difficulty with the Green Level of the Stanford Diagnostic Test, I administered form B of the Red Level. The results compared with the results of the initial testing in September are as follows:

	September 1988	June 1989
Auditory Vocabulary	3.1	3.4
Auditory Discrimination	1.7	-
Phonetic Analysis	-	2.0
Comprehension	1.8	1.9

In September, I did not administer test 3 (Phonetic Analysis) because I administered the Doren Diagnostic Reading Test of Word Recognition Skills.

Next I administered the Ekwall Informal Reading Inventory (forms C and D). The following results were obtained and compared with the initial testing in September.

September 1988 June 1989

San Diego Quick Assessment List

(Graded Word List).

Independent Level	PP	I
Instructional Level	P	II

Oral Reading

Independent Level	-	PP
Instructional Level	-	I

Silent Reading

Independent Level	-	I
Instructional level	P-I	III

The above tables may be significant; however, I feel that the following information I gathered while administering the Ekwall Informal Inventory is probably more significant.

1. In September, when I administered forms A and B, he would not attempt them. He was extremely nervous and gave up. He said, "I can't do it." In June, he was eager to do the test. When I indicated that I was going to administer the test, he said, "I feel different about reading now. I feel I can do it. Last fall I did not know very many words, and I was scared to death." Although he found 3C (oral reading) confusing, he wanted to attempt 3D (silent reading). Before he began he said, "I can read better to myself." In this test he asked me only two words and scored 80% on comprehension. He even attempted 4D silently, but found it was too difficult.

2. In September, his two word identification strategies

were picture clues and phonic analysis. Now, he used other clues. For example, when he read the sentence, "Many of the boys and girls say they would like to have a pet pig," he substituted Mary for many and was for say. He corrected himself and used "many" and "say". When I asked him how he arrived at the correct words, he said, "These two words don't make sense and they don't fit." I noticed that he self-corrected in many instances.

3. He makes many substitutions which are meaningful. For example, when he read the sentence, "Dave and Tom's mother goes to school in a car," he substituted gets for goes which is perfectly acceptable because it does not distort the meaning.

4. Earlier in the year, his pre-occupation was with individual words. Now his concern is getting the meaning. This is reflected in the following statement that he made before beginning 2D (silent reading). "There may be certain words that I don't know but I am interested in the very important words. Names are not so important. I also go back as I do when I read aloud if it doesn't make sense. I'm interested in what is said."

5. Earlier in the year, he was petrified when someone mentioned oral reading. By the end of the year, he would read out answers to questions in the presence of his six classmates, and he would read to me in our 15 minute sessions as I listened. Furthermore, he was neither nervous or inhibited.

He also paid attention to punctuation and liked to put the correct expression into what he read. For example, he liked to place emphasis where an exclamation mark was used.

6. In September he knew 134 of the 299 Ekwall Basic Sight words. In June he knew 160. However, when many of the ones he doesn't know at sight are in context, he knows them. For example, I determined this by taking 50 of the words he didn't know and putting them in sentences. He identified 33 out of 50 in context.

7. He is unable to pronounce all 48 of the Ekwall list of contractions, however, he knows most of their meanings when he sees them in context. For example, instead of saying, "Where's the book?" he says, "Where is the book?"

8. He still confuses certain words such as who, now and how. However, he is more aware of this and consequently, when he reads the rest of the sentence, he knows he is wrong and then says the word correctly.

There are a number of other indicators that reflect his progress:

1. He now produces a higher calibre of writing. His writing has originality, excellent content, integration of background knowledge, organization, story elements, and proper use of the mechanics of writing.

2. There was no appreciable gain in his grade score in spelling, however, he is not so apprehensive and has more confidence than he did in September. He experienced much

success, realizes the role of spelling in writing, and knows how to find the spelling of basic words used in writing.

3. He was integrated with a regular grade seven class for mathematics, and although he received no support (ie. resource room help) he passed.

4. He was integrated with a regular grade seven class for health, science and with support, passed.

5. He was integrated with a regular grade seven class for science lab and did very well.

6. He exhibits some very worthwhile reading behaviors/attitudes. He: (a) likes to be read to; (b) likes to read at home and at school; (c) knows some of the many values of reading; and (d) feels confident - feels that he can read and will continue to improve his reading.

Tests, whether informal or standardized, and teacher observations are significant in evaluating reading progress, however; there are other significant indicators. (Refer to Appendix B for Bill's comments re his progress in reading at different times throughout the year.)

In late June, I phoned Bill's mother to get her opinion of his progress. The following is a summary of what she said:

1. Bill is more interested in school; he goes to his room every night and does his work.

2. He understands things better.

3. Last year he could read nothing; this year he can read his work.

4. He hasn't said in words that he feels better about himself, but I know he does.

5. He is reading now and that makes him more like everyone else.

6. He is interested in all kinds of books now.

My final question to this lady was, "What do you suggest for Bill for next year?" Her response: "The same thing."

I do not want the reader to think that Bill was my only concern. Because he was my case study, he received extra attention during the 15 minute sessions each day. However, the other six students also received extra attention, and they too made much progress. Perhaps one of the greatest indicators of success is that students such as Bill may return to school in September of 1989 feeling much less apprehensive about reading and having the confidence and determination to do even better.

CHAPTER IV

REFLECTIONS, INSIGHTS AND RECOMMENDATIONS

Reflection on Errors Made in Implementing Program

Although we had the best of intentions, we made too many unnecessary errors. Our major error was not taking sufficient time to plan thoroughly. We had an idea of what we wanted to achieve both in 1986-87, and 1987-88, but we were too hasty and ignorant of the proper procedure. We definitely treated implementation as an event or a series of events rather than as a process. We should have taken the time to address some of the following kinds of questions:

1. What are our beliefs about what we should do?
2. Who should be a part of the planning group? Who will the stakeholders be?
3. What are our aims? Should we put them in writing?
4. Should we put everything we plan to do in writing?
5. What will be the content of our program?
6. What teaching strategies will we employ?
7. How will we implement our changes? What problems will we encounter in doing so?
8. How long will we take to implement our changes? Will it be one year, two years, or three years?
9. By increasing the workload of our special education teachers, will it have a detrimental effect on our core group of special education students?

10. How many students should each special education teacher be expected to teach?

11. What criteria should we use for selecting students for the resource rooms?

12. What should be the maximum and minimum number of students in our remedial groups?

13. What subject will students drop in order to receive resource room help?

14. What will happen to students who drop a subject and later go back into the regular program? Will they be able to continue with that subject?

15. Should some students be dropped from the remedial group after mid-term examinations? Should others be added? What criteria will we use to make these decisions?

16. How much time does a student need to attend the resource room in a six-day cycle?

17. How will the specific needs of each student be determined? Who will determine these needs?

18. What kinds of scheduling problems are we likely to encounter? How can we solve them?

19. How will our regular classroom teachers know their roles? What kinds of information do they need to know? What problems are they likely to encounter? How much in-servicing will be provided for them? Who will do the in-servicing?

20. How do we foster positive attitudes among all teachers toward our changes?

21. How often will our resource teachers and regular classroom teachers meet to discuss students' progress?

22. How will our resource teachers know what the regular classroom teacher is doing at a particular time? (i.e. what topics s/he is doing in language arts or mathematics).

23. Who reports to or communicates with the parents? (eg. in the case of the regular teacher who now has some of the core students on his register).

24. How will we describe our program to parents and the general public?

25. How and when will we evaluate our program? Who and what will we evaluate? Who will do the evaluating? What did we do right? What mistakes did we make? What changes will we make in the future? Are we following school board policy?

As mentioned earlier, we did not take the time to analyze sufficiently what we were about to do. Consequently, all teachers and the administration experienced varying levels of frustration. As indicated earlier, the problem was compounded for us special education teachers because we had no schedule until everybody else's was in place; the situation probably should have been the reverse.

Recently, a number of the above problems have been addressed. For example, in September of 1988, we special needs teachers and students received our schedule on the opening day of school. Not only was this a tremendous asset in orientating the new special needs students to our school,

but it helped to alleviate much frustration both for students and teachers. Above all, it was a landmark in that it helped to eliminate the segregation and stigmatization of these students.

Learning Outcomes: A Guide for Future Implementation

Although we made too many unnecessary mistakes, and frequently experienced much frustration, the direct and indirect outcomes were well worth the effort. The following is an examination of these outcomes.

As mentioned earlier, in 1986-87, we removed seven students from our special education program. We placed six of them in a regular grade seven program, and one in a regular grade eight program. The following is a brief account of their success.

1. The student, who was placed in grade eight, passed and one year later passed grade nine. Although her marks were not high, she passed without any help from the resource teachers. As mentioned earlier, the other student who was to be placed in grade eight, dropped out.

2. Of the five who were placed in grade seven in 1986-87 and who received help from us resource teachers, at the end of the 1987-88 school year one passed grade eight, while one failed language arts but attended summer school and passed. One failed his study subjects but was advanced to grade nine

because of his age, one repeated grade seven, but failed; and one dropped out at the end of the 1986-87 school year. (It is interesting to note that although all six were encountering difficulties with the regular program, not one wanted to return to a self-contained special education class.)

3. As mentioned earlier, two of our 1986-87 core special education students were placed in a regular grade eight class in 1987-88. Neither of them passed grade eight, but one of them averaged forty to forty-five percent which was quite an achievement for him. His teachers predicted that he would pass grade eight the next year.

In June of 1989, he lived up to his teachers' expectations. The other student also passed grade eight. It may be interesting to note that in September of 1986 when I first met the former student, he was a very good oral reader but was comprehending only at a 2.0 - 3.0 level. After spending his first year in our school in a resource room setting, where he received most of his instruction from both of us resource teachers, his comprehension improved tremendously. Furthermore, he became an avid reader. As soon as one book is completed, he acquires another. Within the last three years he has read at least one hundred books. He told me that prior to his coming to our school he had done no recreational reading. On several occasions throughout the 1988-89 school year, his language arts teacher mentioned to me how well this student was doing in that area. Both students dropped French

to receive support from us resource teachers. Several times within the last two years these two students have emphasized that under no circumstances would they want to return to a self-contained special education class.

In 1987-88 approximately 75% of the grades seven, eight and nine slow learners who received resource room help passed their grade. One teacher, in my opinion, summed up the effect of the remediation when she said, "very few if any of these students would have passed, had they not received extra help."

Not only did a high percentage of these students pass their grade, but the following changes were significant:

1. A noticeable change in self-concept.
2. A dramatic change in attitude.
3. A change in behavior; some of our students who were formerly getting low marks, and who were behavior problems, became some of our better students.
4. All of them did a significant amount of recreational reading.

My hobby (passion--call it what you like), is acquiring age appropriate reading material, promoting recreational reading, and trying to remediate reading problems. I agree wholeheartedly with Pearson and Johnson (1978), who state,

A teacher can serve no greater end than to help a student comprehend, interpret, evaluate, and appreciate the written word. For if you have done that, you have given the student a gift that will

last a lifetime and make that lifetime more worth living. (p. 2)

The structural changes made in our school were instrumental in changing my once self-contained special education classroom into a resource room where selected students received remediation and/or extra help and the establishment of a mini-library where any student could eventually acquire recreational reading material.

At first only the students I taught took recreational reading material from my room. However, during the 1988-89 school year other students began to access the facility. For example, during the 1987-88 school year, I was teaching approximately 50 students, and for most of the year an average of 50 to 60 books were checked out at any given time. During the 1988-89 school year, I was teaching approximately 40 students, but by March of 1989 an average of 130-140 books were checked out of my room at any given time.

In June of 1988, a grade eight student who came to me for extra help in language arts, and who told me that prior to coming to my room had never read a book for pleasure asked me, "Sir, do you know how many books I've read this year? I've read 85." This student continued to be an avid reader until she transferred to a St. John's school in December of 1988.

Not all students read 85 books in one year, but many students who had never read before read 25 or more books. The following will give the reader an idea of the interest in

recreational reading that is gaining in momentum in our school. When Dr. Wolfe looked at my data, he described this momentum very well when he said, "It is catching; it is spreading fast." Charlotte Huck, an authority in children's literature, expresses the same view when she says, "If a teacher thoroughly enjoys and appreciates the lovely books available for children, his boys and girls will become excited about books, for enthusiasm is contagious" (Huck, 1971, p. 13, cited in Fisher, 1987, p. 19).

In November of 1988, I administered at random a questionnaire to 20 of my 1987-88 students to determine:

1. How much recreational reading they had done prior to September of 1987.
2. Why they became interested in reading.
3. The number of books they had read the previous year.
4. Whether or not they still continue to read for pleasure.
5. Whether or not they have recommended a book to a friend.
6. Where they prefer to get their recreational reading material and why.
7. Whether or not an intervenor was helpful in creating interest in reading and helping them to select books.
8. How they benefited from their reading.
9. Whether or not their parents had read some of the material they took home.

Six students indicated that prior to September of 1987, they had never read a book for pleasure. Ten said they had read sometimes, and four said that they read often. When asked why they had begun to read in September of 1987, four indicated for pleasure, five to pass away the time, three because the books were interesting, two because the teacher read an interesting book to them, and six read because they felt it would help them with their school work. Although four had said that they read often, when asked what person was mainly responsible for getting them interested in reading, 95% said that I did. One student read fewer than five books, three read six to ten, three read 11 to 20, two read 21 to 25, and 11 read more than 25. One student indicated that he had read 75 while one other indicated that he had read 35 to 40. Only one student indicated that he was reading fewer books in the early part of the 1988-89 school year. Ninety-five percent of the students indicated that they prefer to get their recreational reading material from the resource room. Ten students indicated a preference because the books are interesting, five said the books are easy to read, three liked someone to help them select a book, and two liked the idea that no restrictions were placed on the length of time they could have the book.

Ninety-five percent of them indicated that they have recommended a book to a friend. (There were 75 responses to question number 11 because students gave more than one

response.) Seventeen indicated that they get much pleasure from reading, 18 understand better what they read, 17 learn about different things, 11 said that reading helps them solve personal problems, and 12 find reading beneficial because it helps them write better. Seven indicated that their parents sometimes read the books they take home, while three indicated that their parents often read their books.

The last question elicited a number of statements which I feel seem to verify the foregoing. Their responses are:

Well, what I have to say is mostly thank you because last year I hardly touched a book and this year I take two or three at a time. I get a better understanding in school work by reading these books. My marks are gone up in school really high this year compared to last year. I think it's based on my reading I'm doing. (Student 1)

There's a lot of books and variety here, but I wish there were more books. The last book I think I read was the Payoff Game. When I first came here I only used to come every once in a while but now I come all the time. (Student 2)

I came to the resource room because I wanted to get more help in different subjects. I wanted to start

to read too. I love reading now. Especially from the books in your classroom. (Student 3)

I found since I been coming here I found my marks were improved, I am a better reader now than last year and it helps me understand what I read better and it is also because I read books mostly for pleasure. (Student 4)

I like the resource room because I like the teacher and I love the books I read. I really didn't understand things in school but now I read I know more. I can read better so this room has brought me a long way. (Student 5)

I like reading because it helps me learn. When I write a story, the book I read gives me ideas to put in my story, and gives me higher marks. (Student 6)

I started read books a couple of years when I came down here for a test in read and I saw the book so I took one and I still comes back. (Student 7)

The above statements seem to suggest that the amount of time spent reading is a very important variable in reading achieve-

ment (Hiebert, 1983; Allington, 1986; Harris, 1985; Anderson et al., 1985; Martin & Brogan, 1971; Moore & Anderson, 1968; Maring, 1978).

The students also seem to suggest that classroom libraries not only are a factor in their reading behavior but they express better attitudes toward reading than students who do not have this facility (Chall, 1967; Zimet, 1975; Fisher, 1987; Bond et al., 1979; Huck, 1979).

In June of 1989, I administered a questionnaire (Appendix D) to 55 students whom I had either taught for the first time during the 1989 school year, or ones who had begun to use the mini-library for the first time that year and had continued to use it regularly. My objective was to determine the following:

1. How much recreational reading that they had done prior to September of 1988.
2. Why they read during that year.
3. The number of books they had read throughout the year.
4. Where they had acquired most of their recreational reading material.
5. Their place of preference for acquiring reading material.
6. Whether or not they had recommended books to friends.
7. What they felt they had gained by reading.

In response to question number one asking, "How often did you read before this school year?" One indicated that he had never read, eight had seldom read, 35 had read sometimes, and 21 had read often.

When asked why they had read this past year, they gave a number of reasons. The one who had never read before said simply, "I was interested." Because some students gave two reasons, there were twelve responses among the eight students who indicated that they had seldom read before. For reasons and the number of responses to each, please refer to Table 5.

Table 5

Students Who Seldom Read

Reasons	No. of Responses
To improve my reading	4
The books in the resource room are interesting	3
Mr. Bown got me interested	2
For pleasure	1
I found a place to get books I enjoy	1
My teacher picks out good books	1

The 26 students who indicated that they had read sometimes gave a total of 28 responses to the above question. For their reasons and the number of responses to each, please refer to Table 7.

Table 6

Students Who Read Sometimes

Reasons	No. of Responses
The books in the resource room are	
interesting	9
To improve my reading	4
To pass time	4
Other students told me about the good books	3
For pleasure	2
Books are easy to understand	1
Everybody else was doing it	1
(Vicarious experiences)	1
The books gave me some feeling about life	1
I am interested	1
Mr. Bown got me interested	1

The 21 students who indicated that they had read often

gave a total of 30 responses. For their reasons and the number of responses to each, please refer to Table 7.

Table 7

Students Who Have Read Often

Responses	No. of Responses
For pleasure	12
To pass time	7
Availability of interesting books to choose from	5
For information	2
Had been a habitual reader before	2
To improve my reading	1
To help me understand certain problems	1

The responses to question number three concerning the number of books that each student had read throughout the year indicates that not only did many who read often (ie. prior to September of 1988) read more than 25 books, but 50% of the ones who had read seldom also read more than 25, 46.1% of the group who had read sometimes read more than 25 while 57.1% of the group who had read often read more than 25. To get a

clearer picture of the reading habits of these groups, please refer to Table 8 below.

Table 8

Number of Books Read From September 1988 - June 1989

Category	0-5	6-10	11-20	21-25	More than 25
Never		1			
Seldom			2	2	4
Sometimes	2	4	2	6	12
Often			4	5	12

Never = never engaged in recreational reading prior to September of 1988

Seldom = seldom engaged in recreational reading prior to September of 1988

Sometimes = sometimes engaged in recreational reading prior to September of 1988

Often = often engaged in recreational reading prior to September of 1988

Ninety-two percent of these students indicated the mini-library as their preference for acquiring recreational reading material. One student indicated the school library as his/her

preference while three students had no preferences.

The group gave 72 responses to the question, "Why do you prefer to get your recreational reading material in the mini library?" For their reasons and the number of responses to each reason, please refer to Table 9.

Table 9

Why Students Get Their Recreational Material in the Mini Library

Reasons	No. of Responses
Books are interesting	35
I can keep the book until I have read it (no time limit)	14
It is easy to get a good book	12
Books are easy to read	4
There is someone to help me get a book	4
The mini library is not so crowded as the school library	2
I can take my time to get a book and no one will say anything	1

Thirty-one of the 55 students indicated that they had a

friend visiting the mini-library regularly because they had suggested that they do so.

The last question concerning the benefits students derive from reading provided a total of 82 responses. For their reasons and the number of responses, please refer to Table 10 below.

Table 10

Benefits Students Derive From Reading

Reasons	No. of Reasons
It helped me improve my reading	38
I learned new words	12
It helps me occupy my spare time	8
I get information	4
It helps me spell better	4
It helps me get higher marks	4
It helps me write better	4
It widens my imagination	1
It gives me pleasure	1
It helps me solve personal problems	6

Not only do the above responses support what many

researchers say about the value of recreational reading, but the following comments by seven of these students also seem to indicate the tremendous therapeutic value of literature (Huck, 1986, cited in Fisher, 1987; Arbuthnot, 1968, cited in Fisher, 1987; Olsen, 1973).

Well, since I started reading I can get along with people. (Student 1)

Reading helped me think about my problems and different things. (Student 2)

Reading helps my temper to stay low. (Student 3)

Reading helps me in life out around. (Student 4)

Reading has helped me this year because sometimes I read books like Sweet Valley High and they help me with my own life. (Student 5)

I've learned more about drugs and teenage pregnancy. (Student 6)

Reading has helped me this year by coming to resource and talking out in class about my ideas and thoughts. (Student 7)

Jennings (1964, cited in Zimet, 1975) reiterates succinctly the same values of reading as the above group of students when he states:

We read to learn. We read to live another way. We read to quench some blind and shocking fire. We read to weigh the worth of what we have done or dare to do. We read to share our awful secrets with someone we know will not refuse us. We read our way into the presence of great wisdom, vast and safe suffering, or into the untidy corners of another life we fear to lead. (p. 24)

As illustrated above, a very significant outcome of the structural changes that we made in our school was the increase in recreational reading. Although at first the increase was gradual, today, some three years later, it is spreading rapidly, especially among students who did little if any before.

Perhaps the most significant change is that our core group of special needs students are less stigmatized. The whole school (teachers and students) have higher expectations of them, and have a more positive attitude toward them. There is also more collaboration between regular classroom teachers and resource teachers. Instead, they are more sensitive to the educational, social, psychological, and emotional needs of these students. Instead of being isolated in self-contained classrooms, they are very much a part of our school.

They are involved in more activities and they move around for classes as other students do. On graduation night in June of 1988, one mother was ecstatic when she saw her son receive his diploma with his homeroom class. No distinction was made between special education and regular students. If the mother felt ecstatic, we can well imagine how her son felt.

As mentioned earlier, when trying to implement these changes, we frequently found it extremely difficult and very frustrating. However, our experience taught us the following:

1. I have to concur with Miller and Seller when they state that the four stages of the curriculum process are interconnected and interdependent. Because of the countless problems that we encountered, many of which we had to solve on the spur of the moment, we learned that thorough planning is essential.

2. Because regular classroom teachers were very much affected, they needed to be part of the planning team. Furthermore, they needed much in-servicing.

3. Because a change made during one year can have serious repercussions the next year, we need to analyze our decisions more carefully.

4. Consultation with schools who have made similar changes can be an invaluable asset.

5. The programs for the core group were developed by the three special education teachers. There needed to be more consultation with regular teachers, co-ordinators, parents,

and students. It should have been a team approach.

6. Mutual respect for the ideas and opinions of each other is crucial.

7. Special education teachers are expected to be more informed about the special needs students than the other teachers; therefore, priority should be given to their opinions on certain issues.

8. In order to provide each student with the best possible program in the least restrictive environment, we need a closer liaison with the elementary school. (A meeting with the new special education co-ordinator in June of 1988 set the stage for this close relationship.)

Conclusion

The foregoing account of our experience at St. James' Junior High reveals that we made a number of mistakes, and that quite frequently, we were very frustrated. However, our intentions were good; we wanted to make some real changes that would benefit significantly the lives of a certain segment of our school population. In the process, the whole school benefited. We learned, however, that good intentions are not enough. Had we been more enlightened, our task would have been far easier because we would have avoided certain problems. In the meantime, we are proud of our effort. No one individual is responsible for our errors; neither is one

individual responsible for our success. The real consequences of our effort, we hope, will be reflected in the lives of those most affected. As we continue to make changes in our school, we hope to avoid the mistakes of the past. After our experience, I think I can appreciate quite fully what James Russell Lowell meant when he said, "One thorn of experience is worth a whole wilderness of warning" (Schubert, p. 212).

Recommendations

The real-life success stories that this thesis speaks to are grounded in a number of beliefs and practices. The following recommendations are offered because they may be beneficial to others who find themselves in similar circumstances or similar teaching positions.

1. The relationship of the self-concept to students' success in reading is crucial; therefore, it is imperative for teachers to ensure the development of a positive perception of self (Lamy, 1963; Clifford, 1964; Giuliani, 1968; and Toller, 1968, cited in Van Vliet, 1972, p. 26).

2. The relationship of teacher expectations to students' success is crucial not only in reading but in all school activities; therefore all teachers should raise their expectations concerning the educable handicapped, the learning disabled, and the slow learner.

3. Teaching reading to 14-16 year olds who are learning

disabled or educable mentally handicapped and who have spent years in a special education environment can, at times, be very frustrating but in the end can be very gratifying. A teacher should be committed to the belief that s/he will eventually have a certain amount of success with every single student. Brophy et al. (1976), cited in Anderson et al. (1985), agree when they state: "One characteristic that distinguishes effective classrooms from ineffective ones is the teacher's commitment to the belief that all children can learn to read" (p. 87).

For example, in 1987-88, I taught an educable mentally handicapped fifteen year old boy who was a quite interested in school became further interested in what I read to him and continually asked if I would read another book to his group; however he read very little himself. Nevertheless, when he returned the following year, he still enjoyed my reading to his group, but he also enjoyed reading independently. He began reading the Tom and Ricky books (Appendix F), listened to books that I tape recorded, followed along with the words, and was excited about discussing them with me. Above all, his self-esteem sky-rocketed.

4. Junior high school students do not enjoy being singled out. They want to be like their peers. If they are different, they apparently feel segregated, stigmatized and stymied. Therefore, if a student is not reading, it is the responsibility of the teacher to find out why.

5. Students have different tastes and abilities. They like to read high interest/low vocabulary books, Sweet Valley High books, Sweet Dreams books, Hardy Boys books, magazines, newspapers, comics, pamphlets and the best in children's literature. Accordingly, they should have easy access to an abundance of various kinds of recreational reading material that is interesting, age-appropriate, and suitable in level of difficulty. Elley and Mangubhai (1983) and Ingham (1981), cited in Anderson et al. (1985), reflect the benefits students derive from the above when they state: "Children in classrooms with libraries read more, express better attitudes toward reading, and make greater gains in reading comprehension than children who do not have such ready access to books" (p. 78). Fader (1968), cited in O'Connor (1988) expresses a similar view when he puts it this way: "A student who is exposed to a wide variety of reading experiences comes to perceive them as pleasurable means to necessary ends" (p. 38).

Students spend up to 70% of the time allocated for reading instruction in independent practice or seatwork. Most of this time is spent on workbooks and skill sheets (Fisher et al., 1978, cited in Anderson et al., 1985, p. 76). However, classroom research suggests that the amount of time devoted to worksheets is unrelated to year-to-year gains in reading proficiency (Leinhardt et al., 1981, cited in Anderson et al., 1985, p. 76). In the meantime, certain researchers suggest that the amount of independent, silent reading

children do in school is significantly related to gains in reading achievement (Allington, 1984, p. 76, cited in Anderson et al., p. 76). In addition, the amount of reading students do out of school is consistently related to gains in reading achievement (Fielding & Greany, 1980; Heyns, 1978; Walberg et al., 1984, cited in Anderson et al., p. 77). The amount of silent reading in the average classroom is small. Therefore, increasing the amount of time students read silently ought to be a priority for teachers and parents (Anderson et al., 1984, p. 76-77).

7. Several administrators, colleagues, and other teachers have indicated that every school needs a reading teacher who is committed and enthusiastic about reading and who in turn will be a model for other teachers in the school. Therefore, when hiring new teachers or transferring tenured ones, schools boards might well attempt, where possible, to try to place this type of resource person in each school in its district.

8. A number of educators-colleagues with a special education degree, other colleagues, other special needs teachers with a special education degree, administrators, classmates in graduate school, university professors, an assistant superintendent of a large school board, and parents have indicated to me that the special education degrees at the bachelor's and master's levels at most, if not all universities, is insufficient in preparing teachers to teach special

children to read. They feel that these teachers need extensive training in Language Arts/Reading. Therefore, school boards should consider encouraging their special needs teachers to upgrade themselves and when hiring new special needs teachers, hire only the ones who have extensive training in Language Arts/Reading, plus training in special education or a special education degree.

For example, a teacher who teaches learning disabled and the educable mentally handicapped would almost certainly benefit his/her students more by doing courses in reading instruction and children's literature. The intent here is not to discredit any course or person.

9. The benefits of recreational reading seem to be invaluable. However, many students may come from homes that have no books, magazines or newspapers. They may not be motivated to read. Therefore, teachers have a responsibility to get students excited about books, or at least to introduce them to books.

10. Students like the freedom of checking out a book from the school library and keeping it until it is read. They do not like the restrictions imposed by time limits. Therefore, schools that follow this practice should probably discontinue it.

11. The literature indicates that teachers can spend too much time teaching about literature but very little time actually teaching it (Pittman, 1989; Kelly, 1979; Fox, 1977;

Huck, 1979; Dunn, 1985). Therefore, literature/reading teachers should spend much more time creating life-long readers.

12. Students dislike being dictated to. Occasionally they like the freedom of choosing what they will do at any particular time. Therefore, teachers should be sensitive to their needs.

For example, I may plan to teach the concept of conflict to a remedial group of grade eights, using their literature text, but they instead may want me to read them an interesting book. I would not hesitate to read to them because I might well be able to teach them the same concept using that book. (What is probably more important is that they would likely enjoy the experience.)

13. Standardized tests are not the only measurements for reading success. Teacher observations of a student's changes in reading behavior and attitude can be far more important. Therefore, when assessing a student's reading achievement, a teacher should address some of the following kinds of questions:

- Is there a change in the student's attitude towards reading?
- Is he showing an interest in what is read to him?
- Is he becoming enthused about reading?
- Is he asking to have more books read to him?
- Is he listening to the books which have been tape-

recorded?

- Is he taking books home for his parents to read to him?

- Is he beginning to read independently?

- Is he talking about the books he reads, the ones read to him, the ones his parents read to him, or the ones he listens to on tapes?

- If his word identification competencies have been weak, do I see a change?

- Is he becoming more self-confident?

14. A large majority of teachers ask questions in reading that call for the recall of details (Guszak, 1967). Therefore, they need to ask questions that develop not only literal but interpretive, critical, and creative abilities as well (Appendix K).

15. When learning disabled, educable mentally handicapped or slow learners read certain books, listen to them on tapes, or are read to by the teacher, they too have an intellectual or emotional response. Therefore, teachers should not only promote group discussion but confer with students individually, listen to what they say, and attempt to guide or to help them in their experience. (For example, they may be grappling with a personal problem that the teacher may be able to help them with.)

Holdaway (1980, cited in Carter, 1988), stresses the importance of conferencing when he states that teachers should

help children develop a sense of commitment to the books they choose by conferring with children about books they are reading. Carter (1988) emphasizes the necessity of conferencing and group discussion when he states, "giving children an opportunity to respond to their reading in a variety of ways provides a necessary outlet for expression which deepens the reading experience" (p. 19).

16. Each student is special. Each is a human being with physiological, psychological, emotional, and social needs. Therefore, all teachers should attempt to treat in their actions, and words, the learning-disabled and educable mentally handicapped as they treat any other students.

17. Although some students are very intelligent, they seem to accomplish very little in school. In many instances, they become discipline problems. Turning on this type of student to reading can sometimes be the turning point in his/her life. Quite often the student's attitude changes his/her grades and he is no longer a discipline problem. My experience is that this is the type of student who will quite likely read more than 75 books in a given school year. Therefore, teachers should attempt to interest this type of student in recreational reading.

18. Teachers need to be informed about books that are available to children so that they can guide students in making selections (Carter, 1988, p. 15). Not only do they need to know what books to obtain, and where to obtain them,

but they need to become familiar with the books by reading them. Therefore, reading/literature teachers should subscribe to professional magazines such as The Reading Teacher or The Journal of Reading.

19. Reading aloud to students is very important. We know, for example, that reading aloud to young children helps them in beginning reading (Holdaway, 1980; Newman, 1985; Durkin, 1966; McCormich, 1977; Chomsky, 1972, cited in Anderson et al., 1985, p. 23). We know too that reading aloud to students improves comprehension (Newman, 1985).

The most direct way of communicating the special qualities of written language to children is through reading to them (Holdaway, 1980; Smith, 1989). Children can learn new vocabulary by having books read to them (Elley, 1989, p. 475). Tunnell and Jacobs (1989) report that daily reading aloud from enjoyable books has been the key that unlocked literacy growth for many disabled readers (p. 475). Probably the most important aspect of children being read to is that this very process can be instrumental in getting them to read and to develop a love of reading (Cochrane et al., 1984; Huck, 1979; Smith, 1989). Therefore, since literature serves many educational purposes in addition to entertainment and enjoyment, teachers should place a high priority on sharing literature by reading aloud to children (Huck, 1979, p. 708).

Bibliography

- Allington, R.L., & Shake, M.C. (1986). Achieving curricular congruence in remedial reading. The Education Digest, LI(8), pp. 54-57.
- Anderson, R.C. et al. (n.d.) Becoming a nation of readers: The report of the commission on reading. Washington, DC: National Institute of Education.
- Bond, G. et al. (1979). Reading difficulties, their diagnosis and correction (4th edition). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Carter, M.A. (1989). How children choose books: Implications for helping develop readers. Ohio Reading Teacher, xxii(3), pp. 15-21.
- Chall, J. (1967). Learning to read the great debate. San Francisco, New York: McGraw Hill Book Company.
- Cochrane, O. et al. (1985). Reading writing and caring. Winnipeg: Whole Language Consultants, Ltd.
- Culyer, R.C. III, & Culyer, G.B. (1987). Preventing reading failure: A practical approach. Lanham, MD: University Press of America, Inc.
- Dunn, B. (1985). Reading as pleasure or difficult task: Easy reading and disenchantment. Reading, 19(3), pp. 140-145.
- Elley, W.B. (1989). Vocabulary acquisition from listening to stories. Reading Research Quarterly, XXIV(2), pp. 174-186.

- Fagan, W.T. (1989). Empowered students; Empowered teachers. 42(8), pp. 572-578.
- Fisher, B.E. (1987). Motivating the reluctant reader. Ohio Reading Teacher, XXI(3), pp. 18-23.
- Giroux, H.A. (1983). Theory and resistance in education. A pedagogy for the opposition. Massachusetts: Bergin and Garney Publishers, Inc.
- Goodson, I.F. (1988). The making of curriculum collected essays. New York: The Falmer Press.
- Grundy, S. (1987). Curriculum: Product or praxis. New York: The Falmer Press.
- Guszak, F. (1967). Teaching questioning and reading. The Reading Teacher, 21(3), pp. 227-234.
- Harris, A.J., & Sipay, E.R. (1985). How to Increase Reading Ability (8th edition). New York: Longman.
- Hiebert, E.H. (1983). An examination of ability grouping in reading instruction. Reading Research Quarterly, 18, 231-255.
- Holdaway, D. (1980). Independence in reading: A handbook on individualized procedures. Gosford, NSW: Ashton Scholastic.
- Huck, C. (1979). Children's literature in the elementary school (3rd edition). New York: Holt, Rinehart and Winston.

- Kelly, U.M. (1983). Is literacy criticism a defensible component of the secondary english curriculum? Thesis (M.Ed.). St. John's: Memorial University of Newfoundland.
- Maring, G.H. (1978). Matching remediation to miscues. Reading Teacher, 31(8), pp. 886-891.
- Martin, B., & Brogan, P. (1971). Teacher's guide to the instant readers. New York: Holt, Rinehart and Winston.
- Miller, J.P., & Sellar, W. (1985). Curriculum perspectives and practice. New York: Longman, Inc.
- Moore, O.K., & Anderson, A.R. (1968). The responsive environments projects. In R.D. Hers and R.M. Bear (Eds.), Early education (pages 171-189). Chicago.
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Department of Education.
- Newman, J.M. (1985). Whole language theory in use. New Hampshire: Heinemann Educational Book, Inc.
- O'Connor, C.R. (1988). Six basic steps for real reading at the middle school level. Ohio Reading Teacher, XXII(2), pp. 33-38.
- Olsen, H.D. (1973). Using bibliotherapy. Ohio Reading Teacher, VII(4), pp. 18-19.
- Pearson, P.D., & Johnson, D.D. (1978). Teaching reading comprehension. New York: Holt, Rinehart and Winston.

- Schubert, W.H. (1986). Curriculum perspective, paradigm, and possibility. New York: MacMillan Publishing Company.
- Shor, I., & Freire, P. (1987). Freire for the classroom: A sourcebook for liberatory teaching. Portsmouth, NH: Boynton/Cook Publishers.
- Smith, C.B. (1989). Emergent literacy - An environmental concept. The Reading Teacher, 42(7), p. 528.
- Smith, C.B. (1989). Reading aloud: An experience for sharing. The Reading Teacher, 42(4), p. 320.
- Tunnell, M.O., & Jacobs, J.S. (1989). Using "read" books: Research findings on literature based reading instruction. The Reading Teacher, 42(7), pp. 470-477.
- Vliet, A.V. (1972, Spring). Self concept and reading. Ohio Reading Teacher, (3), pp. 26-27.
- Zimet, S.G. (1975). Does book reading influence behavior? Reading, 9(1), pp. 18-25.

Selected References

- Allen, S. (1986). Reading preferences of secondary school students: What they choose to read. Reading - Canada Lecture, 3(4), pp. 270-275.
- Allington, R.L., & Broikou, K.A. (1988). Development of shared knowledge: A new role for classroom and specialist teachers. The Reading Teacher, 41(8), pp. 806-811.
- Alverman, D.E. et al. (1987). Research within reach: Secondary school reading. A research guided responses to concerns of reading educators. Newark, Delaware: International Reading Association.
- Bader, L.A., & Wiesendanger, K.D. (1989). Realizing the potential of informal reading inventories. Journal of Reading, 32(5), pp. 402-407.
- Baker, B. (1988). Learned helplessness in learning disabled students. Teaching Atypical Students in Alberta, 16(2), pp. 28-30.
- Ball, S.J., & Goodson, I.F. (1985). Teachers' lives and careers. London: The Falmer Press.
- Beck, J.S. (1988). A problem solving framework for managing poor readers in classrooms. The Reading Teacher, 41(8), pp. 774-779.

- Beebe, M.J., & Bulcock, J.W. (1978, August). Cueing strategies and basic skills in early reading. A paper present at the IRA Seventh World Congress on Reading, Hamburg. St. John's: Memorial University of Newfoundland.
- Beebe, M.J. (1976). The effects of substitution miscues on the reading performance of selected grade four boys. Thesis (M.Ed). St. John's: Memorial University of Newfoundland.
- Berglund, R.L. (1989). Whole language: A swing of the pendulum or a whole new pendulum? Reading Today, 6(3), p. 18.
- Biehler, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin Company.
- Biemiller, A. (1979). Changes in the use of graphic and contextual information as functions of passage. Difficulty and reading achievement level. Journal of Reading Behavior, XI(4), pp. 307-318.
- Bigge, M.L., & Hunt, M.P. (1980). Psychological foundations of education. New York: Harper and Row, Publishers.
- Bogdon, R.C., & Biklen, S.K. (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon, Inc.

- Boutcher, S.W. (1980). Using children's literature to foster language development and to improve the reading ability of primary grade children in a remedial reading class. Thesis (M.Ed). St. John's: Memorial University of Newfoundland.
- Brett, B. (1981). The depiction of the disabled in juvenile literature - a review of the criticism. The Morning Watch: Educational and Social Analysis, 9(1), pp. 15-21.
- Brown, L.P. (1989). The habit of not reading. Reading Today, 7(2), p. 29.
- Bruder, M.N., & Biggs, S.A. (1988). Oral reading and adult poor readers: Implications for practice. Journal of Reading, 31(8), pp. 736-739.
- Buchanan, E. (1982). For the love of reading. Winnipeg, Manitoba: The C.E.L. Group, Inc.
- Burmeister, L.E. (1983). Foundations and strategies for teaching children to read. Massachusetts: Addison-Wesley Publishing Company.
- Caldwell, J. (1985). A new look at the old informal reading inventory. The Reading Teacher, 39(2).
- Carlsen, R.G. (1980). Books and the teenage reader: A guide for teachers, librarians and parents (2nd revised edition). New York: Harper and Row, Publishers.
- Casbergue, R.M., & Greene, J.F. (1988). Persistent misconceptions about sensory perception and reading disability. Journal of Reading, 32(3), pp. 196-203.

- Cheek, E.H., & Collins-Cheek, M. (1984). Diagnostic perspective reading instruction: A guide for classroom teachers (2nd edition). Dubuque, Iowa: Wm. C. Brown Publishers.
- Clary, L.M. (1977). How well do you teach critical reading? The Reading Teacher, 31(2), pp. 142-146.
- Coles, G. (1989). The learning mystique: A critical look at learning disabilities. In J.W. Kugelmass (Ed.), Behavior bias and handicaps: Labelling the emotionally disturbed in "educational issues". Educational Studies, 20(1), pp. 71-77.
- Commeyras, M. (1989). Using literature to teach critical thinking. Journal of Reading, 32(8), pp. 703-707.
- Cullinan, B.E. (1987). Children's literature in the reading program. Newark, Delaware: International Reading Association.
- Dahl, P.R., & Samuels, S.J. (1977). Teaching children to read using hypothesis/test strategies. The Reading Teacher, 30(6), pp. 604-607.
- Dana, C. (1989). Strategy families for disabled readers. Journal of Reading, 33(1), pp. 30-35.
- Darch, C. (1989). Comprehension instruction for high school learning disabled students. Research in Rural Education, 5(3), pp. 43-48.
- Day, C. et al. (1985). Educating exceptional children. Scharborough, Ontario: Nelson Canada.

- Denzin, N.K. (1978). The research act: A theoretical guide to sociological methods. New York: McGraw-Hill Book Co.
- Dibiasio, A.J. Jr. (1972). Motivating the reluctant reader. Ohio Reading Teacher, VI(3), pp. 2-3.
- Dibiasio, A.J. Jr. (1973). Five steps to better reading. Ohio Reading Teacher, VII(3), pp. 20-21.
- Downing, J. (1979). Reading and reasoning. New York: Springer-Verlag New York, Inc.
- Duffy, G.G. et al. (1988). Modeling mental processes helps poor readers become strategic readers. The Reading Teacher, 41(8), pp. 762-767.
- Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. Reading Research Quarterly, 14, pp. 481-533.
- Eisner, E.W. (1979). The educational imagination. New York: MacMillan Publishing Co., Inc.
- Ekwall, E.E. (1976). Diagnosis and remediation of the disabled reader. Boston: Allyn and Bacon, Inc.
- Fleisher, B.M. (1988). Oral reading cue strategies of better and poorer readers. Reading Research and Instruction, 27(3), pp. 35-50.
- Ford, M.P., & Ohlhausen, M.M. (1988). Classroom reading incentives: Removing the obstacles and hurdles for disabled readers. The Reading Teacher, 41(8), pp. 796-798.

- Forester, A.D. (1988). Learning to read and write at 26. Journal of Reading, 31(7), pp. 604-613.
- Forester, A.D. (1977). What teachers can learn from natural readers. The Reading Teacher, pp. 160-165.
- Fowler, G.L. (1982). Developing comprehension skills in primary students through the use of story frames. The Reading Teacher, 36, pp. 176-179.
- Freake-Kelly, E. (1982). An integrated language arts curriculum for kindergarten children in Newfoundland and Labrador. Thesis (M.Ed). St. John's: Memorial University of Newfoundland.
- Fry, E.B. (1989). Reading formulas: Maligned but valid. Journal of Reading, 32(4), pp. 292-297.
- Gaskins, R.W. (1988). The missing ingredients: Time on task, direct instruction, and writing. The Reading Teacher, 41(8), pp. 750-755.
- Gentile, L.M. et al. (1983). Reading research revisited. Toronto: Charles E. Merrill Publishing Company.
- Gibson, E., & Lewin, H. (1975). The psychology of reading. Massachusetts: The MIT Press, Cambridge.
- Glazer, S.M. et al. (1988). Reexamining reading diagnosis: New trends and procedures. Newark, Delaware: International Reading Association.
- Gold, P.C. (1981). The directed listening - language experience approach. Journal of Reading, 25(2).

- Goodman, K. (1986). What's whole in whole language? Richmond Hill, Ontario: Scholastic - Tab Publications.
- Groff, P. (1977). Phonics: Why and how? New Jersey: General Learning Press.
- Hansell, T.S. (1981). Four methods of diagnosis for content as reading. Journal of Reading, 24(7), pp. 697-700.
- Hardy, J. (1989). The at-risk student: A definition and agenda. Thrust for Educational Leadership, 18(4), pp. 38-39.
- Harnadek, A.E. (1969). Critical reading improvement. New York: McGraw-Hill Book Co.
- Harris, L.A., & Smith, C.B. (1986). Reading instruction: Diagnostic teaching in the classroom (4th edition). New York: MacMillan Publishing Company.
- Harris, A.J., & Sipay, E.R. (1984). Readings on reading instruction (3rd edition). New York: Longman, Inc.
- Hasanstab, S.M., & Laughton, J. (1982). Reading, writing and the exceptional child. Rockville, Maryland: Aspen Systems Corporation.
- Hedley, C.N., & Baratta, A. (1985). Contexts of reading vol. XVIII. New Jersey: Ablen Publishing Corporation.
- Henk, W.A. (1987). Reading assessments of the future: Toward precision diagnosis. The Reading Teacher, 40(9).
- Henriksen, E. (1989). Metacognition and reading. Ohio Reading Teacher, XXIV(2), pp. 5-7.

- Henry, G.H. (1974). Teaching reading as concept development: Emphasis on affective thinking. Neward, Delaware: International Reading Association.
- Herber, H. (1970). Teaching reading in the content areas. Englewood Cliffs, NJ: Prentice Hall.
- Herrmann, B.A. (1988). Two approaches for helping poor readers become more strategic. The Reading Teacher, 42(1), pp. 24-28.
- Herzing, M.A. (1989). Children's literature in secondary school. Journal of Reading, 32(7), pp. 650-651.
- Hill, W.R. (1979). Secondary school reading: Process, program, procedure. Toronto: Allyn and Bacon, Inc.
- Hill, W. (1967). Content textbook: Help or hindrance? Journal of Reading, X(6), pp. 408-413.
- Hillerich, R.L. (1975). Accountability and the teaching of reading. Elementary English, LII(5), pp. 681-687.
- Hittleman, D.R. (1983). Developmental reading k-8: Teaching from a psycholinguistic perspective. Boston: Houghton Mifflin Company.
- Howards, M. (1980). Reading diagnosis and instruction: An integrated approach. Reston, Virginia: Reston Publishing Co., Inc.
- Hunter, J. (1982). Ten steps to improved remedial reading instruction. Reading World, 21(3), pp. 248-253.

- Irvin, J.L., & Connors, N.A. (1989). Reading instruction in middle level schools: Results of a U.S. survey. Journal of Reading, 32(4), pp. 306-311.
- Jackson, J.H. (1988). Improving literacy by developing self-understanding. Journal of Reading, 32(2), pp. 132-139.
- Jenkins, B.L. et al. (1980). Children's use of hypothesis testing when decoding words. The Reading Teacher, pp. 664-667.
- Johns, J. (1982). The dimensions and uses of informal reading assessments. In J.J. Pikulski and T. Shanahan (Eds.), Approaches to the informal evaluation of reading (pages 1-11). Newark, Delaware: International Reading Association.
- Johnson, D.D., & Pearson, D.P. (1978). Teaching reading vocabulary. Holt, Rinehart and Winston.
- Keefe, D., & Meyer, V. (1988). Profiles of and instructional strategies for adult disabled readers. Journal of Reading, 31(7), pp. 614-619.
- Koenke, K. (1988). Remedial reading instruction: What is and what might be. The Reading Teacher, 41(7), pp. 708-711.
- Kopchak, T.E. (1979). Sustained silent reading bridges the gap. Ohio Reading Teacher, XIV(1), pp. 24-27.
- Koskinen, P.S. et al. (1988). Retelling: A strategy for enhancing student's reading comprehension. The Reading Teacher, 41(9), pp. 892-896.

- La Vergne, R. (1988). Adult illiterates offer unexpected cues into the reading process. Journal of Reading, 32(2), pp. 120-126.
- Layton, J.R. (1979). The psychology of learning to read. New York: Academic press.
- Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills: Sage Publications.
- Love, R.B. (1982). Reading from a superintendent's point of view. Reading, 16(2), pp. 91-98.
- Maclean, R. (1988). Two paradoxes of phonics. The Reading Teacher, 41(6), pp. 514-517.
- Marsh, G.E. et al. (1983). Teaching mildly handicapped children: Methods and materials. Toronto: The C.V. Mosby Company.
- Mayher, J.S., & Brause, R.S. (1983). Learning through teaching: Teaching and learning vocabulary. Language Arts, 60(8), pp. 1008-1016.
- McConaughy, S. (1978). Word recognition and word meaning in the total reading process. Language Arts, 55(8), pp. 946-956.
- McMillan, J.H., & Schumacher, S. (1984). Research in education: A conceptual introduction. Toronto: Little Brown and Company.
- McNinch, G.H. (1981). A method for teaching sight words to disabled readers. The Reading Teacher, 35(3).

- McSwain, M.B. (1973). Reading is improved by reading. Ohio Reading Teacher, VII(3), pp. 2-3.
- McSwain, M.B. (1974). I read 50 books. Ohio Reading Teacher, IX(4), pp. 2-3.
- Michener, D.M. (n.d.). Reading aloud to students and written composition skills: Assessing their relationship. English Quarterly, 21(4), pp. 213-217. The Canadian Council of Teachers of English.
- Michener, D.M. (1988). Test your reading aloud IQ. The Reading Teacher, 42(2), pp. 118-121.
- Milligan, J. (1986). The seven most common mistakes made by remedial teachers. Journal of Reading, 30(2).
- Monroe, E.E., & Hicks, R.D. (1985). Forty-four ways to teach word meanings. The Clearing House, 58(5), pp. 218-219.
- Morrison, C. (1971). Children can learn to read - but how? Ohio Reading Teacher, VI(2), pp. 6-7.
- Mullins, P. (1986). Developing study skills in the middle grades. Thesis (M.Ed). St. John's: Memorial University of Newfoundland.
- Nevis, J.R. Jr. (1977). Teaching for logical thinking is a prereading activity. The Reading Teacher, 30(6), pp. 641-643.
- Newman, H. (1978). Oral reading miscue analysis is good but not complete. The Reading Teacher, 31(8), pp. 883-885.

- Oberlin, K.J., & Shugarman, S.L. (1989). Implementing the reading workshop with middle school LD readers. Journal of Reading, 32(8), pp. 682-687.
- Oliver, M. (1976). Making readers of everyone. Dubuque, Iowa: Kendall, Hunt Publishing Company.
- Olson, M.W. (1989). Magazines in the classroom: Beyond recreational reading. Journal of Reading, 32(8), pp. 708-713.
- Owens, R.G. (1982). Methodological rigour in naturalistic inquiry: Some issues and answers. Educational Administration Quarterly, 18, pp. 1-21.
- Palardy, M.J. (1989). A study of the effect of teachers' expectations of students' reading achievement. Ohio Reading Teacher, XXIV(2), pp. 9-11.
- Pratt, D. (1980). Curriculum design and development. New York: Harcourt Brace Jovanovich, Inc.
- Raphael, T.E. (1984). The contexts of school based literacy. New York: Random House.
- Rasinski, T.V. (1989). In search of the "good" reader. Journal of Reading, 33(2), pp. 84-85.
- Rearson, P.D., & Samuels, S.J. (1988). Changing school reading programs: Principles and case studies. Newark, Delaware: International Reading Association.
- Reason, R. et al. (1988). Does the "specific" in specific learning difficulties make a difference to the way we teach? Support for Learning, 3(4), pp. 230-235.

- Reasoner, C.F. (1970). Helping children respond to literature. Ohio Reading Teacher, 5(2), pp. 2-3.
- Rex, L. (1988). Curricular reading time: Do we allocate enough of it? The NERA Journal, 24(3), pp. 2-6.
- Ringler, L.H., & Weber, C.K. (1984). A language-thinking approach to reading diagnosis and teaching. New York: Harcourt Brace Jovanovich, Publishers.
- Roe, B.D. (1978). Reading instruction in the secondary school (revised edition). Chicago: Rand McNally College Publishing Company.
- Rystrom, R. (1977). Reflections of meaning. Journal of Reading Behavior, 9(2), pp. 193-200.
- Samuels, B.G. (1989). Young adults' choices: Why do students "really like" particular books? Journal of Reading, 32(8), pp. 714-719.
- Samuels, S.J. (1988). Decoding and automaticity: Helping poor readers become automatic at word recognition. The Reading Teacher, 41(8), pp. 756-760.
- Savage, J.F. (1989). A shift in theory in reading research. The Education Digest, LIV(8), pp. 49-57.
- Sellers, G. (1988). Vowel-sound stick: Word attack for secondary remedial students. Journal of Reading, 32(1), pp. 42-45.
- Singer, H., & Ruddell, R. (1976). Theoretical models and processes of reading. Newark, Delaware: International Reading Association.

- Smith, F. (1982). Understanding reading. New York: Holt, Rinehart and Winston.
- Smith, C.B. (1988). Building a better vocabulary. The Reading Teacher, 42(3), p. 238.
- Smith, F. (1984). Essays into literacy. Agincourt: The Book Society of Canada, Ltd.
- Smith, C.B. (1989). Learning through writing. The Reading Teacher, 43(2), pp. 172-173.
- Spache, G.D., & Spache, E.B. (1979). Reading in the elementary school (4th edition). Toronto: Allyn and Bacon, Inc.
- Spache, G.D. (1976). Investigating the issues of reading disabilities. Boston: Allyn and Bacon, Inc.
- Spache, G.D. (1963). Toward better reading. Champaign, Illinois: Garrard.
- Spiegel, D.K. (1985). Developing independence in decoding. Reading World, 24(3), pp. 75-81.
- Spradley, J.P. (1980). Participant observation. New York: Holt, Rinehart and Winston.
- Taylor, J.E. (1977). Making sense: The basic skill in reading. Language Bits, 54(6), pp. 668-672.
- Thomas, E.L., & Robinson, H.A. (1977). Improving reading in every class. Boston: Allyn and Bacon.
- Tway, E. (1989). The resource center: Authentic classroom interaction. Language Arts, 66(2), pp. 201-205.

- Venezky, R.L. (1977). Research on reading process: A historical perspective. American Psychologist, 32, pp. 339-345.
- Walker, B. (1989). Convention focuses on teaching active comprehension. Reading Today, 6(3), p. 21.
- White, M. (1979). High interest easy reading for junior and senior high school students. Urbana, Illinois: National Council of Teachers of English.
- White, B. (1984). Historical fiction in the elementary grades. Thesis (M.Ed). St. John's: Memorial University of Newfoundland.
- Winograd, P., & Smith, L. (1988). Improving the climate for reading comprehension instruction. Early Childhood Education, 22(1), pp. 25-29.
- Wolfe, F. (1981). A measure of oral reading facility. The Morning Watch: Educational and Social Analysis, 9(1), pp. 13-14.
- Wolfe, F. (1968). Sounding of symbols: The plight of the unreader. The Clearing House, 43(3), pp. 170-172.
- Wolfthal, M. (1989). Put reading back in remedial reading. Journal of Reading, 32(5), pp. 460-461.
- Woods, P. (1984). Teachers, self and curriculum. In I.F. Goodson and S.J. Ball (Eds.), Defining the curriculum: Histories and ethnographies. Lewes, Falmer Press.

- Young, D., & Irwin, M. (1988). Integrating computers into adult literacy programs. Journal of Reading, 31(7), pp. 648-651.
- Young Adults' Choices 1988. (1988). Journal of Reading, 32(2), pp. 110-107.
- Young Adults' Choices 1989. (1989). Journal of Reading, 33(2), pp. 113-119.
- Zintz, M.V. (1978). Corrective reading (3rd edition). Dubuque, Iowa: Wm. C. Brown Company Publishers.

Appendices Outline

- Appendix A - How I Taught Paul to Read in 1985-1986
- Appendix B - Comments
 - (a) Mrs. Gaudon, Itinerant Teacher Concerning Visually Handicapped Student
 - (b) Colleagues
 - (c) Students
- Appendix C - Questionnaires
 - (a) 1987-1988 Students
 - (b) 1988-1989 Students
- Appendix D - Interviews
 - (a) With Case Study at Beginning of Year
 - (b) With Student Transferred to our School
- Appendix E - Books Read
 - (a) By Group of Seven Students Plus Visually Impaired Student
 - (b) By Teacher to Student
- Appendix F - Personal
 - (a) Reflections of a Reading Teacher
 - (b) Excerpts From My Journal
 - (c) How I Established Credibility in our School
 - (d) How I Created a Mini-Library
 - (e) Other Things I Do to Promote Recreational Reading

Appendix G - Resources for Teachers

- (a) List of Journals
- (b) Material I Use
- (c) Books in Our Mini-Library

Appendix H - Instructional Materials

- (a) Book Report Form
- (b) Sample of Kinds of Questions to Ask in Reading
- (c) Group One's Language Arts/Reading Program
- (d) Attitude and Interest Inventory

Appendix A

How I Taught Paul to Read

There is a tendency for all of us to forget many of the students we teach, but there was one young man in my special education class of that first year in my new job that I shall never forget. "Why?", you may ask.

Paul (not his real name) was a young fourteen year old who had a number of problems. First, I noticed that he was very shy and insecure. When he spoke, I noticed that he was unable to articulate very well. I had to listen very closely to understand him. Consequently, he felt very embarrassed. This embarrassment was accentuated by the occasional remark by one of his classmates. Within just a few short days I found out that in elementary school he had been a discipline problem, often times sought attention and was a loner.

During my first few days with Paul, I found that he had a number of weaknesses. I was appalled to find that he knew only a few basic sight words. He was reading at a level at that of a child in the middle of kindergarten. Needless to say, he could spell only a very few words, he was unable to write a short sentence, and his handwriting was illegible. The more I conversed with him the more I found that he had a very limited knowledge of the world around him. At home, he had never been read to, and it seemed that he had not learned very much by watching TV. He was classified as an EMH Student.

Although I was fresh out of university, and had had a number of years of teaching experience, this young man seemed to me to be an enigma. He caused me much concern because it is almost incredible that someone could spend so much time in school and yet be so illiterate.

Former Premier Joey Smallwood's passion was providing facilities to educate illiterate Newfoundlanders. My passion is exposing students (be they young or old) to literature. That exposure means creating interest and providing them with age-appropriate reading material. Accordingly, I tried to forget his weaknesses and determine his strengths.

The more I interacted with this young man the more I learned about him. In conversation with him, I found that he was like the rest of us in many ways. Not only did he have psychological needs, but he was very interested in learning how to read, write, and spell words. He was interested in carpentry, and enjoyed collecting antiques; he enjoyed it very much when I read to him and the rest of the class. I also found that his listening comprehension level was 5.0, his visual memory was excellent. For example, if I presented him with almost any word in isolation one day, he could remember it the following day. If I read him part of a story, he could provide a very good ending to it. If I gave him a sentence such as, "John went to ----- to buy a bike," he could provide a word that was both syntactically and semantically correct. He liked to do basic math.

In the initial stage, i.e. the first month or so, my aim was to provide a relaxed atmosphere for my students. I wanted to create an environment where each student would not feel inhibited to speak or do anything that he wished to do. I wanted to build rapport, I wanted them to know and feel assured that I was a genuine person - that I really cared for not only their academic problem, but that I cared for them as fellow human beings. In other words, I wanted to provide an environment in which not only Paul, but each of my students would feel secure.

As I got closer to Paul, I was able to understand his speech much better. He conversed with me about a number of things that he was concerned about. Occasionally, he would tell me about something that had happened in the community. One day as we were conversing he asked, "Sir, Would you let me use the grade four speller to learn how to spell some words?" My response was, "Paul, sure you may use the grade four speller, furthermore, whenever you want to do something, feel free to let me know". He selected five words from the grade four speller to learn that night; next day he was eager for me to ask him his words. He spelled each word correctly. Then I asked him if he would like to give me a sentence for each word; again, he was eager to do this. I wrote them on the blackboard. After I had them written down, I asked "Paul, can you think of a word that means much the same as this one?" (i.e. one of the ones he had learned to spell). Again, he

provided a good response. Next, I said, "please tell me a word that begins like this one" (e.g. spell) - spot - then I provided one - spit - after which he provided four or five more. Needless to say, I was delighted. After he had learned twenty words, he wanted me to test him on all twenty. When I tested him, he got them all correct. My response was "I'm really pleased with the progress you're making. We are indeed going to have a good year". My facial expression and the tone of my voice must have revealed to him that I was no fake. Here is someone who is going to help me. Here is a friend. This was reflected by the happy expression on his face.

As mentioned earlier, one of my aims is to create in my students a lasting interest in reading for pleasure. My strategy in doing this is to read to them a high interest-age appropriate book. For example, The Break-in is one of the action library books. As I read to them, I have a number of objectives in mind, namely, to (a) extend their knowledge of the world - to add to their schema, script - call it what you like, (b) have them discover that literature is about real people (c) that reading about others can be much fun (d) learn about the language - sentence patterns, vocabulary, story structure, intonations, etc. (e) promote a conversational and relaxed atmosphere (f) help them in their personal lives, (e.g. as they read about a young person who got into trouble, how he got out, how others helped, etc. they can identify with him); it can help them in their personal lives.

Initially, as I read to my class, I simply asked "Would you like me to read you this book?" If their response was low keyed, I'd read them the first page or sometimes I'd have to read a chapter. When I asked "do you want me to continue?" the response was obvious. One very important thing I learned early in my teaching career is that students love to be read to.

When I began to read the second book, I was more methodical and meticulous (not to the point of destroying interest). There is a fine line that the experienced teacher has learned. My approach goes something like this: First, I show them four or five books that I know they will really like. I put the titles on the board. After, they have selected one I bring to their attention the title and the pictures. I then ask "what do you think this story of about?" The title of the book we chose was, Crash at Salty Bay. "Do you think it is about an airplane crash? Next, I asked "what kinds of words are we likely to meet in this book?" Then I put them on the board. Then I say "Let's find out by reading the first chapter". After the first chapter is read one student says "I didn't really think the book would begin that way. The two characters Ape and Shortcut are about ready to fight each other. There seems to be a problem between them." My response is (a) from what we're reading, who do you think is the more likeable character? Why? (b) Although those two young men seem to be at odds, do you think that something can happen which will bring them closer together? (c) Do you know of things that

have happened to people that brought them closer together?

These questions provoked a very worthwhile conversation. After the conversation, I asked, "Do you want me to continue this book?" Invariably, they would say "yes, because I want to find out what happened. I like that book". As I continued reading the book over the next day or so (I try to finish reading a book over a two or three day period), I would occasionally pause to ask questions like the following:

1. I can think of someone like Ape or Shortcut. Can you?

2. What does ape mean when he says ----- (some idiomatic expression).

3. (The boys while fishing together find a crashed airplane. One of them goes for help while the other stays behind to help.) Do you think Shortcut can trust Ape? i.e. will he return? How do we know that Shortcut is doubtful?

4. What is your opinion of

5. Is Shortcut in any way like the character we read about in (one of the previous books)? How?

6. At the end of the book?

(a) was there a change in Shortcut?

what was the change? Do you like him now? Why?

Do you think he has learned something?

Have you learned anything from this book?

As I continued throughout the year, I asked a number of questions similar to the above. I did not limit my questions

to literal recall, rather I asked questions that were inferential, interpretive, and evaluative. I often stopped reading for a moment to ask them what a certain word meant in a certain context. I often asked them to provide me with a synonym or antonym. Sometimes, I would ask "Why did the writer use an exclamation mark here, a question mark there, etc." As I began to read books by authors such as Betsy Byars, I would occasionally say to them "Do you notice how this writer describes her characters better than some of the other books?" They would often say, "She makes them seem like real people". I would then respond by saying, "that's one thing we've talked about - literature is about real people, this is how real people are, don't you think?"

There is no end to the things a skillful teacher can do as s/he reads to children. Many literary terms need not be just talked about or written in notes never to be understood, but they can become a part of the student's script or schemata. For example, I taught them about conflict, plot, character sketch, suspense, exaggeration, surprise ending etc. I also find that the more I read to students and the more they read themselves, the more we have to share to talk and write about.

Now, I shall return to Paul again. All of the students in our school spend the first 15 minutes of each day either journal writing or reading. I usually did the following with Paul. First, he would tell me what he wanted to say. As he

dictated, I put it in his journal. Then he wanted to write it himself following which he wanted to read it to me. For example, on one occasion his journal entry was "Yesterday, after I went home from school, I helped my uncle paint his house. I like doing that kind of work". My immediate response was, "Paul, that's nice of you to do that. I got an idea that your uncle liked that." I said it seriously and genuinely making sure that there was eye contact when I said it. After the above, a conversation such as the following ensued"

Me: Did you have to get up on a high ladder or scaffold?

Paul: Yes, sir.

Me: Let me tell you what I've found out about painting.

I then ended up going to the library and getting the volume of World Book that tells about paint. I read parts to him that he was interested in. The following day, he probably wanted to talk about what we learned about paint on the previous day. I may add, I wasn't always restricted by the 15 minute session.

By the middle of October, the spade work had been done with Paul. He began to show a high level of interest, could read simple sentences and liked to be read to and seemed to feel more secure. He began to develop a better self-concept, and did not become frustrated as easily. (I shall never forget one day around the middle of October when I received a phone call at the school. "Mr. Bown, what's going on? My God, I can't believe it, please forgive me for using that word. Paul

is interested in school." Needless to say, a long conversation ensued between his grandmother whom he lived with, and me.

That telephone conversation was for Paul the beginning of another vital part of any student's school progress - parental involvement. I shall never forget her because she provided me with a treasure house of information concerning Paul. Not only that but she had the wisdom that comes with age and experience. She gave me the impression that she was a very caring person. She said, "Mr. Brown, I'm not educated, but I can read and write fairly well. What can I do for Paul?" My initial response was, "Mrs. -----, you are doing something that is very important; you are his grandmother, I can tell that you really care about Paul. I know that, too, because he tells me about you. You get him up in the mornings, you feed him, clothe him, provide shelter, and really care about him. That, to me, is number one. Paul is going to be allowed to read this year, and I am going to recommend to you a few things you can do because I can tell by what you're saying that you are more educated than you're letting on." I explained briefly what I had been doing and suggested the following:

1. Ask him - discuss with him any book that he read or that I read to him recently?
2. Ask him if he'd like to bring home a book for her to read to him?

3. Then I told her about how I approached reading. My crucial point was "Do not apply pressure. Put out the bait". She knew what I meant. Here was a young man who needed to be built up rather than torn down. She knew by the time I was finished, the kinds of questions to ask him (i.e. not only literal questions).

4. Another teacher was teaching Paul current affairs. I suggested to his grandmother that he watch 'Here and Now' with her. Her reply was "He watches the news and if he doesn't understand it, I explain it to him". My reply was "good for you!"

As the year progressed, I had a a number of telephone conversations with this beautiful lady. On one occasion, maybe sometime in February, she told me "Paul is very interested in the local newspaper , the Gulf News. He looks at the pictures and reads some of the articles. If he is not sure of something I help him; sometimes I read the article and then explain it to him." Needless to say, I was overjoyed because I had a very crucial ally - the parent/guardian.

Because I place a high value on bridging the gap between what the student knows and what he is about to learn, I spend much time increasing general knowledge, building concepts, ideas - whatever. The following description will give an idea of how I integrated reading with health, science and language. I didn't teach Paul other subjects. In my opinion, a person reads to learn, not the opposite.

If, in class, we were doing a unit of work on safety, I would show a film that talked about safety. For example, I'd show a film on boating safety. After watching the film, we would discuss it. I tried as much as possible to relate it to their experiences. For example, do you know of someone who didn't follow these rules? If not, have you heard in the news or read about someone who didn't follow these rules? What can happen if we don't follow them?

In a language period we would do a writing activity related to safety rules. My students were weak in writing, I usually asked them what they would say about a topic, then I would write them on the board. Then they would write them in their books. In other words, I would begin in one of the following ways:

1. Yesterday, the film I watched
2. There are five boating safety rules that we need to follow.
3. When we're out in boat, there are certain rules we should follow.

I also suggested to Paul that some of his spelling words could come from his health science or mathematics. This he did; he also continued wanting to take five words per night as homework. He also liked to put the words on a 3x5 flash-card, put a sentence underneath the word, and then put the card in his Scrapbook that he had made. Anything he wanted to do I let him do. Sometimes, he wanted to put a small picture

by the word. This I also allowed him to do. His scrapbook was personal and wasn't shared with other members of the class.

Another special education teacher taught him social studies and science. She and I have a very similar philosophy concerning teaching, learning and students. She reinforced everything I did or what we did complemented each other. She provided a very relaxed atmosphere, had an excellent rapport with him, created a conversational environment, suggested words to him from science and social studies that he could add to his spelling list, and if she had ten minutes at the end of a period, she would read to the students.

Almost every week without exception I showed a film to my students. Most of the films came from the National Film Board. These films were instrumental in broadening students' general knowledge because they included topics such as acid rain, weather, animals of the arctic, search and rescue at sea, how to survive if you were lost at sea, etc. Again, much time was spent in discussion. Of course, these films also provided us with writing material. A writing activity such as the following might be "In my opinion, acid rain, " or "it would be difficult for us to live in the arctic."

Most, if not all, of my students were interested in 'Land and Sea'. Each day after they watched the program we would take some time to discuss it. In many instances, we needed to refer to a map of Newfoundland. I took this opportunity to broaden their knowledge of the province. I also encouraged

them to ask questions about anything they saw or heard of.

A very important aspect of a classroom is its appearance. For example, if you visited my classroom you would soon discover that I'm not an artist or very creative. However, you would soon see that here is a teacher who values reading. On the bulletin board I have a What's New section where we put clippings from newspapers or magazines. On the wall there are posters that call attention to the importance of reading and writing, there is a large map of Newfoundland, posters about Hibernia and off-shore oil, etc. There are newspaper clippings and grocery ads from a supermarket or sales from different stores. There is a large number of books that come from the public library, school library, or from the students themselves. These books are age appropriate - they are high-interest low-vocabulary books so that they can be read by the weaker students. I also have copies of the telephone book, Sears catalogue, Canadian Tire catalogue, and I borrow magazines from the school library. (Although Paul could not read the magazines, he liked to look at the pictures and ask questions. For example, if he saw a particular kind of car, he'd ask questions about it.) What I'm trying to say is that I surround my students with reading material that will not collect dust, but will be read. Consequently, I provide time almost every day for a student to read (SSR). I read as well.

Each year we have a few students who are exempt from doing religion. That particular year two of these students

came to my class during that period. When I went to the library with four or five students, one of them read to Paul and another student in my classroom. I suggested to her privately some things she could do. She read to them books they liked. She developed a good relationship with these two students - the rapport was super. She received a very worthwhile reward - I introduced her to good literature. This past year, she did grade nine; I noticed that she continued to read for pleasure. (By the way, I also introduced the other student who came with her to recreational reading. Throughout the year, he must have read thirty or forty books, probably more.)

Some readers may be asking, "Didn't you do anything else with Paul? Didn't you have a reading lesson as such?" As implied earlier, I used the language experience approach at first. Because of the things we were doing, he had no problem talking about something. Sometimes he talked about something he saw on TV, saw in the newspaper, something he did at home, something he did in another class, something he saw on a film, something about his community or something that he had on his mind. I usually did some of the following:

1. As he dictated, I wrote what he was saying on his book. He then wanted to read and write it himself. Next day, he liked to go back and read it again.

2. We sometimes pursued what he talked about by discussion, going to the library, or asking other students about it.

3. I often picked certain words and asked him for

synonyms or opposites.

4. I sometimes had him clarify what he meant if a statement was vague.

5. Occasionally he liked to draw a picture related to the above and put a sentence or two underneath.

Next, he moved to a book, on a series called (Multiple Skills Series A, by Richard A. Boning). Before he began reading the story (one page in length) I provided background knowledge. Again, I attempted to bridge the gap between the old and the new. This I often did by brainstorming or semantic mapping. For instance, supposing the story was about a farmer, I'd do the following:

workers	F A R M	animals	animals used for,
who-jobs		kinds	meat, milk, etc.

Tell me everything that comes in your mind when you see that word.

Next, I would set a purpose. For example, "Paul, this short story is about what happened to a farmer one day as he took his animals to the slaughter house. Read to find out what happened."

Sometimes, I read part of the story, then he completed it (silently). After he finished reading the story, we engaged in a number of activities.

1. He summarized (with my help at first) what the story

was about.

2. Again, depending on the story, all types of questions were asked.

3. Use cloze procedure - he'd fill in words from the story (story was reworded).

4. Sometimes, I gave him a worksheet that had many kinds of things, e.g. (a) literal question, (b) vocabulary question (c) opinion question (d) inferential question (e) write all the words that begin with sp__, (f) add S to stop put work (g) Add - ing to work, jump, (h) add - ed to work, jump, (i) add- ing to run, (j) select two compound words from the story. If you can think of others write them. (k) The farmer (working, worked) hard to (l) The f..... took his animals to the slaughter house, (m) I burned my back in the hot sun. Did you ride in the back seat of the car? (n) write two questions you would ask me or someone else about the story.

Sometimes, I asked "would you like to read it orally?" (I emphasized how we need not stop and sound out a word; we can often predict what the word is because of other words around it. For example, "It is dangerous to start a fire with gasoline.")

"If you don't know the word, finish reading the sentence, then you'll most likely know it." If he made a mistake and corrected himself, I assured him that this was one of the marks of a good reader. In other words, I capitalized on his

strengths.

After he had read orally a few times, I showed him how to read in thought units. I read the sentence, then he repeated it after me. I also had him understand why it was necessary to pause at the end of a sentence. (If he didn't, he might find it hard to understand.)

Later in the year, I moved him to another book (book B of the Multiple Skills Series). We approached it in much the same kind of way.

As mentioned earlier, his handwriting at the beginning of the year was illegible. To help him improve, I spent some time showing him how he could do better. For example, I also provided him with a sample of capital and lower case letters. He may have made e's and l's alike, as in 'feel' or o's and a's. Again, he practised this a few minutes each day; soon I saw that he was particular about his writing.

As I worked with this student and others, I follow certain principles or guidelines. They are:

1. A remedial program has to be individualized.
2. A remedial program must encourage the disabled reader.
3. The materials and exercises must be appropriate. They must be geared to the student's reading abilities and instructional needs; they should be at his level of difficulty and type of content; they should be as near as possible to his interests and they should look mature to the student.

4. The remedial plan must employ effective strategies.
5. The remedial plan must employ cooperative effort.
6. Growth must be demonstrated.
7. Materials must be plentiful.
8. The teacher needs to be optimistic - he needs to develop a very good rapport with the student. Students need to be treated with respect; they are people, too.
9. We learn to read by reading.
10. We learn to write by writing.
11. No one learns to read by doing work sheets only.
12. Students are not taught to read; they are enabled to read.
13. Students need to understand the basic reading act.
14. Students need models. They need to see the teacher reading. They also need to see the teacher's reactions to what s/he reads. For example, if something is comical the teacher may share it with his/her students.

At the beginning, I referred to Paul as an "enigma." I am not suggesting that everything we did was easy - patience, caring, hard work, and planning were essential ingredients. However, by the end of that school year not only was his instructional level elevated (if I remember correctly, it was between [2.5 and 3]), but he had achieved well in all his subjects. School had become meaningful for him; he realized that he could learn to do things, and he did them. There was a noticeable change in his self-esteem.

(The reader, I hope, from the foregoing, can most definitely understand why I concur with Pearson and Johnson (1978) when they say:

A teacher can serve no greater end than to help a student comprehend, interpret, evaluate, and appreciate the written word. For if you have done that, you have given the student a gift that will last a lifetime and make that lifetime more worth living. p.2

Other Things I did With Paul

1. We wrote a letter to one of his former teachers who lived in another community. We received a reply and wrote a second letter.

2. We wrote a business letter ordering posters that he wanted. In each case, he told me what he wanted to say, and I wrote it. He then wrote it himself.

3. I showed him how to use a basic dictionary.

4. I showed him how to find information in an encyclopedia.

Quite often he did pieces of writing by first getting information in an encyclopedia.

Appendix B

Questions I Asked Mrs. Gaudon

1. When did Robert first show a keen interest in reading?
2. How many books has he read this year?
3. Why does he like to read?
4. How would you describe Robert's vision?

General Statement: observations over past 2 years

1. Noticeable change in Robert, e.g. request for reading material.
2. More interest in school.
3. Better knowledge of things in general
4. Talks about the books he reads
5. Why you think he reads so much
6. How other students read
7. Kinds of books available in resource room
8. How reading is promoted, etc.

As follows are the comments of 15 of my colleagues in response to "My classroom has become a mini library. Explain briefly what it is doing for the school".

Response #1

Many schools have only one library at their disposal but at our school we are fortunate to have two. Melvin has created a mini-library within the confines of his own resource

classroom.

I believe that this has been beneficial to the entire school. The doors of his classroom were open to each and every student in the school and not only those who attended his class for resource help.

Many times throughout the day (before classes, recess time, noontime) a steady flow of students in grades 7, 8 and 9 would visit Melvin's room in search of a new book. Why were so many students, even those who were considered non-readers by their classroom teachers, suddenly interested in obtaining a book? I believe that the answer to this question lies in the nature of the books that Melvin chose to keep available in his classroom. The books contained a variety of topics that were of interest to the teenage student body in our school. Some of the books were high interest/low vocabulary which also encouraged the poorer readers as well. The mini-library had something for everyone.

The overall effect of having this mini-library in our school was the creation of an atmosphere conducive to reading. many students now see reading as a pleasure rather than a chore.

Response #2

Great interest has been shown in reading in our school over the past couple of years. Our library has become a beehive of activity and this has flown over into the class-

room.

Students in each and every class spend much of their free time reading.

With the introduction of reading as an alternative to writing as a journal activity; the introduction of remedial reading classes; full use of our library, and the work done by our resource teacher, Mr. Bown, the reading level and reading interest has increased immensely in our schools. This interest is reflected in the amount of time students spend reading and consequently in the interest our students have in our book fairs, etc.

Each classroom has books and magazines at the back of the room which are used to the fullest. I can honestly say that I see more students today reading for pleasure than I have seen at any time in the past 17 years of teaching.

Response #3

Students using our resource room as a mini-library have found that the number of books there are on a more acceptable reading level to them and are more numerous. Also, because Mr. Bown has read the books, he can discuss with them the type of reading material they enjoy and prefer, making the book selection less difficult and more personalized. This has encouraged more students to read books and to continue reading on a regular basis. Many students who have not been readers in the past are encouraged by this type of arrangement and

become repeated users of the resource room.

The overall effect of this use of the facility is that we now have many students in our school who have not been encouraged at home or by fear to read now doing so on a regular basis. This has had many positive consequences; (a) graduating to more difficult reading material in our regular library; (b) greater utilization of time in USSR period; (c) more responsible research in assignments; (d) greater use of newspaper and magazines articles; (e) improved reading abilities of the students, (f) more valuable [academic] use of leisure time.

I personally, am greatly pleased with the advantage that the resource room as a mini-library has afforded our students.

Response #4

Our resource room has become very beneficial to me first as a teacher. It is not very often that reading material is based on a Junior High level and at a low reading level. The resource room contains these materials which were helpful to my special education students. It also provided me with resources such as reading tests, individualized reading kits, resource teacher books, etc.

I have witnessed other students use the mini-library. Books are constantly on the move by all students in the school.

Response #5

I have found that my students enjoy going for a book to read that is recommended to them. They seem to like the 'personal touch' and the individual attention they get when they visit the resource room.

I have also taken books myself from the resource room and brought them to my classroom. I was pleased to know that the books were previewed and were of adequate ability level and interest appeal.

Response #6

The resource room is a very important area within our school because it enables all students to obtain books quite easily. This is essential for students who are weak in reading to have such a room by where they can find a book at their level. On the whole, it has greatly improved the attitude towards reading within the school.

Response #7

Many of the lowest level students have availed of this service during the year (as well as many of the better students). The key to this service appears to be the high interest provided for this age group at a reading level that they don't have to struggle with. Reading materials from this source has become an enjoyment for most of these students.

Response #8

Our resource room has encouraged many students to do much more reading on their own. Before they got involved with the resource room, some students read almost nothing. It has greatly improved their attitude towards reading and their overall study habits. I consider our resource room a great asset. A student that improves his or her reading usually improves academically and the overall grades improve.

Response #9

Students who would probably feel inhibited or shy about using a larger library have probably overcome this through the use of our mini-library. A smaller room, with a teacher to help them choose a book of interest to them, may instill better reading habits. With a little confidence gained, these students may then make better use of the main library in the school.

Response #10

For some students in my class it means access to books that they normally wouldn't have. As a result I have noticed that many of them have more reading material in their possession which, inevitably, can only increase their interest in books and reading.

Response #11

I believe that the resource room has been a most worthwhile and beneficial addition to our school. Not only are more students reading overall, but students who probably never read books in their lives before are now reading the low vocab/high interest books.

Finally, many of our students are realizing and reaping the rewards of simply reading a good book.

A project in the RIGHT direction.

Response #12

I am really pleased with the increase in reading which Melvin has generated in my school during the past three years. Through his own initiative Melvin has held four book fairs in the last two years and has used the proceeds to stock a large number of high interest-low vocabulary books in his classroom. This has enabled a larger number of our students to get involved in reading who otherwise might not have done so.

Response #13

Many students in my class have made use of books in the resource room. It is providing books with low vocabulary high interest. The students also enjoy contact with a resource person, suggesting suitable books or generally helping with book selection.

Every book appears to be suited to the average or below

average reader; therefore, students don't appear as mesmerized in making a book selection. The congestion of the main library is avoided; therefore, sort of caters to a selected group.

The resource room appear to have gotten some students interested in reading who in the past appeared to have an aversion to reading for enjoyment.

Response #14

I have many of the resource room students and the remedial reading classes. During the past few years these students have been reading more. I think this is because the resource room is comfortable to them and not as overpowering as the main library. Usually the students in the resource room all have reading problems so they are not intimidated by the 'superior students'. Also the books are high interest-low vocabulary so they can read this material and experience success. Nothing motivates like success. These students have to be turned on.

Response #15

Many kids go to the room to read. Some of the reading students read books and frequent the room quite often.

Students' Responses to "Since September, I Have Learned a Lot About Reading"

Response #1

I have learned about reading a lot over the last two years. I have read over 75 books and I enjoyed it very much because you will learn a lot about people and the people who wrote the book. I will read more books next year and the year after that. I love reading; it is fun and you can't make me stop reading because I love it. The first year I came here I did not learn anything; I did not even read a book but when I met Mr. Bown everything changed. I started to read. I could not believe it but Mr. Bown got me to read and I loved it all the way. The next year I hope to read more books and find out about the people in the books.

Response #2

Since September, I have learned a lot about reading because Mr. Bown got me interested in reading because he said that you need to know how to read to get a job. You got to know how to read things in case somebody sends you a letter you got to read it. He showed me the good books and the bad books in his class. I like to read more now than before. He said reading is something that everybody likes to do.

Response #3

Since September I have learned a lot about reading. I learned how to read better. Mr. Bown helped me a lot since September. I'm glad to be in his class because he helps a lot of people. The people that he helps can't believe it - that people can read better.

Response #4

Since September I had learned a bit about reading. Then after I went and started reading books. But first I did not read very much but Mr. Bown is a good teacher because he helps me get a good book and that's how I read a lot.

Response #5

In the last two years I have learned a lot about reading. I know I read a lot of books in the years because the books I read were interesting and good to read all the years on last years and these years was the good books I read.

Response #6

Since September I learned how to read better. I learned how to look up words. Mr. Bown has taught us how to do better things like ...

Response #7

In the last two years I have learned a lot about reading. Yes, I learned a lot about reading in two years.

Response #8

Since September I have learned a lot about reading. I have some new words and how to go back and get the words.

Response #9

I didn't not learn nothing because I learn I learn before.

Response #10

In the last two years I have learned a lot about reading. I didn't not learn anything at all in school. School is boring. I cannot wait until I get up in grade 10.

Excerpts from Case Study Journal**November 2, 1988**

Since I have come here I have improved in some reading and some other stuff. In my reading I know a lot more words. Yesterday I had a test. The first two pages Mr. Bown read out and the last four pages we had to read ourselves. I got three pages done reading by myself. In Mr. Hull's class he is learning us how to get better at locking up words in a

dictionary. The Haunting at Cliff House Mr. Bown taped off. The first two chapters are good. I ain't listened to the third chapter. I hope it is good like the other one. I am more interested in reading this year because we have more good books than what we had last year. In all my work I've improved 20 percent better than what I was when I came here. Mr. Bown reads us books, he has already read us five books. The one he's reading now is interesting. I like it because it tells some real things that happen in the world to real people. The name of this book is The Pinballs.

MY COMMENT

I am pleased that you feel this way. I too, can see that you are making excellent progress. Keep up the good work.

Tuesday, November 29, 1988

The three previous books that I read are called Gang War, Hot Cars, and Burn Out, and Spin Out. I like these books because some are funny and some are true facts like Gang War. It is a true fact. These books have increased my reading skills. They helped me enough that I can read short stories. The SRA is helping me catch up on words I did not know but the books Mr. Bown taped off for me are better because they are interesting and they is fun to read. Everybody in our class was reading at the beginning of the year except me but now this year isn't only partly gone but I am reading. I have learned the meanings of some words such as 'sabotage'. When

Mr. Brown stops as he reads and its new he tells how I can get the meaning. Sometimes the writer gives the meaning of the word. As I follow along it helps me recognize new words. And some of it is fun but the best is when you tapes off a book and reads it for me.

As I read Hot Cars I found out that hot cars means stolen cars. The next one may be Dope Deal.

MY COMMENT

I'm glad that you are enjoying the books and that you feel you are learning something. Keep up the good work!

December 21, 1988

This term I have improved my reading skills a lot. I have learned a lot of new words and I have learned how to do assignments and many other things. When I come to a word in a story I may skip it or look at it and then come back to see if I know it. I like reading the set of books Dope Deal, Spin Out, Hot Cars, No Way, and Burn Out. There are many other books but they are some of the books I have read.

This year I have many books to choose from. Last year I only had a few, they were filed up on a shelf and I like the way Mr. Brown helps me.

When I read I read to get the meaning rather than the words.

Last year I did not want to read the books because they weren't interesting. The books I got now are interesting, and

some are true facts. I like to be read to.

When I was in the elementary school, Richard, Wanda, Robert and other students were in my class. They all changed in this school; they have improved their reading a lot.

Last year I didn't feel like reading because I spent so long at the words that it fooled up the story.

June 19, 1989

I have learned a lot of new stuff this year and this is only some of them. I have improved my reading pretty good. I have learned a lot of other new stuff. Last fall I could not read what I read now because it was hard and it was really boring to read books. When I'm reading a book and I come to a word I don't know I'll skip it and go on but then I will come back and may know the word. Last fall I used to stop at the word and sound it out. And I used to read the pictures instead of the words. Now I may not know every word but I can read better than I could before because I now try to get the meaning.

I have listened to a lot of books on tape. I've done all the 'Tom and Ricky' books. I done almost all the 'Canada Series' - the only two I didn't listen to was Micro Man and Baby Baby. Listening to tapes and reading along gave me a new idea of reading. I did not read to get meaning or pleasure. I also learned new words and new bigger words. Some books like the story Runaway is true and I learned a great deal from it

because it was true.

I read some books on my own at the end of this year but next year I expect to read more.

Students' Comments Concerning Work We Did in Class at the Beginning of the Year

Yesterday in our reading class we talked about all kinds of things. I found it very interesting. We talked about the floods that are going on in Bangladesh. There have been lots of rain and the rivers were over flowing and all the water come out of the river and into the city. So Canada will give Bangladesh 5 million dollars to help get some food and water. We also talked about the hurricane. The winds have destroyed many of the houses and lots of people. If I was the government I would give them lots of money to help the people to get everything fixed up but I don't think that they would get everything fixed up again because it destroyed most of everything. The flood that hurt and killed lots of people to people had to go around in boats and lots of people got sick because the water was polluted and they had to drink it. So they all got sick or died. It was a Big disaster. I hope nothing ever happens like that again. There is another big problem to that is PCB. Somebody broke in and caught the place on fire and the smoke went into the air and you would get cancer so people had to move out of their houses and the police had to wear gas

masks on their faces so they would not get cancer. I will say it again if I had lots of money I would send 6 million dollars to put people in other homes and buy some food for them so I would want to go to that place.

Appendix C

Questionnaire Given to 1987-88 Students

1. Indicate how often you read for pleasure before coming to my resource room last year.

Never _____ Sometimes _____ Often _____

2. Why did you begin reading last year?

3. How many books did you read last year? _____

4. Did your parents read any of the books you took home.

Never _____ Sometimes _____ Often _____

5. Were the books in the resource room books that you liked:

6. Are you reading books this year? _____

7. Have you recommended a book/books to a friend? _____

8. Would you rather get your books in the library or the resource room?

9. Why do you prefer to come to the resource room for books?

10. Which teacher got you interested in reading? _____

11. Explain how you have benefited by reading by putting a
✓ mark before one or all of the following:

- a. I get much pleasure
- b. I understand what I read
- c. I learn about different things
- d. It helps me to solve personal problems
- e. It helps me writer better

12. In the space below write any comments you wish: _____

Questionnaire Given to 1988-89 Students

1. How often did you read before this school year?
Seldom _____ Never _____ Sometimes _____ Often _____

2. Why do you read this year? _____

3. How many books have you read this year?
0-5 ___ 6-10 ___ 11-20 ___ 21-25 ___
More than 25 ___

4. Where do you get most of the books you read?
Library _____ Resource Room _____ Classroom _____

5. Do you prefer to get your books from the Resource Room?

6. If your answer to 5 is yes, explain why: _____

7. Do you have a friend coming to the resource room for books because you suggested that he come here for books?

8. Explain how reading has helped you this year. _____

Appendix D

InterviewsInterview With Case Study Student at Beginning of School Year

1. How important do you think it is for a person to be able to read well?
Very Important ✓ a little _____ not at all _____
2. How much do you read? Very much _____, not very much ✓
Not at all _____ Sometimes.
Why not? Not able to read.
3. What do you read? Comics ✓, Newspapers _____, Magazines _____.
4. Do you read at home? No
5. Does your family read? Sister, father can't read; mother can
6. Do your father and mother read to you? no
7. Would you like them to read to you? yes
What kinds of books? Ones in School.

8. Did you read in elementary school? Yes, some
9. Do you have books of your own? Encyclopedias, but can't read them.
10. When did you begin to have problems with reading? Grade One
11. What is your reading problem as you see it? Can't get words, they come out mixed up.
12. When you come to a word you don't know what do you do? Skip it or stick to it for a while or ask someone
13. You don't continue on and try to get the word after you've read the other words? no
14. You tell me that when you're reading there are many words you don't know. Do you depend on the pictures to get the meaning? yes
15. Do you sometimes forget or confuse certain words?
how and who _____
very often /
sometimes _____

16. Do you sometimes forget or confuse certain? Letters such as b and p? no
17. Are there may words you would like to be able to spell?
yes.
18. What things is reading would you like to be able to do at the end of the School Year that you find hard to do now? Read some books for pleasure and for information

19. Are you willing to try hard to achieve these things?
yes

Interview with Student From Group of Seven

This student transferred into our school in September and transferred back to a school in Stephenville in April.

Teacher: What was your idea of reading before you came to my class?

Student: Something to do.

Teacher: What is your idea of reading now?

Student: Interesting, exciting, pleasure.

Teacher: Did you read for pleasure before coming to my class?

Student: No.

Teacher: How many books have you read so far this year?

Student: Twenty-four.

Teacher: Have you improved your reading this year?

Student: Yes.

Teacher: How have you improved?

Student: I read faster, I know more words - vocabulary, I'm interested in reading, and I understand better what I read.

Teacher: Have you improved in what to do when you come to a word you don't know.

Student: Yes, I read on, then I come back; most times I get the word.

Teacher: What would you say about the other six students in your group (i.e. about their reading)?

Student: They all like to read.

Teacher: Why do you think they like to read?

Student: We have a lot of interesting books?

Teacher: Did I do anything to get you interested in reading?

Student: You read very interesting books to us.

Teacher: Is there anything else you'd like to say?

Student: Jimmy wasn't very interested in reading at the beginning of the year; now all he wants to do is read.

Teacher: Do we do enough reading? Are you bored? (i.e. with reading too much).

Student: No, because we don't do enough reading.

Teacher: You realize that every single day you read? Would most teachers let you read every day?

Student: No.

When this student became turned on to reading, every single period that he came to my class, as soon as he opened the door, he would ask "can we read today?"

After I tested this student, I said to the visually impaired student, "----- has really improved his reading this year". His response was "He could hardly read in September".

APPENDIX E

Books Read by Group of SevenStudent AScholastic Sprint Library

Cheap Skates
One More Miracle
Action on Ice

Scholastic Action Library

The Break-In
Wade's Place
Cop's Son
Sky-Jacked
Bag Full of Trouble
Stop Thief

Series Canada

Gang War
No Way
Spin Out
Wild Night
Ice Hawk
Get Lost
Take off
Burn Out
Head Lock

Rally! A Reading Program

Level B

Deep Sea Adventure Series

Treasure Under the Sea
The Pearl Divers
The Sea Hunt

Student BScholastic Sprint Library

Cool Calvin
Danger at Eagle Park
The Prize
Black and White Jones
Karate Ace

Scholastic Action Library

Cop's Son
Dave's Double Mystery
Dead Start Scramble
Wade's Place
Paramedic Emergency
Sky Jacked
Night Driver
Bag Full of Trouble
Ride Along
Apprentice to a Rip-Off
Mystery on the Night Shift

Series Canada

Gang War
Dead On
No Way
Hot Cars
Wild Night
Dope Deal
Burn Out
Amy's Wish
Spin Out
Runaway
Ice Hawk
Dirt Bike
Rebel Yell
Take Off
Snow Ghost

Series 2000

The Wimp and the Jock

South City Cops

Murder Behind the Wheel
Hit Man

Tom and Ricky Mystery Series 2

The Chocolate Machine Mystery

Fastback Mystery Series

Shootout at Joe's

Others

Brothers by Choice
 Exit Barney McGee
 Walk with Danger
 Stories in Openings - One of Grade 7 literature text
 The Lifeguard
 Scary Stories to Tell in the Dark
 Tales of Shipwreck

Student CScholastic Sprint Library

Danger in Eagle Park
 Karate Ace

Scholastic Action Library

Night Driver
 Million Dollar Hunt
 Mountain Rescue
 Break-In

Tom and Ricky Mystery Series 2

The Oil Well Mystery
 The Birthday Present Mystery
 The Unlucky Number Mystery
 Mystery at Bear Lake

Tom and Ricky Mystery Series 3

The Junk Car Mystery
 The Persian Cat Mystery

Series Canada

Spin Out
 Wild Night
 Take Off
 Spin Out

Gang War
Snow Short

Jim Hunter Adventures

Diamond Smugglers
Sniper at Zimba

Rally! A Reading Program

Levels A and B

Others

Silly Jokes and Riddles

Student D

Scholastic Sprint Library

One More Miracle
Karate Ace
Danger in Eagle Park
Black and White Jones
Action on Ice

Scholastic Action Library

Best Friends
Sky-Jacked
Wade's Place
Bag Full of Trouble
Wrecker Driver
On the Run
Dave's Double Myster
Ride Along
Cop's Son
The Strikeout Gang Strikes Again

Tom and Ricky Mystery Series 1

Mystery of the Flying Wheel

Tom and Ricky Myster Series 2

The Birthday Present Mystery
The Garage Sale Mystery
The Oil Well Mystery
The Chocolate Machine Mystery
Mystery at Bear Lake

Tom and Ricky Mystery Series 3

The Junk Car Mystery
The Tall Man Mystery

Fastback Mystery Series

Shootout at Joe's

Series Canada

Burn Out
Dope Deal
Runaway
Hot Cars
Dead On
Dirt Bike
No Way
Fair Play
Spin Out
Ice Hawk
Tough Stuff
Amy's Wish
Baby, Baby
Gang War
Snow Ghost
The Beast
Wild Night

Fastback Horror Series

Mad Dog

Student EScholastic Sprint Library

Danger in Eagle Park
Action on Ice
One More Miracle

Scholastic Action Library

Crash at Salty Bay
Paramedic Emergency

Jim Hunter Adventures

Jim in Training
The Sniper at Zimba

The Island of Helos
The Desert Chase
Jim and the Sun Goddess
The Diamond Smugglers

Series Canada

Fair Play
The Beast
Gang War
Snow Ghost
Dope Deal
No Way
Take Off

Pacemaker Vocational Readers

Give the Kid a Chance
You Know How Children Are
Power on and Start Print
Fitting Right In
Someone for the Summer
Ready to Go
Until Joe Comes Back
The Other Side of the Counter
And It's So Quiet
I'll Try Tomorrow

Fastback Horror Series

Mad Dog
Night Ride

Rally! A Reading Program

Level B

Student F

Scholastic Sprint Library

One More Miracle
Black and White Jones

Scholastic Action Library

Listening In
Between Friends
Paramedic Emergency
Felina

The Promise Ring

Series Canada

Baby, Baby
Take off
The Beast
No Way
Snow Ghost
Burn Out
Hot Cars
Get Lost

Pacemaker Vocational Readers

Power On and Start Print

Fastback Mystery Series

No Witnesses
A Game for Fools
Cardiac Arrest
Shootout at Joe's
Jamie

Fastback Romance Series

Just Like Everyone Else

Fastback Horror Series

Mad Dog

Student G

Scholastic Sprint Library

Black and White Jones
Danger in Eagle Park
One More Miracle

Scholastic Action Library

Crash at Salty Bay

Tom and Ricky Mystery Series 1

The Gold Coin Mystery
The Thief in the Brown Van
The Mystery in Room 512

Tom and Ricky Mystery Series 2

The Chocolate Machine Mystery
The Oil Well Mystery
The Purple Bottle Mystery
The Garage Sale Mystery
The Motorcycle Race Mystery
The Roving Robot Mystery
The Secret Code Mystery
The Unlucky Number Mystery

Tom and Ricky Mystery Series 3

The Ghost Town Thief
The Purple Bottle Mystery
Diamonds in the Sky
The Persian Cat Mystery
The Tall Man Mystery
The Medicine Bottle Mystery
The Blue Mouse Mystery
The Junk Car Mystery
The Chinese Vase Mystery
The Mystery of the Missing Dogs
The Mystery in the Woods

Fastback Mystery Series

The Diary
Mad Enough to Kill
A Game for Fools
Bill Waite's Will
No Witnesses
Cardiac Arrest
Jamie

Fastback Horror Series

Tomb of Horror
Mad Dog
Message for Murder
Night Ride

Fastback Crime and Detection Series

The Kid Who Sold Money

Series Canada

Gang War
Snow Ghost
Dead On

Amy's Wish
 Get Lost
 The Beast
 Fair Play
 Spin Out
 Take Off
 Break Out
 Runaway
 Burn Out
 No Way
 Hot Cars
 Dope Deal
 Get Lost

Others

The Haunted Island
 The Haunting at Cliff House

Books Read by Visually Impaired Student

Student from January 1, 1988 - June 23, 1989

Scholastic Sprint Library

Karate Ace
 The Prize
 One More Miracle

Scholastic Action Library

Night Driver
 Wrecker Driver
 Cop's Son
 Flying Wheels
 On the Run
 Dave's Double Mystery
 Bag Full of Trouble
 The Promise Ring
 Crash at Salty Bay
 The Drop In

Series Canada

Take Off
 The Beast
 Ice Hawk

The Wimp
 Runaway
 Snow Ghost
 No Way
 Burn Out
 Wild One
 Gang War
 Get Lost
 Fair Play
 Hot Cars
 Amy's Wish
 Dope Deal
 Spin Out
 Baby, Baby
 Tough Stuff
 Dirt Bike
 Dead On

Fastback Mystery Series

Cardiac Arrest
 A Game for Fools
 Shootout at Joe's
 Jamie

Bestsellers III

Counterfeit
 I Died Here

Tom and Ricky Mystery Series 1

The Thief in the Brown Van

Tom and Ricky Mystery Series 2

Mystery at Bear Lake

Tom and Ricky Mystery Series 3

The Tall Man Mystery

Fastback Crime and Detection Series

Beginners Luck
 The Wet Good-Bye
 The Kid Who Sold Money
 The Blind Alley

Fastback Horror Series

The Caller
 Guts
 Night Games
 Night Ride
 Mad Dog

Fastback Romance Stories

Just Like Everyone Else
 Survival Camp

Others

The Cay by Theodore Taylor

Books I Read to Group of Seven

McCarthy, Michael J. The Journey Home

Byars, Betsy, The Pinballs

McKay, Claire, Exit Barney McGee

Cunningham, Chet, Apprentice to a Rip-off

Baker, A. Mountain Rescue

* Fitzgerald, Jack, Amazing Newfoundland Stories

* Fitzgerald, Jack, Convicted

* Fitzgerald, Jack, Ten Steps to the Gallows

* Scammell, A.R., My Newfoundland

* Scammell, A.R., From Boat to Blackboard

* Saunders, Gary, Rattles and Steadies

* Miller, Elizabeth, Collection of Ted Russell's Stories

Lorimer, Janet, The Mystery of the Missing Treasure

* Readers Digest, June 1989

* Osborne, Will, 13 Ghosts

Borisoff, Norman, The Goof-up

Paige, Harry, Wade's Place

Lewis, G.L., Bag Full of Trouble

* Ellis, Mel, No Man For Murder

Butterworth, William, Sky-Jacked

* Clark, Margaret Goff, Death at their Heels

Roberts, Lawrence, The Break-in

* Pomeroy, Pete, Crash at Salty Bay

* Schwartz, Alvin, Scary Stories to Tell in the Dark

King B, Ledrew P and Porter G, Out and About, Crossings,
Openings, Stages, Passages.

Plus parts of many others that I have forgotten.

* Indicates that only certain selections or parts of the book
were read.

APPENDIX F

PersonalReflections of a Reading Teacher

In 1961, at the age of 16, I began my teaching career as teaching principal of a small United Church two-room school (grades 1-8) at Flower's Cove on The Great Northern Peninsula. I spent two years as teaching principal of the Anglican two-room school (grades 1-9) at Change Islands, my home town. I spent one year there as teaching principal of the United Church two-room school (grades 1-9). I next spent a year in a similar position at Carmanville Elementary School, five rooms (grades 1-7). I then spent four years of my career as vice-principal of Rocky Harbour Elementary School, 14 rooms, in Bonne Bay, teaching language and Literature to grades seven and eight. I spent the next ten years as an adult education teacher at the St. Anthony District Vocational School.

During the first nine years of my career as a teacher of grades 4-9, I met many students who were struggling with the curriculum because they were disabled readers. A high percentage of them displayed an unhealthy attitude toward school, failed their grade, were frustrated, and had a very low self-concept. It bothered me tremendously that I was unable to help those students overcome some, if not all, of their problems. Consequently, I began doing certain university courses that I felt would better prepare me to at

least help those students to some degree.

In 1968 I did an undergraduate course in children's literature that was really an eye-opener. Not only did I realize how ill-prepared I was to help disabled readers, but for the very first time in my life I began to appreciate the significance of reading. Furthermore, the more books I read, the more I realized that something crucial had been omitted in my schooling. When another student and I did a survey of the reading habits and interests of students in a large high school in St. John's and another in Carmanville, we found that most children in both schools were virtually non-readers (ie. they were reading very little beyond their required textbooks).

By the time I had completed the course, I had come to appreciate in a genuine way the real significance of reading in a person's life. Reading, it seemed to me, began soon after you were born and ended when life ended. In other words, reading is a life long process. It isn't confined to primary and elementary schools. Anderson et al. (1985), in The Report of the Commission on Reading, express its significance very well when they say reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost (p. 1).

They go on to say reading is important for the society

as well as the individual. Economics research has established that schooling is an investment that forms human capital, that is, knowledge, skills, and problem-solving ability that have enduring value (p. 1). Shor and Freire (1987), in Freire for the Classroom: A Sourcebook for Liberatory Teaching, stresses the importance of learning to read by indicating the limitations of the non-literate. He says that in a literate society, to be able to read is a necessary step toward making decisions and sharing power. A non-literate person may be very powerful within a non-literate subculture, but within the dominant culture a non-reader is marginal. She/he cannot fill out tests and applications, cannot determine what is contracts without a trusted adviser who can read, has no access to information controlled by professionals, and often is denied the right to vote. Learning to read gives access to information, protection against fraud, and enables participation as a citizen (p. 215).

Culyer et al. (1987), in Preventing Reading Failure: A Practical Approach, echo similar feelings when they state that individuals who cannot read have been denied a right as fundamental as the right to life, liberty, and the pursuit of happiness (p. 3).

After completing my BA(Ed.) degree in 1971, I immediately began to do courses in the M.Ed. programme in Reading/Language Arts at Memorial University. However, in 1973, I became an adult education teacher, and although I spent ten

years in this position, I did only three additional courses of the M.Ed. programme. In the meantime, I continued to read avidly professional journals and books, concerning reading instruction.

In 1983, when I was faced with a transfer to another job in another community or a lay-off, I chose the latter. I spent the ensuing year and a half in limbo, ie. I seriously considered leaving the teaching profession. However, by the end of 1984 I came to the conclusion that I wanted to pursue more aggressively my two-fold passion - helping disabled readers become better readers and introducing literature to all students. Consequently, I spent from January to August of 1985 continuing my M.Ed. programme.

Excerpts From My Journal

February 3, 1989

One young fellow in my group of seven who is progressing in reading and reading many books or has read many since September wanted to know if he could take home a book to his brother. My response was "yes". When I talked with him privately, he told me that he has a ten year old brother in special education in the elementary school who can't read very well. Our conversation went something like this.

Teacher: Why do you want to take a book home to your
 brother?

Student: If he learns to read better, he'll get out of

special education. He likes the books I take home; he listens to the tapes. I can read to him.

Teacher: Do you think he can read the books himself?

Student: Some he can, sir.

Teacher: Read to your brother, let him read himself, get your parents to read to him, and I'll guide you.

Student: Thanks, sir.

Teacher: How do we learn to read?

Student: By reading, sir.

Teacher: Did you think that before you came to this school?

Student: No sir, I'm a lot better reader now and I'm very interested in books.

When this student came back after lunch, he said that his brother tried to read the book I gave him and he did well.

February 9, 1989

A student in one of my grade seven groups who is doing quite a bit of reading and who didn't read much before this year, told me that he brought two of his friends to get a book. I asked, "did they do any reading before?" He replied, "No sir, but I told them that they should read and that you have some real good books in your room."

The three other students in the group, who are in the

same class, also said that these students didn't read before. I asked _____, "Did they have any trouble to get a book?" He replied, "No sir, because I told them to read the ones I have read."

February 22, 1989

I often think about the junior high school teacher I met at the university last summer. His problem was that he couldn't get his students to read. My problem is that's all they want to do. I mean this; they aren't pretending, they're reading.

April 4, 1989

Today, while on corridor duty, I took the time to promote reading among students. For instance, I saw one grade eight girl reading Missing Since Monday. I questioned her about the book. I also found out that she likes to read. I encouraged her to come to my room to get a book because I have a number of good books. I'm anxious to see if she'll come by.

This girl did come to get several books.

April 28, 1989

When one of my groups came in today, one fellow said, "Sir, I've read every book that you have on display along the edge of the blackboard." There were twenty-five or so on display.

May 1, 1989

_____ has become extremely interested in reading the Canada Series. She's been reading quite a bit this year, but recently she's been very much more interested.

Because of my concern for our environment, this week has been set aside by our district to focus on our environment - pollution, what we can do to stop pollution, etc.

Therefore, I thought it would be an excellent idea for language arts. In the first period this morning, I asked Group 1 if they were interested. I suggested that they could do a poster with write-ups or a short essay - in fact, it was wide open to them. We went to the library and selected our material.

This afternoon in another period when this group was working at their assignment, one fellow figured that it wasn't a worthwhile thing. He thought that it was boring work. He suggested that we do work like the regular grade 7s. One other fellow thought that it was free time.

Because the others were involved in their work, I decided that tomorrow I would spend some time with these two in a free period (ie. my prep period) to let them know what I'm up to.

For instance, I've been having them use their interests to do writing. They've done some excellent work. They've been doing reading, researching, writing, etc. all at once. Perhaps I've overdone this but we've done many things in

language arts such as write letters, paragraphs, reports, fill out forms, applications, and on and on.

May 2, 1989

In yesterday's journal entry, I mentioned how a couple of my students questioned the usefulness of our language activity. This morning after doing certain things with ____ (my case study), I asked him two or three questions about the language work we've been doing lately. He was very positive, he said that he learns a lot or finds out a lot when he does this kind of work, it is interesting and it helps his reading and writing.

During my prep period I interviewed the two boys individually. I assured them that language is what we use to express ourselves; it doesn't matter how we use language. For example, we can have a painting or a picture, we can gesture, use the written word, etc.

In _____'s case, I asked him the following:

Teacher: If you come back to this school next year, what class do you want to be in?

Student: I want to be in grade eight, sir.

Teacher: Please give me two or three good reasons why we should put you in grade eight next year.

Student: I have improved my reading very much. I can write better and I think I can do the work.

Teacher: Do you think you're prepared to go to a regular

class?

Student: Yes, sir, in language and reading, but I have some trouble with math. If I can go out, can I come to you and Mrs. Noel for extra help?

Teacher: You would need to because it isn't easy at first. _____ left and went to a regular class after mid-term. How is she doing?

Student: Well, sir.

Teacher: (naming him). You will be prepared just as she was if you do the work we do in class. I teach grade 7s and 8s language and literature (ie. give them extra help); therefore, I have a fair idea of what you'll need for next year. The writing and all the activities we've done during the year will prepare you for a regular class. What was your problem yesterday?

Student: I would rather write than do a poster on pollution.

Teacher: You weren't really listening well when I said you could do a number of things.

Student: No, sir. I realize that now.

Teacher: How much time did you spend doing worksheets in reading and language arts before this year?

Student: A lot, sir.

Teacher: The experts in reading say that 70% of the time or seven hours out of every ten that teachers in the United States teach reading or spend on reading is

getting students to do worksheets. The other 30% is spent reading. How do you improve your reading?

Student: By reading, sir.

Teacher: What do we do in this class?

Student: We spend a lot of time reading?

Teacher: Have you improved your reading?

Student: Yes, sir, very much.

Teacher: What about the other students?

Student: They have improved a lot, too, sir.

Teacher: Have we proved what the experts are saying? For example, we learn to read by reading?

Student: Yes, sir.

I then mentioned how I am interested in every student doing what he is interested in, putting a good effort into his work, and having a good attitude. I also said the following:

Teacher: You can trust me, if you work hard, you'll be prepared for next year.

Student: I know that, sir.

(Later when I had this group for language arts, they really did a good job. I showed them how to organize, how to put headings on the write-ups, how to revise, edit, select pertinent information, etc. (ie. individually).

They kept me very busy. When the period was over, I was exhausted. My comment to them was, "You've done a lot of work, and I'm proud of it. Look what we can do when we set our minds to it.")

The time spend addressing the concerns of these two boys was well work the effort. They both were doing excellent work and one of them was writing a short essay on the kinds of pollution.

The student I had the previous conversation with was integrated with a regular class in 1988-89 for certain subjects. Next year we plan to place him in a regular grade 8 class.

May 11, 1989

This morning I did not get a 15-minute session with _____, my case study, because I had to fill in for another teacher. While in this teacher's class for silent reading or journal writing (first 15 minutes in the morning), I noticed that some of them were not reading. Therefore, I sent one of my former students, a student in this class, to my room to bring back 8-9 good books. When she came back, I asked two boys who were reading no books at all if they would like to have one. Each one replied "yes". At the end of the period they wanted to keep the books.

I then told the class that I have a lot of good books in my room and that they are welcome to come and get one. During recess two boys came to get a book. Dinner hour four girls came for books.

Today, not only did some grade 8s come to my room for books but some more grade 7s came. They told me that they

didn't know they could come to my room for books. They said, "We heard you have some read good books here." My response was, "Next year, I have to go to each class early in the year to let them know."

September 27, 1989

Today I'm with one of my remedial classes (801). One of my students whom I taught last year in grade seven told me that she just completed Don't Call Me Sugarbaby by Dorothy Joan Harris. She said, "In this book I learned a lot about diabetes." The five of us then had a short discussion about the value of books. Each of them reads a fair number of books. _____, who started coming to my room last year for extra help, commented: "I can understand what I read much better than I could before I came to this room." Each of them said, "I never read books before I came to this room."

It is interesting to note the following. Although _____ didn't come to my room until yesterday (we were wondering whether she needed extra help), she didn't do any reading until yesterday (so far this year). When she came in, I asked, "Are you reading this year." She replied, "No, sir, not yet." She took a book home and read it in one night.

The first thing I do when each group comes to my room is take the time to find out what they are now reading. It has become a habit. They may return a book and pick up another one.

How I Established Credibility in Our School

1. By being committed to a philosophy and belief that reading is powerful, that reading changes lives, that no individual should be denied the right to learn to read and that reading performance and self-esteem are inextricable.

2. By letting my students know what literature is all about. By not being afraid to let my love of literature flow.

3. By showing a genuine interest in reading.

4. By being enthusiastic and sometimes even fanatical, and ensuring that students, colleagues and parents sense these feelings.

5. By creating a mini-library in my classroom that has something for everyone.

6. By creating student interest in reading.

7. By continually emphasizing to students and colleagues the value of recreational reading.

8. By reading myself and then taking the time to discuss my readings with students if I felt it might interest them.

9. By taking the time to listen to students and discussing with them books they had read or were reading.

10. By encouraging my students and regular users of the mini-library to bring friends.

11. By taking books with me when I went to another class to substitute for a colleague, letting students know what the books were about, and by inviting them to the mini-

library to get books.

12. By taking the time to assist colleagues in selecting appropriate reading material for their students. For example, during the 1988-89 school year, one grade seven teacher came to the mini-library regularly to get books for his students. Consequently, he "turned on" many of them to recreational reading and they then came to the mini-library themselves to get books.

13. By helping students select reference material for their individual assignments.

14. By being a friend to a student rather than an authoritarian figure.

15. By displaying a genuine interest in students and trying to cater to them. For example, if a student liked a book but was unable to read it, I taped it for him.

16. By not being afraid that my students would find out who I am. For example, if when reading a book to them, I choked up or a tear fell on the page, so be it.

17. By making sure that my students see me read.

18. By never intentionally turning a student away.

19. By working very hard as chairman of our book fairs to ensure that we sold as many books as possible.

20. By frequently altering my lesson plans to accommodate students who loved to read and/or be read to. For example, sometimes a group will come in and ask if they can read rather than do some other activity. I almost invariably

let them read and read myself. Later in the period, we share what we have read.

How I Created a Mini-Library in My Classroom

In September of 1985, I started with approximately 50 high-interest, low-vocabulary books that were in our school library, my classroom, and a colleague's classroom. Throughout, my principal has been a strong supporter. Very early in the fall of '85 I suggested to him the necessity of having books in our school that students who were below grade level could read and that could be used to motivate non-readers. By early January of 1986, we received our first 100 books, most of the Action Libraries published by Scholastic.

At first, each year, he gave me part of the money allocated to special needs students to purchase books. However, now that the mini-library is catering to a growing number of students, he gives me part of the library grant to order books.

Our part-time librarian has been very cooperative in that he frequently uses part of the library grant to buy recreational reading material for students who are below grade level in reading and for any student who needs to be "turned on" to reading. Quite often, he sought my opinion or asked me to help select certain books for the library.

Over the past two years our school has sponsored four book fairs that have made available to our students books to

the value of approximately \$6,500. These fairs not only put a large number of books in the mini-library but many were added to the school library. Our two-for-one book fair in May of 1989 was an overwhelming success. Although we got no books for our two libraries, our students purchased approximately 550 books.

I have become very familiar with some of the reading material in our school library, and I use it constantly. I take books from there and put them on display in the mini-library (in most instances only after I have become at least partially familiar with them).

The librarians at our public library have been invaluable to my setting up a mini-library. Not only did I rely on them at first when I had only a few books, but they continue to get books for me. For example, if they don't have the books I request, they will try every public library in the province.

Occasionally, our mini-library is blessed by the generosity of our students who like to share the books they have read with others by putting them in our library. I also get some books by soliciting. For example, while I was attending a workshop in April, our special needs coordinator intimated that she possibly had a little money available that she could use to buy a small number of books for our school. Later when I made my request she decided to buy the remaining ten Tom and Ricky books that we did not have.

There are more than books in our mini-library. Each day as I am finished with The Evening Telegram at home, I bring it to school. Each week I purchase a copy of the local newspaper, The Gulf News. I also get magazines from the school library, Mrs. Gaudon, the itinerant teacher for the visually impaired, a colleague, and a family member.

Four years ago I started with 50 books and a couple of bookcases. Today I have 500 books (refer to Appendix F), two large bookshelves, a magazine stand, and a bookstand. I also have magazines, newspapers, comics, and tape recordings of high interest/low vocabulary books.

Other Things I Do to Promote Recreational Reading

1. Throughout the day when a new group comes to me for instruction, the first thing they do is bring back their books and get another. It's as habitual as leaving when the bell rings.

2. It is a common practice for me to discuss with them some book I've read or another student has mentioned to me. They, in turn, give me an idea about the book they are reading. Quite often, I will ask, "Are you over to the part where ...?" or "What do you think of that character ...?"

3. Quite often I get carried away and I give a lecture concerning what literature is, the values of reading, and as I do, I refer to books I've read and ones they've read.

4. If I think a certain book is good, I'll often ask

a student to read it to find out. I also say, "I'm pretty sure you won't bring it back without reading it."

5. When I'm on corridor duty I often check with a student. I may ask one of the following types of questions:

- (a) You haven't come to get a book for awhile; we have a few new ones; perhaps you would like to read them.
- (b) Are you continuing to read as much as you did last year?
- (c) Did you or are you enjoying the book you got in my room yesterday?
- (d) Why don't you come to my room sometime to get a book. We have some excellent books or that's what other students are saying.
- (e) Are you doing well in grade nine this year? How are you doing in literature/language? You read a lot last year; keep it up because that will most certainly help you do better in language/literature.

APPENDIX G

Journals for Reading Teachers

I prefer journals 1-7 for practical ideas, number 8 for the advertising of professional books and conferences, and numbers 9-14 for the latest research. Subscription rates given are for individuals for 1989.

1. The Reading Teacher

A journal of the International Reading Association.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139 U.S.A.
\$30.00 U.S.

2. Journal of Reading

A journal of the International Reading Association for junior high, senior high and college teachers.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139 U.S.A.
\$30.00 U.S.

3. The Ohio Reading Teacher

A journal of the Ohio Council of the International Reading Association.

OCIRA Treasurer
4391 Neville Road
South Euclid, Ohio 44121 U.S.A.
\$10.00 U.S.

4. The Florida Reading Quarterly

A publication of the Florida Reading Association.

Jean Sherill Membership Secretary
P.O. Box 14923
Orlando, Florida 32814-9423 U.S.A.
\$15.00 U.S.

5. Reading Horizons

Published by the College of Education, Western Michigan University.

Reading Horizons
Western Michigan University
Kalamazoo, Michigan 49008 U.S.A.
\$14.00 U.S.

6. Remedial and Special Education

Pro-Ed
8700 School Creek Boulevard
Austin, Texas 78758-6897 U.S.A.
\$35.00 U.S.

7. Language Arts

Published by the National Council of Teachers of English.

1111 Kenyon Road
Urbana, Illinois 61801 U.S.A.
\$35.00 U.S.

8. Reading Today

Published by the International Reading Association.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139 U.S.A.
\$18.00 U.S.

9. Reading Research Quarterly

A journal of the International Reading Association.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139 U.S.A.
\$9.00 U.S.

10. Reading Improvement

Published by Project Innovation.

Project Innovation
1362 Santa Cruz
Chula Vista, California 92010 U.S.A.
\$10.00 U.S.

11. Reading Psychology

An International Quarterly in association with the Department of Education, University of North Carolina at Asheville; Department of Educational Curriculum and Instruction, Texas A&M University; and the College of Education, Arizona State University.

Reading Psychology
Hemisphere Publishing Corporation
1101 Vermont Avenue, N.W.
Suite 200
Washington, D.C. 20005-3521 U.S.A.
\$29.00 U.S.

12. Reading Research and Instruction

The journal of the College Reading Association.

Robert B. Cooter
Publications Business Manager
College Reading Association
Bowling Green State University
576 Education Building
Bowling Green, Ohio 43403 U.S.A.
\$35.00 U.S.

13. Journal of Reading Behavior

Published by the National Reading Conference.

The National Reading Conference
11E Hubbard Street
Suite 200
Chicago, Illinois 60611 U.S.A.
\$60.00 U.S.

14. Reading-Canada Lecture

The Canadian Journal of Reading.

Reading-Canada-Lecture
Barbara J. Rennie, Managing Editor
Faculty of Education
Ed T608, University of Calgary
2500 University Drive, N.W.
Calgary, Alberta T2N 1N4
\$35.00 CN

Resource Materials I Use

1. Books - refer to Appendix E.
2. Scholastic Action Unit Books I, II and III
Scholastic Double Action Unit Books I and II
Scholastic Triple Action Unit Books I and II

Scholastic-Tab Publications
123 Newkirk Road
Richmond Hill, Ontario L4C 3G5

3. Reading Laboratory Developmental 2, 1987

For remedial and special education students grades 4-8.

Science Research Associates (Canada), Ltd.
707 Gordon Baker Road
Willowdale, Ontario
M2H 2S6

4. Spotlight on Reading, 1984
Britannica Learning Materials
P.O. Box 2249
Britannica Place
Cambridge, Ontario
N3C 3N4
5. The Curious Reader, Book I
Science Research Associates (Canada), Ltd.

Science Research Associates (Canada), Ltd.
707 Gordon Baker Road
Willowdale, Ontario
M2H 2S6
6. The Remedial Writing Teacher's Handbook, 1982
J. Weston Walch, Publisher.
7. Language Skills Practice Books, B, C and D

Curriculum Associates, Inc.
5 Esquire Road
N. Billerica, MA 01862-2589 U.S.A.
8. Writing For a Reason, I, II and III

Ginn and Company
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9
9. Caught Reading, Books 1-7

Ginn and Company
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9
10. Reading Literature

Ginn and Company
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9

11. Brigance Prescriptive Study Skills: Strategies & Practice
Ginn and Company
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9
12. The New Reading Teacher's Book of Lists
By Donna Lee Fountoukidis et al., 1985.
13. Reading for Concepts
By William Liddle, 1970. Books A, G and H.
14. Dictionary of Basic Words
By Perry A. Day, 1969 plus other dictionaries.
15. Newspapers
The Evening Telegram
The Gulf News - Port aux Basques and area local newspaper.
16. Magazines
Popular Science
Canadian Geographic
National Geographic
Ranger Rick
Hockey Digest
17. Encyclopedias
World Book Encyclopedia
Compton's Encyclopedia
Britannica Junior Encyclopedia
18. Catalogues
Sears
Canadian Tire
19. Western Newfoundland Telephone Book
20. Three tape recorders and earphones.
21. A number of tape recorded books, ie. ones I taped.
22. Map of Newfoundland.

23. Map of North America, plus any others I wish to use.
24. Grade Seven Health Science Textbook
Grade Eight Health Science Textbook
Grade Seven Literature Texts
Grade Eight Literature Texts
Grade Seven Social Studies Texts
Grade Eight Social Studies Texts
25. Any other material in our school.

Books in Our Mini-Library

High Interest/Low Vocabulary Books

Scholastic Tab Publications Ltd.
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5

- Pomeroy, Pete. (1972). Crash At Salty Bay. New York: Scholastic Book Services. Reading Level 2.5-2.9.
- Hasinbiller, Dolly. (1977). The Strange Notion and Other Stories. Toronto: Scholastic Book Services, 127 pages. Reading Level 2.5-2.9.
- Mann, Peggy. (1976). Girl Alone. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.5-4.0.
- Butterworth, William E. (1979). Wrecker Driver. Toronto: Scholastic Book Services, 93 pages. Reading Level 3.0-3.4.
- Paige, Harry. (1973). Wade's Place. Toronto: Scholastic Book Services, 94 pages. Reading Leading 3.0-3.4.
- Dee, M.M. The Mystery of the Pink House. Toronto: Scholastic Book Services, 93 pages. Reading Level 3.5-4.0.
- Kevles, Bettyann. (1979). Listening In. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.0-3.4.
- Harvey, Kevan Jane. (1972). No Girls Allowed. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.5-2.9.
- Ryan, William F. (1971). The Ratcatcher of Whitestone. Toronto: Scholastic Book Services, 92 pages. Reading Level 2.0-2.4.

- Siroff, Harriet. (1978). The If Machine. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.0-2.4.
- Christian, Mary Blount. (1978). Felina. Toronto: Scholastic Book Services, 96 pages. Reading Level 2.5-2.9.
- Durham, John. (1971). A New Life for Sarita. Toronto: Scholastic Book Services, 92 pages. Reading Level 2.0-2.4.
- Brisco, Pat. (1974). The Carnival Mystery. Toronto: Scholastic Book Services, 95 pages. Reading Level 2.0-2.4.
- Roberts, Lawrence. (1974). The Break-In. Toronto: Scholastic Book Services, 91 pages. Reading Level 3.5-4.0.
- Teal, Kaye M. (1973). Witches Get Everything. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.0-3.4.
- Carswell, Leslie. (1975). The Mystery of The Spider's Web. Toronto: Scholastic Book Services, 96 pages. Reading Level 3.0-3.4.
- Miner, Jane. (1979). Choices. Toronto: Scholastic Book Services, 96 pages. Reading Level 3.0-3.4.
- Eaton, Tom. (1976). Popnut. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.5-4.0.
- Butterworth, W.E. (1979). The Air Freight Mystery. New York: Scholastic Inc., 128 pages. Reading Level 4.5-5.0.
- Lewis, G.L. (1975). Bag Full of Trouble. Toronto: Scholastic Book Services, 95 pages. Reading Level 2.5-2.9.
- Borisoff, Norman. (1978). The Goof-Up. Toronto: Scholastic Book Services, 95 pages. Reading Level 2.5-2.9.
- Streib, Daniel. (1975). Ride Along. Toronto: Scholastic Book Services, 90 pages. Reading Level 3.0-3.4.
- Roth, Arthur. (1976). The Strikeout Gang Strikes Again. Toronto: Scholastic Book Services, 96 pages. Reading Level 3.5-4.0.
- Roberts, Lawrence. (1974). The Break-In. Toronto: Scholastic Inc., 91 pages. Reading Level 3.5-4.0.
- Greenya, John. (1972). One Punch Away. Toronto: Scholastic Book Services, 92 pages. Reading Level 2.5-2.9.

- Robison, Nancy. (1981). Plumber's Line. Toronto: Scholastic Inc., 128 pages. Reading Level 3.5-3.9.
- Roth, Arthur. (1978). Demolition Man. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.5-3.9.
- Pollock, Rollene. (1979). Flying Wheels. Toronto: Scholastic Book Services, 128 pages. Reading Level 4.5-5.0.
- Brisco, Pat. (1978). Campus Mystery. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.5-3.9.
- Borisoff, Norman. (1981). Easy Money. Toronto: Scholastic Book Services, 128 pages. Reading Level 3.5-3.9.
- Mann, Peggy. (1979). The Drop-In. Toronto: Scholastic Inc., 127 pages. Reading Level 4.5-5.0.
- Sarason, Martin. (1978). A Federal Case. Toronto: Scholastic Book Services, 111 pages. Reading Level 3.5-3.9.
- Butterworth, William. (1979). The Hotel Mystery. Toronto: Scholastic Book Services, 128 pages. Reading Level 3.0-3.4.
- Stewart, Jo. (1979). The Promise Ring. Toronto: Scholastic Book Services, 128 pages. Reading Level 4.5-5.0.
- Miklowitz, G.D. (1977). Paramedic Emergency. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.0-3.4.
- Pierce, Travis and Stewart, Jo. (1981). A Time to Choose. Toronto: Scholastic Inc., 128 pages. Reading Level 3.5-3.9.
- James, Stuart. (1979). The Firefighter. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.0-3.4.
- Pineat, John and Werner, Herma. (1979). Rosina Torres, LPN. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.0-3.4.
- Dee, M.M. (1978). Mystery on the Night Shift. Toronto: Scholastic Book Services, 128 pages. Reading Level 4.0-4.4.
- Cunningham, Chet. (1979). Apprentice to a Rip-Off. Toronto: Scholastic Book Services, 127 pages. Reading Level 4.5-5.0.
- Selden, Neil. (1978). Night Driver. Toronto: Scholastic Book Services, 126 pages. Reading Level 3.5-3.9.
- Green, Iris. (1979). Anything for a Friend. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.0-3.4.

- Robison, Nancy. (1977). Department Store Model. Toronto: Scholastic Book Services, 122 pages. Reading Level 3.0-3.4.
- McKimney, James. (1979). Buckaroo. Toronto: Scholastic Book Services, 127 pages. Reading Level 3.0-3.4.
- Teall, Kaye. (1978). TV Camera Three. Toronto: Scholastic Book Services, 128 pages. Reading Level 3.5-3.9.
- Bunting, Eve. (1977). Blacksmith at Blueridge. Toronto: Scholastic Book Services, 125 pages. Reading Level 3.0-3.4.
- Dee, M.M. (1981). The Mystery of Room 105. Toronto: Scholastic Book Services, 128 pages. Reading Level 3.5-3.9.
- Butterworth, William, (1978). The Tank Driver. New York: Scholastic Inc., 127 pages. Reading Level 4.0-4.4.
- Baker, A.A. (1978). Mountain Rescue. New York: Scholastic Inc., 112 pages. Reading Level 4.0-4.4.
- Butterworth, William. (1975). Stop Thief! New York: Scholastic Book Services, 95 pages. Reading Level 2.5-2.9.
- Butterworth, William. (1973). Sky-Jacked. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.0-3.4.
- Montgomery, Herb and Mary. (1976). On the Run. Toronto: Scholastic Inc., 93 pages. Reading Level 3.5-4.0.
- Law, Carol R. (1981). Dave's Double Mystery. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.5-4.0.
- Miner, Jane. (1981). No Place to Go. Toronto: Scholastic Book Services, 93 pages. Reading Level 3.5-4.0.
- Dee, M.M. (1981). The Mystery of the Frightened Aunt. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.5-4.0.
- Ryan, William. (1974). The House on Willow Street. Toronto: Scholastic Book Services, 93 pages. Reading Level 3.5-4.0.
- Piniat, John and Werner, Herma. (1978). Toronto: Scholastic Book Services, 95 pages. Reading Level 2.0-2.4.
- Montgomery, Herb and Mary. (1974). The Chase. Toronto: Scholastic Book Services, 92 pages. Reading Level 2.0-2.4.
- Paige, Harry. (1973). Wade's Place. Toronto: Scholastic Book Services, 94 pages. Reading Level 3.0-3.4.

- Mann, Peggy. (1975). Now is Now. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.5-2.9.
- Williams III, Gurney. (1975). Calling Station Earth. Toronto: Scholastic Book Services, 96 pages. Reading Level 3.0-3.4.
- Leiser, Harry W. (1981). The Secret of Bitter Creek. Toronto: Scholastic Book Services, 96 pages. Reading Level 3.5-4.0.
- Greenya, John and Suzanne. (1973). Lone Four. Toronto: Scholastic Inc., 95 pages. Reading Level 2.0-2.4.
- Roth, Arthur. (1979). The Runaways. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.0-3.4.
- Mara, Barney. (1975). Forest Fire. Toronto: Scholastic Book Services, 93 pages. Reading Level 2.5-2.9.
- Cunningham, Chet. (1974). Dead-Start Scramble. Toronto: Scholastic Book Services, 94 pages. Reading Level 3.5-4.0.
- Sprague, Jane. (1975). That New Girl. Toronto: Scholastic Book Services, 95 pages. Reading Level 3.0-3.4.
- Streib, Dan. (1978). Million Dollar Hunt. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.0-2.4.
- Carswell, Leslie. (1971). Silver Dollar Mystery. Toronto: Scholastic Book Services, 96 pages. Reading Level 2.0-2.4.
- Montgomery, Herb and Mary. (1973). Rodeo Road. Toronto: Scholastic Book Services, 92 pages. Reading Level 3.0-3.4.
- Greenya, John. (1971). The '50 Ford. Toronto: Scholastic Book Services, 96 pages. Reading Level 2.0-2.4.
- Butterworth, W.E. (1972). The Race Driver. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.5-2.9.
- Roberts, Lawrence. (1979). Alley Fever. Toronto: Scholastic Book Services, 93 pages. Reading Level 3.0-3.4.
- Werner, Herma. (1978). The Dragster. Toronto: Scholastic Book Services, 94 pages. Reading Level 2.5-2.9.
- Lang, Don. (1978). Cop's Son. Toronto: Scholastic Book Services, 94 pages. Reading Level 3.0-3.4.

- Stine, Megan and William, H. (1978). Best Friend. Toronto: Scholastic Book Services, 96 pages. Reading Level 2.0-2.4.
- Shea, George. (1980). Cheap Skates. New York: Scholastic Book Services, 32 pages. Reading Level 1.8.
- Katz, Bobbi. (1976). Action on Ice. New York: Scholastic Inc., 32 pages. Reading Level 2.4.
- Purificacion, Les. (1976). Karate Ace. New York: Scholastic Inc., 32 pages. Reading Level 2.2
- Wrye, Charles. (1978). The Prize. New York: Scholastic Inc., 32 pages. Reading Level 2.0.
- Roth, Arthur. (1978). Black and White Jones. New York: Scholastic Inc., 32 pages. Reading Level 2.1.
- Shea, George. (1978). Danger in Eagle Park. New York: Scholastic Inc., 32 pages. Reading Level 2.2
- Kesselman, Wendy. (1976). Maine Is A Million Miles Away. New York: Scholastic Inc., 32 pages. Reading Level 2.3.
- Avallone, Michael. (1976). One More Miracle. New York: Scholastic Inc., 32 pages. Reading Level 2.1
- Bunting, Eve. (1978). Going Against Cool Calvin. New York: Scholastic Inc., 32 pages. Reading Level 2.4.
- Schapiro, Jeri and Piggin, Julia Remine. (1979). Triple Action Unit 1 Book. New York: Scholastic Inc., 160 pages. Reading Level 4.0-6.0.
- Minturn, Stella; Diggs, Justin; Foster, Edith; Robb, Nina and Shelton, Charlotte. Double Action Unit Book 1. New York: Scholastic Inc., 96 pages. Reading Level 3.0-5.0.
- Schapiro, Jeri and Piggin, Julia Remine. (1979). Triple Action Unit 2 Book. New York: Scholastic Inc., 160 pages. Reading Level 4.0-6.0.
- Schapiro, Jeri and Piggin, Julia Remine. (1979). Triple Action Unit 3 Book. New York: Scholastic Inc., 160 pages. Reading Level 4.0-6.0.
- Minturn, Stella et al. (1973). Double Action Unit Book 2. New York: Scholastic Inc., 127 pages. Reading Level 3.0-5.0.

Hasinbiller, Dolly. (1977). Action Choices/Play Book. New York: Scholastic Inc., 96 pages. Reading Level 2.0-3.1 (ie. 2.0-3.1).

Hasinbiller, Dolly and Cebulash, Mel. (1977). Action Unit Book 1. New York: Scholastic Inc., 63 pages. Reading Level 2.0-2.2.

Hasinbiller, Dolly and Cebulash, Mel. (1977). Action Unit Book 3. New York: Scholastic Inc., 128 pages. Reading Level 2.6-2.9 (ie. 2.6-2.9).

Hasinbiller, Dolly and Cebulash, Mel. (1977). Action Unit Book 2. New York: Scholastic Inc., 95 pages. Reading Level 2.2-2.5.

Perma-Bound Canada
Box 517, Station A
Willowdale, Ontario
M2N 5T1

Kelley, Leo P. (1977). The Time Trap. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.

Wheller, W.H. (1979). Counterfeit! Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.

Kelley, Leo P. (1979). Night of Fire and Blood. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.

Florentz, Christopher. (1977). So Wild a Dream. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.

Rice, Earle Jr. (1977). Tiger Lion Hawk. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.

Bromley, Dudley. (1979). Bad Moon. Belmont, California: Fearon Pitman Publishers, Inc., 56 pages. Reading Level 3.0.

Bradley, Steve. (1977). The Candy Man. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.

Ericson, David. (1977). The Money Game. Belmont, California: Fearon Pitman Publishers, Inc., 44 pages. Reading Level 3.0.

Rice, Earle Jr. (1979). The Animals. Belmont, California: Fearon Pitman Publishers, Inc., 58 pages. Reading Level 3.0.

Salas, Nichole. (1977). Night of the Kachina. Belmont, California: Fearon Pitman Publishers, Inc., 44 pages. Reading Level 3.0.

Bromley, Dudley. (1977). North to Oak Island. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.

Shea, George. (1979). I Died Here. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.

McAuliffe, Jim. (1977). Three Mile House. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.

- D'Amelio, Dan. (1977). Silvabamba. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.
- Cambell, Archie. (1977). Diamonds in the Dirt. Belmont, California: Fearon Pitman Publishers, Inc., 44 pages. Reading Level 3.0.
- Kelley, Leo P. (1979). Star Gold. Belmont, California: Fearon Pitman Publishers, Inc., 52 pages. Reading Level 3.0.
- Martin, Albert. (1979). Secret Spy. Belmont, California: Fearon Pitman Publishers, Inc., 56 pages. Reading Level 3.0.
- Belina, Tom. (1977). Flight to Fear. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.
- Otfinoski, Steven. (1979). Villages of Vampires. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.
- Wheeler, W.H. (1977). Wet Fire. Belmont, California: Fearon Pitman Publishers, Inc., 60 pages. Reading Level 3.0.
- Hiller, Doris. (1979). Little Big Top. Belmont, California: Fearon Pitman Publishers, Inc., 59 pages. Reading Level 3.0.
- Otfinoski, Steven. (1977). The Verlaine Crossing. Belmont, California: Fearon Pitman Publishers, Inc., 44 pages. Reading Level 3.0.
- Wright, Bob. (1983). Tom and Ricky and the Man from Australia. Novato, California: High Noon Books, 44 pages. Reading Level 1.5.
- Wright, Bob. (1984). Tom and Ricky and the Gold Mine Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.
- Wright, Bob. (1983). Tom and Ricky and the Mystery at Bear Lake. Novato, California: High Noon Books, 44 pages. Reading Level 1.5.
- Wright, Bob. (1984). Tom and Ricky and the Roving Robot Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.
- Wright, Bob. (1983). Tom and Ricky and the Motorcycle Race Mystery. Novato, California: High Noon Books, 43 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Birthday Present Mystery. Novato, California: Academic Therapy Publications, Inc., 43 pages. Reading Level 1.5.

Wright, Bob. (1983). Tom and Ricky and the Chocolate Machine Mystery. Novato, California: High Noon Books, 43 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Silver Skateboard Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Haunted House Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1983). Tom and Ricky and the Oil Well Mystery. Novato, California: High Noon Books, 43 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Treasure Map Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Garage Sale Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Lost Highrider. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Unlucky Number Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Secret Code Mystery. Novato, California: Academic Therapy Publications, Inc., 44 pages. Reading Level 1.5.

Jerrone, Edward G. (1973). Tales of Invention. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

Jerrone, Edward G. (1970). Tales of Animals. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

Jerrone, Edward G. (1972). Tales of Rescue. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

- Jerrrome, Edward G. (1970). Tales of Shipwreck. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.
- Jerrrome, Edward G. (1972). Tales of Spies. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.
- Jerrrome, Edward G. (1973). Tales of Speed. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.
- Rice, Earle. (1986). Fear on Ice. Belmont, California: David S. Lake Publishers, 60 pages. Reading Level 3.0.
- Swift, Benjamin. (1981). Play-Off. Belmont, California: David S. Lake Publishers, 60 pages. Reading Level 3.0.
- Kipling, Rudyard. (1967). The Jungle Book. Belmont, California: Pitman Learning, Inc., 92 pages. Reading Level 2.1-2.8.
- Greene, Janice. (1985). Message for Murder. Belmont, California: David S. Lake Publishers, 27 pages. Reading Level 4.0.
- Bunting, Eve. (1984). Nobody Knows But Me. Belmont, California: David S. Lake Publishers, 34 pages. Reading Level 4.0.
- Marboure, Dan J. (1984). A Game for Fools. Belmont, California: David S. Lake Publishers, 29 pages. Reading Level 4.0.
- Laymon, Richard. (1984). Cardiac Arrest. Belmont, California: David S. Lake Publishers, 28 pages. Reading Level 4.0.
- Moore, Allan. (1984). The Diary. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- Laymon, Richard. (1986). Beginner's Luck. Belmont, California: David S. Lake Publishers, 28 pages. Reading Level 4.0.
- Laymon, Richard. (1985). Live Bait. Belmont, California: David S. Lake Publishers, 26 pages. Reading Level 4.0.
- Laymon, Richard. (1984). Shootout at Joe's. Belmont, California: David S. Lake Publishers, 27 pages. Reading Level 4.0.

- Stevenson, John. (1986). The Blind Alley. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- Farrell, Ben. (1985). Mad Dog. Belmont, California: David S. Lake Publishers, 26 pages. Reading Level 4.0.
- Cebulash, Mel. (1984). The Face That Stopped Time. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- Laymon, Richard. (1985). Night Ride. Belmont, California: David S. Lake Publishers, 27 pages. Reading Level 4.0.
- Laymon, Richard. (1985). The Caller. Belmont, California: David S. Lake Publishers, 26 pages. Reading Level 4.0.
- Brandner, Gary. (1986). The Wet Good-Bye. Belmont, California: David S. Lake Publishers, 29 pages. Reading Level 4.0.
- Laymon, Richard. (1985). Night Games. Belmont, California: David S. Lake Publishers, 27 pages. Reading Level 4.0.
- Bunting, Eve. (1984). Just Like Everyone Else. Belmont, California: David S. Lake Publishers, 38 pages. Reading Level 4.0.
- Marlowe, Ian J. (1984). Jamie. Belmont, California: David S. Lake Publishers, 29 pages. Reading Level 4.0.
- Garrison, Phil. (1984). The Good Luck Smiling Cat. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- Laymon, Richard. (1984). Dawson's City. Belmont, California: David S. Lake Publishers, 28 pages. Reading Level 4.0.
- Lorimer, Janet. (1985). Tomb of Horror. Belmont, California: David S. Lake Publishers, 29 pages. Reading Level 4.0.
- Marlowe, Dan J. (1984). No Witnesses. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- More, Allan. (1984). Bill Waite's Will. Belmont, California: David S. Lake Publishers, 29 pages. Reading Level 4.0.
- Greene, Janice. (1984). Mad Enough to Kill. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.

- Bunting, Eve. (1984). Survival Camp. Belmont, California: David S. Lake Publishers, 38 pages. Reading Level 4.0.
- Marlowe, Dan J. (1986). The Kid Who Sold Money. Belmont, California: David S. Lake Publishers, 26 pages. Reading Level 4.0.
- Marlowe, Dan J. (1986). No Loose Ends. Belmont, California: David S. Lake Publishers, 30 pages. Reading Level 4.0.
- Marlowe, Dan J. (1986). Small-Town Beat. Belmont, California: David S. Lake Publishers, 28 pages. Reading Level 4.0.
- Laymon, Richard. (1985). Guts. Belmont, California: David S. Lake Publishers, 27 pages. Reading Level 4.0.
- Eisenberg, Lisa. (1980). Golden Idol. Belmont, California: David S. Lake Publishers, 59 pages. Reading Level 2.0-2.2.
- Eisenberg, Lisa. (1980). House of Laughs. Belmont, California: David S. Lake Publishers, 57 pages. Reading Level 2.0-2.2.
- Eisenberg, Lisa. (1980). Fast-Food King. Belmont, California: David S. Lake Publishers, 58 pages. Reading Level 2.0-2.2.
- Eisenberg, Lisa. (1980). Tiger Rose. Belmont, California: David S. Lake Publishers, 59 pages. Reading Level 2.0-2.2.
- Eisenberg, Lisa. (1980). Falling Star. Belmont, California: David S. Lake Publishers, 57 pages. Reading Level 2.0-2.2.
- Eisenberg, Lisa. (1980). Killer Music. Belmont, California: David S. Lake Publishers, 60 pages. Reading Level 2.0-2.2.

School Book Fairs Limited
2201 Dunwin Drive
Mississauga, Ontario
L5L 1A3

Godfrey, Martyn. (1984). Spin Out. Don Mills, Ontario: Collier MacMillan Canada, Inc., 91 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1979). Burn Out. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1982). Baby, Baby. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.

Kropp, Paul, (1982). Snow Ghost. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul, (1982). Gang War. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1980). No Way. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1979). Dope Deal. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1980). Dead On. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1982). Wild One. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1980). Fair Play. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1980). Dirt Bike. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1988). Tough Stuff. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 92 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1985). Take Off. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.

Kropp, Paul. (1979). Runaway. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.

- Kropp, Paul. (1984). Micro Man. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 93 pages. Reading Level 3.0-4.5.
- Kropp, Paul. (1979). Hot Cars. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.
- Kropp, Paul. (1987). Head Lock. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 89 pages. Reading Level 3.0-4.5.
- Kropp, Paul. (1987). Get Lost. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 89 pages. Reading Level 3.0-4.5.
- Omkaro, Prem. (1988). Nine Lives. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 82 pages. Reading Level 3.0-4.5.
- Ibbitson, John. (1985). The Wimp. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1987). Wild Night. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 90 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1987). Rebel Yell. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 89 pages. Reading Level 3.0-4.5.
- Bell, William. (1987). Metal Head. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 89 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1985). Ice Hawk. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1984). The Beast. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1985). Fire Fire! Don Mills, Ontario: Collier MacMillan Canada, Ltd., 91 pages. Reading Level 3.0-4.5.
- Godfrey, Martyn. (1988). Break Out. Don Mills, Ontario: Collier MacMillan Canada, Ltd., 89 pages. Reading Level 3.0-4.5.

Ginn and Company
Educational Publishers
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9

Bledsoe, Lucy Jane; Kelley, Marjorie, L.; and Scott, Corin Cody. (1986). Caught Reading the First Time. Castro Valley, California: Quercus Corporation, 80 pages. Reading Level.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Second Time. Castro Valley, California: Quercus Corporation, 80 pages. Reading Level 1.0-1.7.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Third Time. Castro Valley, California: Quercus Corporation, 82 pages. Reading Level 1.8-2.1.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Fourth Time. Castro Valley, California: Quercus Corporation, 80 pages. Reading Level 2.2-2.5.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Fifth Time. Castro Valley, California: Quercus Corporation, 86 pages. Reading Level 2.5-3.0.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Sixth Time. Castro Valley, California: Quercus Corporation, 80 pages. Reading Level 2.0-3.5.

Bledsoe, Lucy Jane et al. (1986). Caught Reading the Seventh Time. Castro Valley, California: Quercus Corporation, 82 pages. Reading Level 3.5-4.0.

Bledsoe, Lucy Jane et al. (1986). Red-Handed Rock. Castro Valley, California: Quercus Corporation, 109 pages. Reading Level 3.5-4.0.

Bledsoe, Lucy Jane. (1968). Heads Up at Clear Lake. Castro Valley, California: Quercus Corporation, 127 pages. Reading Level 1.7.

Bledsoe, Lucy Jane. (1986). Earth Quake! Castro Valley, California: Quercus Corporation, 112 pages. Reading Level 2.5.

Bledsoe, Lucy Jane. (1986). Playing With Fire. Castro Valley, California: Quercus Corporation, 111 pages. Reading Level 3.0.

Bledsoe, Lucy Jane. (1986). Night Lights. Castro Valley, California: Quercus Corporation, 96 pages. Reading Level 2.1.

Perma-Bound Canada
Box 517, Station A
Willowdale, Ontario
M2N 5T1

Wright, Bob. (1984). Tom and Ricky and the Diamonds in the Sky. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Mystery in the Woods. California: Academic Therapy Publications, Inc., 43 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Persian Cat Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Tall Man Mystery. California: Academic Therapy Publications, Inc., 43 pages. Reading Level 2.0-2.2.

Wright, Bob. (1985). Tom and Ricky and the Ghost Town Thief. California: High Noon Books, 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1985). Tom and Ricky and the Mystery of the Missing Dogs. California: High Noon Books, 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1985). Tom and Ricky and the Mystery of the Stolen Rings. California: High Noon Books, 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1985). Tom and Ricky and the Mystery of the Stolen Necklace. California: High Noon Books, 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1983). Tom and Ricky and the Gold Coin Robbery. California: High Noon Books, 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Hang Glider Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1983). Tom and Ricky and a Voice in the Night. California: High Noon Books, 44 pages. Reading Level 1.5.

Wright, Bob. (1984). Tom and Ricky and the Blue Mouse Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1983). Tom and Ricky and the Mystery in Room 512. California: High Noon Books, 44 pages. Reading Level 1.5.

Wright, Bob. (1983). Tom and Ricky and the Thief in the Brown Van. California: High Noon Books, 44 pages. Reading Level 1.5.

Wright, Bob. (1985). Tom and Ricky and the Medicine Bottle Mystery. California: High Noon Books, 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Ghost at Land's End. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Chinese Vase Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Purple Bottle Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Wright, Bob. (1984). Tom and Ricky and the Junk Car Mystery. California: Academic Therapy Publications, Inc., 44 pages. Reading Level 2.0-2.2.

Butterworth, Ben and Stockdale, Bill. (1977). Jim in Training. Belmont, California: Pitman Learning, Inc., 62 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The diamond Smugglers. Belmont, California: Pitman Learning, Inc., 64 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The Sniper at Zimka. Belmont, California: Pitman Learning, Inc., 64 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The Island of Helos. Belmont, California: Pitman Learning, Inc., 64 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The Desert Chase. Belmont, California: Pitman Learning, Inc., 64 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The Missing Aircraft. Belmont, California: Pitman Learning, Inc., 62 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). The Temple of Mantos. Belmont, California: Pitman Learning, Inc., 80 pages. Reading Level 1.0-3.-0.

Butterworth, Ben and Stockdale, Bill. (1977). Jim and the Sun Goddess. Belmont, California: Pitman Learning, Inc., 30 pages. Reading Level 1.0-3.-0.

Eisenberg, Lisa. (1984). Murder Behind the Wheel. Belmont, California: Pitman Learning, Inc., 74 pages. Reading Level 3.5-4.0.

Eisenberg, Lisa. (1984). The Payoff Game. Belmont, California: Pitman Learning, Inc., 75 pages. Reading Level 3.5-4.0.

Eisenberg, Lisa. (1984). Hit Man. Belmont, California: Pitman Learning, Inc., 74 pages. Reading Level 3.5-4.0.

Eisenberg, Lisa. (1984). Kidnap! Belmont, California: Pitman Learning, Inc., 74 pages. Reading Level 3.5-4.0.

Eisenberg, Lisa. (1984). Break-In. Belmont, California: Pitman Learning, Inc., 74 pages. Reading Level 3.5-4.0.

Eisenberg, Lisa. (1984). On the Run. Belmont, California: Pitman Learning, Inc., 74 pages. Reading Level 3.5-4.0.

Jerrome, Edward G. (1972). Tales of Railroads. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

Jerrome, Edward G. (1970). Tales of Escape. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

Jerrome, Edward G. (1970). Tales of Flying. Belmont, California: David S. Lake Publishers, 32 pages. Reading Level 2.0-2.5.

Jerrome, Edward G. (1973). Tales of Pirates. Belmont, California: David S. Lake Publishers, 32 pages. Reading Level 2.0-2.5.

Jerrome, Edward G. (1973). Tales of Explorers. Belmont, California: Fearon Pitman Publishers, Inc., 32 pages. Reading Level 2.0-2.5.

Fearon Education
c/o Charlie Hann
127 Ramona Boulevard
Markham, Ontario
L3P 2K6

Glasner, Lynne and Thypin, Marilyn. (1976). Until Joe Comes Back. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). Someone for the Summer. Belmont, California: David S. Lake Publishers, 61 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). Ready to Go. Belmont, California: David S. Lake Publishers, 60 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). The Other Side of the Counter. Belmont, California: David S. Lake Publishers, 61 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1972). Fitting Right In. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). Power On and Start Print. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). You Know How Children Are. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). Give The Kid a Chance. Belmont, California: David S. Lake Publishers, 61 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). I'll Try Tomorrow. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Glasner, Lynne and Thypin, Marilyn. (1976). And It's So Quiet. Belmont, California: David S. Lake Publishers, 62 pages. Reading Level 2.0.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). Submarine Rescue. Palo Alto, California: Field Educational Publications, Inc., 73 pages. Reading Level 2.4.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). Rocket Divers. Palo Alto, California: Field Educational Publications, Inc., 98 pages. Reading Level 5.0.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). The Pearl Divers. Palo Alto, California: Field Educational Publications, Inc., 89 pages. Reading Level 2.8.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). Treasure Under the Sea. Palo Alto, California: Field Educational Publications, Inc., 74 pages. Reading Level 2.1.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). Whale Hunt. Palo Alto, California: Field Educational Publications, Inc., 98 pages. Reading Level 4.7.

Berres, Frances, B.; Briscoe, William, S.; Coleman, James C.; and Hewett, Frank M. (1967). The Sea Hunt. Palo Alto, California: Field Educational Publications, Inc., 65 pages. Reading Level 1.8.

Bammon, Henry; O'Dell, William; and Whitehead, Robert. (1970). Planet of the Whistlers. Westchester, Illinois: Benefic Press, 72 pages. Reading Level 4.0.

Bammon, Henry and Whitehead, Robert. (1965). Viking Treasure. Chicago: Benefic Press, 72 pages. Reading Level 6.0.

Bammon, Henry; Kennedy, Leonard; and Whitehead, Robert. (1969). Mystery Adventure of the Talking Statues. Westchester, Illinois: Benefic Press, 96 pages. Reading Level 2.0.

Bammon, Henry; Kennedy, Leonard; and Whitehead, Robert. (1973). Mystery Adventure at Cave Four. Westchester, Illinois: Benefic Press, 96 pages. Reading Level 3.0.

Bammon, Henry and Whitehead, Robert. (1964). The Search for Piranha. Atlanta: Benefic Press, 72 pages. Reading Level 4.0.

Books for Students Reading at a Grade Five Level or Above

Byars, Betsy. (1970). The Summer of the Swans. New York: Scholastic Book Services, 140 pages.

Ballard, Robert D. (1988). Exploring the Titanic. Toronto: Madison Press Books, 64 pages.

Nixon, Joan Lowery. (1987). Haunted Island. New York: Scholastic Inc., 123 pages.

Godfrey, Martyn. (1988). Send in Ms. Teeny Wonderful. New York: Scholastic Job Publications Ltd., 168 pages.

Eisenberg, Lisa and Hall, Kathy. (1988). 101 Ghost Jokes. New York: Scholastic Inc., 194 pages.

Lorimer, Janet. (1987). The Mystery of the Missing Treasure. New York: Scholastic Inc., 103 pages.

McCarthy, Michael J. (1978). The Journey Home. Toronto: The MacMillan Company of Canada Limited, 146 pages.

MacKay, Claire. (1987). Ext Barney McGee. Richmond Hill: Scholastic - Tab Publications ltd., 135 pages.

Whitney, Phyllis, A. (1975). Mystery of the Scowling Boy. New York: The New American Library Inc., 174 pages.

Cooper, M.E. (1987). Couples #26 Head Over Heels. New York: Scholastic Inc., 188 pages.

Pfeffer, Susan Beth. (1988). The Year Without Michael. New York: Bantam Books, 164 pages.

Pearson, Kit. (1988). A Handful of Time. Markham: Penguin Books Canada Ltd., 186 pages.

Singer, A.L. (1988). License to Drive. New York: Scholastic Inc., 148 pages.

Kenyon, Kate. (1987). Junior High #2 Class Crush. New York: Scholastic Inc., 172 pages.

Mazer, Norma Fox. (1982). When We First Met. New York: Scholastic Inc., 199 pages.

Collier, Christopher and Collier, James L. (1987). Jump Ship to Freedom. New York: Dell Publishing Co., Inc., 198 pages.

- Smucker, Barbara. (1983). Underground to Canada. Middlesex: Penguin Books Ltd., 142 pages.
- Martin, Ann M. (1987). Missing Since Monday. New York: Scholastic Inc., 166 pages.
- Carrigue, Sheila. (1978). Between Friends. New York: Bradbury Press, Inc., 156 pages.
- Sharmat, Marjorie. (1985). How to Meet a Gorgeous Guy. New York: Dell Publishing Co., Inc., 148 pages.
- Lester, Julius. (1968). To Be A Slave. New York: Scholastic Inc., 156 pages.
- Paterson, Katherine. (1986). Come Sing, Jimmy Jo. New York: Avon Books, 178 pages.
- Lunn, Janet. (1986). Shadow in Hawthorn Bay. Markham: Penguin Books Canada Ltd., 216 pages.
- Sachs, Marilyn. (1988). Almost Fifteen. New York: Avon Books, 135 pages.
- Osbourne, Will. (1988). 13 Ghosts: Strange But True Stories. New York: Scholastic Inc., 86 pages.
- Ransom, Candice F. (1988). Going on Twelve. New York: Scholastic Inc., 184 pages.
- Ferguson, Jane. (1981). A Book of Disasters. London: Scholastic Publications Ltd., 128 pages.
- Wright, Betty Ren. (1987). Christina's Ghost. New York: Scholastic Inc., 105 pages.
- Waltch, Lilla M. (1968). Mystery of the Inca Cave. New York: Scholastic Book Services, 144 pages.
- Taylor, Mildred D. (1978). Roll of Thunder, Hear My Cry. New York: Bantam Books Inc., 210 pages.
- Harris, Dorothy Joan. (1987). Even If It Kills Me. Richmond Hill: Scholastic-Tab Publications Ltd., 197 pages.
- Avi. (1981). A Place Called Ugly. New York: Scholastic Book Services, 136 pages.
- DeClements, Barthe and Greimes, Christopher. (1988). Double Trouble. New York: Scholastic Inc., 168 pages.

- Blyton, Enid. (1983). The Sea of Adventure. London: MacMillan Children's Books, 192 pages.
- Harris, Mark J. (1986). Confessions of a Prime Time Kid. New York: Avon Books, 135 pages.
- Hughes, Monica. (1982). Ring-Rise Ring-Set. London: Methuen Children's Books Ltd., 122 pages.
- Hiller, B.B. (1986). The Karate Kid, Part II. New York: Scholastic inc., 136 pages.
- Norton, Nancy. (1988). Homerom. New York: Scholastic Inc., 170 pages.
- Burnett, Frances H. Sara Crewe. New York: Scholastic Inc., 96 pages.
- Powell, Dorothy M. (1977). Captives of Cauldron Cave. Richmond Hill: Scholastic-Tab Publications, 153 pages.
- Jonson, Robin. (1987). Horse Stories. Chicago: Kids Books, Inc., 94 pages.
- Hill, Douglas. (1987). The Last Legionary Book Two Death Wing Over Veynaa. New York: Dell Publishing Co., Inc., 144 pages.
- William, Kate. (1985). Head Over Heels. Toronto: Bantam Books, 152 pages.
- Taylor, Theodore. (1970). The Cay. New York: Avon Books, 144 pages.
- Lykken, Laurie. (1988). Priceless Love. Toronto: Bantam Books, 167 pages.
- Pascal, Francine. (1986). Too Good To Be True. Toronto: Bantam Books, 150 pages.
- Cooney, Linda A. (1988). Class of '89 Sophomore. New York: Scholastic Inc., 220 pages.
- Ellis, Carol. (1988). Fighting Back. New York: Scholastic Inc., 156 pages.
- Sobol, Donald J. (1967). Two-Minute Mysteries. New York: Scholastic Inc., 160 pages.
- Sobol, Donald J. (1975). Still More Two-Minute Mysteries. New York: Scholastic Inc., 126 pages.

- Pascal, Francine. (1988). Trouble Maker. Toronto: Bantam Books, 166 pages.
- Kenyon, Kate. (1988). The Revolt of the Eighth Grade. New York: Scholastic Inc., 172 pages.
- Kenyon, Kate. (1988). The Great Eighth Grade Switch. New York: Scholastic Inc., 153 pages.
- Davis, Leslie. (1988). Pretending. New York Scholastic Inc., 149 pages.
- Pascal, Francine. (1986). Double Love. Toronto: Bantam Books, 182 pages.
- Pascal, Francine. (1988). Slam Book Fever. Toronto: Bantam Books, 137 pages.
- Shyer, Marlene F. (1983). Adorable Sunday. New York: Scholastic Inc., 182 pages.
- Hiller, B.B. (1984). The Karate Kid. New York: Scholastic Inc., 131 pages.
- Cooney, Caroline B. (1988). Summer Nights. New York: Scholastic Inc., 169 pages.
- Blume, Judy. (1974). Deenie. New York: Dell Publishing, 143 pages.
- Pascal, Francine. (1988). Decisions. Toronto: Bantam Books, 167 pages.
- Gioffre, Marisa. (1985). Starstruck. New York: Scholastic Inc., 185 pages.
- Bawden, Nina. (1978). Devil By The Sea. New York: Avon Books, 173 pages.
- Little, Jean. (1972). From Anna. New York: Harper & Row Publishers, 201 pages.
- Rowowsky, Cobby F. (1976). What About Me? New York: Franklin Watts, 137 pages.
- Lowry, Lois. (1977). A Summer to Die. Boston: Houghton Mifflin Company, 154 pages.
- Thiele, Colin. (1976). The Hammerhead Light. New York: Harper & Row, Publishers, 109 pages.

- Roth, David. (1972). The Winds of Summer. New York: Abelard-Schuman Limited, 192 pages.
- Downie, Alice and John. (1971). Honor Bound. Toronto: Oxford University Press, 192 pages.
- Mowat, Farley, (1966). The Curse of the Viking Grave. Toronto: McClelland and Stewart Limited, 243 pages.
- Byars, Betsy. (1973). The Winged Colt of Casa Mia. New York: The Viking Press, 128 pages.
- Daly, Maureen. (1986). Acts of Love. New York: Scholastic Inc., 164 pages.
- Langford, Cameron. (1985). The Winter of the Fisher. Toronto: MacMillan of Canada, 222 pages.
- MacKay, Claire. (1974). Mini-Bike Hero. Richmond Hill, Ontario: Scholastic-Tab Publications Ltd., 105 pages.
- Wilson, Eric. (1981). The Ghost at Lunenburg Manor. Don Mills, Ontario: Totem Books, 117 pages.
- Blume, Judy. (1987). Just as Long as We're Together. New York: Orchard Books, 296 pages.
- Schurfranz, Vivian. (1988). Cheerleaders #46 Overboard. New York: Scholastic Inc., 153 pages.
- Collier, Christopher and Collier, James Lincoln. (1976). The Bloody Country. New York: Scholastic Inc., 181 pages.
- Gunnery, Sylvia. (1986). We're Friends, Aren't We? Richmond Hill: Scholastic-Tab Publications Ltd., 166 pages.
- Hinton, S.E. (1967). The Outsiders. New York: Dell Publishing Co., Inc., 156 pages.
- Fast, Howard. (1961). April Morning. New York: Bantam Books, Inc., 202 pages.
- Forbes, Esther. (1968). Johnny Tremain. New York: Dell Publishing Co., Inc., 256 pages.
- Somers, Beverly. (1985). Why Me? New York: Silhouette Books, 155 pages.
- Hughes, Monica. (1978). The Ghost Dance Caper. London: Methuen Publications, 146 pages.

- McNamara, John. (1984). Revenge of the Nerd. New York: Dell Publishing Co., Inc., 118 pages.
- Bunting, Eve. (1979). Iceberg! New York: Scholastic Book Services, 76 pages.
- Wilson, Eric. (1984). The Kootenay Kidnapper. Don Mills: Collins Publishers, 108 pages.
- Hughes, Monica. (1982). The Isis Pedlar. London: Methuen Children's Books Ltd., 121 pages.
- Kropp, Paul. (1986). Justin, Jay - Jay and the Juvenile Dinkent. Richmond Hill: Scholastic-Tab Publications Ltd., 112 pages.
- Evslin, Bernard; Evslin Dorothy; and Hooper, Ned. (1967). Heroes and Monsters of Greek Myth. New York: Scholastic Inc., 112 pages.
- Kidd, Ronald. (1982). Dunker. New York: Bantam Books, Inc., 165 pages.
- Evslin, Bernard. (1968). The Adventures of Ulysses. New York: Scholastic Inc., 172 pages.
- Sleator, William. (1979). Into the Dream. New York: Scholastic Inc., 154 pages.
- Korman, Gordon. (1981). I Want To Go Home. New York: Scholastic Inc., 182 pages.
- McFarlane, Leslie. (1975). The Dynamite Flynns. Toronto: Methuen Publications, 126 pages.
- Lawrence, Louise. (1985). Children of the Dust. London: The Bodley Head Ltd., 168 pages.
- Pirot, Alison Lohans. (1986). Can You Promise Me Spring? Richmond Hill: Scholastic-Tab Publications Ltd., 177 pages.
- Mazer, Norma Fox. (1987). After the Rain. New York: Avon Books, 249 pages.
- O'Dell, Scott. (1980). Sarah Bishop. New York: Scholastic Inc., 230 pages.
- Greenwood, Barbara. (1984). A Question of Loyalty. Richmond Hill: Scholastic-Tab Publications, Ltd., 185 pages.

- Ransom, Candice F. (1987). Fifteen at Last. New York: Scholastic Inc., 171 pages.
- Cusick, Richie T. (1988). The Lifeguard. New York: Scholastic., 212 pages.
- Cleary, Beverly. (1980). Fifteen. New York: William Morrow and Company, Inc., 190 pages.
- Chase, Emily. (1988). The Girls of Canby Hall - Surprise! New York: Scholastic, Inc., 172 pages.
- Rubin, Susan. (1986). Walk With Danger. New York: Silhouette Books, 157 pages.
- Petersen, P.J. (1982). Nobody Else Can Walk It For You. New York: Dell Publishing Co., Inc., 215 pages.
- Houston, James. (1986). Ice Swords. Toronto: McClelland and Stewart Limited, 149 pages.
- Godfrey, Martyn. (1984). Alien War Flames. Richmond Hill: Scholastic-Tab Publications Ltd., 142 pages.
- Greenwald, Sheila. (1980). It All Began With Jane Eyre. New York: Dell Publishing Co., Inc., 123 pages.
- Sutherland, Robert. (1978). The Loon Lake Murders. Richmond Hill: Scholastic-Tab Publications, Ltd., 121 pages.
- Diton, Franklin W. (1987). Hardy Boys No. 7 Deathgame. New York: Pocket Books, 151 pages.
- Clark, Joan. (1981). The Hand of Robin Squires. Toronto: Clarke, Irwin & Company, Ltd., 145 pages.
- Spielberg, Steven. (1985). The Goonies Story Book. New York: Simon & Schuster, Inc., 85 pages.
- Kjelgaard, Jin. (1972). Big Red. New York: Scholastic Book Services, 204 pages.
- Gipson, Fred. (1956). Old Yeller. New York: Scholastic Inc., 117 pages.
- Jeffries, Roderic. (1964). Against Time. New York: harper & Rowe, Publishers, 151 pages.
- Nixon, Joan Lowery. (1987). Haunted Island. New York: Scholastic Inc., 123 pages.

- Hughes, Monica. (1986). Blaine's Way. Toronto: Irwin Publishing Inc., 219 pages.
- Mazer, Norma Fox. (1984). Downtown. New York: Avon Books, 207 pages.
- Declements, Barthe. (1983). How Do You Love Those Ninth Grade Blues? New York: Scholastic Inc., 137 pages.
- Houston, James. (1977). Frozen Fire. New York: Atheneum Publishers, 140 pages.
- Harris, Dorothy Joan. (1983). Don't Call Me Sugar Baby! Richmond Hill: Scholastic-Tab Publications Ltd., 148 pages.
- McCarthy, Michael J. (1983). The Treasure of Kelly's Island. St. John's: Creative Printers & Publishers Ltd., 90 pages.
- Wells, H.G. (1974). The Invisible Man. West Haven, Connecticut: Pendulum Press, Inc., 62 pages.
- Freeman, Bill. (1987). Danger on the Tracks. Toronto: James Lorimer & Company, Publishers, 129 pages.
- Hanson, June Andrea. (1980). Winter of the Owl. New York: Scholastic Inc., 169 pages.
- Bradford, Karleen. (1985). The Haunting at Cliff House. Richmond Hill: Scholastic-Tab Publications Ltd., 105 pages.
- Strasser, Todd. (1987). The Man from Outer Space. New York: Scholastic Inc., 116 pages.
- Boyd, Candy Dawson. (1984). Circle of Gold. New York: Scholastic Inc., 124 pages.
- DeAngeli, Marguerite. The Door in the Wall. New York: Scholastic Inc., 121 pages.
- Korman, Gordon. (1979). Go Jump in the Pool. New York: Scholastic Books Inc., 181 pages.
- Byars, Betsy. (1969). Trouble River. New York: Scholastic Inc., 105 pages.
- Faucher, Elizabeth. (1987). Adventures in Babysitting. New York: Scholastic Inc., 140 pages.
- Murphy, Barbara Beasley. (1978). No Place to Run. New York: Pocket Books, 162 pages.

- Martin, Ann M. (1987). Just A Summer Romance. New York: Scholastic Inc., 163 pages.
- Howe, James. (1983). A Night Without Stars. New York: Atheneum Publishers, 178 pages.
- Blume, Judy. (1981). Are You There God? It's Me, Margaret. New York: Dell Publishing Company, Inc., 149 pages.
- Hughes, Monica. (1982). Hunter in the Dark. New York: Atheneum Publishers, 131 pages.
- REad, Elfreida. (1988). Brothers by Choice. Markham: Penguin Books Canada Limited, 153 pages.
- Jones, Terry. (1982). The Great Gretzky. Toronto: General Publishing Company, Ltd., 140 pages.
- Hinton, S.E. (1971). That Was Then, This Is Now. The Outsiders. New York: The Viking Press, 154 pages.
- L'Engle, Madeleine. (1965). Camilla. New York: Dell Publishing Co., Inc., 278 pages.
- Greene, Constance C. (1970). Just In-Between. New York: Scholastic Inc., 105 pages.
- L'Engle, Madeleine. (1976). A Ring of Endless Light. New York: Dell Publishing Co., Inc., 332 pages.
- Bunting, Eve. (1982). The Ghosts of Departure Point. New York: Scholastic, Inc., 113 pages.
- Mazer, Harry. (1985). When the Phone Rang. New York: Scholastic Inc., 181 pages.
- Byars, Betsy. (1972). House of Wings. New York: The Viking Press, Inc., 142 pages.
- Little, Jean. (1977). Listen for the Singing. Toronto: Clarke Irwin & Company Ltd., 215 pages.
- Babbitt, Natalie. (1977). The Eyes of the Amaryllis. Toronto: McGraw-Hill Ryerson Ltd., 128 pages.
- L'Engle, Madeleine. (1973). A Wind in the Door. Toronto: McGraw-Hill Ryerson Ltd., 211 pages.
- Mowat, Farley. (1956). Lost in the Barrens. Boston: Little, Brown & Company, 244 pages.

- Byars, Betsy. (1977). The Pinballs. New York: Harper & Row, Publishers, 135 pages.
- White, Ellen Emerson. (1987). Life Without Friends. New York: Scholastic Inc., 250 pages.
- Lindquist, Willis. (1957). Call of the White Fox. New York: Whittlesey House, McGraw Hill Book Company, Inc., 192 pages.
- Krumgold, Joseph. (1953). And Now Miguel. New York: Thomas Y. Crowell Company, 245 pages.
- Freeman, Bill. (1984). Harbour Theories. Toronto: James Lorimer & Company, Publishers, 138 pages.
- Klein, Norma. (1986). Going Backwards. New York: Scholastic Inc., 182 pages.
- Armstrong, William H. (1969). Sounder. New York: Harper & Row, Publishers, 115 pages.
- Butterworth, William E. (1975). Stop Thief! Toronto: Scholastic Book Services, 95 pages.
- Speare, Elizabeth George. (1968). The Witch of Blackbird Pond. London: Victor Gollancz Ltd., 249 pages.
- Barber, Antonia. (1969). The Ghosts. London: Jonathon Cape Ltd., 190 pages.
- Conford, Ellen. (1986). A Royal Pain. New York: Scholastic Inc., 171 pages.
- Dixon, Paige. (1974). Promises to Keep. New York: McClelland & Stewart Ltd., 165 pages.
- Perl, Lila. (1987). The Secret Diary of Katie Dinkerhoff. New York: Scholastic Inc., 170 pages.
- Clark, Margaret Goff. (1975). Death at their Heels. New York: Dodd, Mead & Company, 146 pages.
- Schwartz, Alvin. (1988). Scary Stories to Tell in the Dark. New York: J.B. Lippin Cott Junior Books, 97 pages.
- Johnston, Norma. (1986). The Watcher in the Mist. New York: Bantam Books, Inc., 197 pages.
- Shura, Mary Francis. (1988). The Jose Gambit. New York: Dodd, Mead and Company, 119 pages.

Linca, Lois. (1987). The Twisted Window. New York: The Bantam Doubleday Dell Publishing Group, Inc., 183 pages.

Haynes, Betsy. (1988). The Fabulous Fire. The Trouble With Flirting. New York: Bantom Books, Inc., 118 pages.

Gordon, Sarah. (1988). Julie Dar #2 Eyes of the Lion. Vancouver: Storeberry Books, 135 pages.

APPENDIX H

Instructional MaterialsBook Report Form

Copy of Book Report Form I Used With Seven Students

1. What is the title of the book?
2. Who is the author?
3. Tell what happened in the book.
4. Which person in the book was the most important? Why?
5. What was the most important character like?
6. What did you learn about life or people by reading this book?
7. Do you like the book? Why or why not?
8. Would you recommend the book to a friend? Why or why not?

Note:

I work hard to create interest in reading, therefore, I do not have my students become slaves to meaningless book reports. We were half way through the year before we did this only once or twice. Furthermore, I sat with each student individually and took the time to help him/her answer the questions. I was also very familiar with the books the students read.

Sample of Kinds of Questions to Ask in Reading

Samples of literal, inferential and creative questions, taken from Preventing Reading Failure: A Practical Approach by Richard C. Culyer III, and Gail B. Culyer, p. 619-626. Lanham, MD, 1987, University Press of America, Inc.

1. Literal comprehension involves merely the parroting of specific information gained by reading the lines. Consider the following sentence:

Tom put on his hat, coat, and gloves and then went outside.

What would be a literal question? Any of the following would be possible.

- (a) What was the boy's name? (Tom)
- (b) What did he put on? (His hat, coat, and gloves)
- (c) Where did he go? (Outside)

In each case you observe the answer is specifically stated in the text. That is, it may be underlined, circled, or copied onto a sheet of paper.

2. Inferential or implied comprehension goes a step further. At this point a reader must read not only the lines but read and think between the lines. In the same sentence, what would be an inferential or implied question?

Any of the following would be possible:

- (a) What sort of weather was there? (Cold)
- (b) What season of the year is it? (Most likely winter)
- (c) How do you know Tom was not two or three years old? (Children at those ages usually require assistance in donning their clothes.)

Inferential or implied comprehension, then, requires the reader or listener to infer meanings based on his own experiences and from information given in a selection. He may be

asked to predict outcomes, recognize cause-effect relationships, or sense the mood, tone, or point of view. All the above--and more--relate to inferential comprehension. The answers are not stated; they are implied. The competent reader recognizes these implications and makes inferences. Remember that writers and speakers imply. Readers and listeners infer.

It is interesting to note that youngsters asked to supply answers often respond, "But it don't say." While the material does not specifically say, it does offer hints at the appropriate response for the reader who has acquired the habit of reading between the lines.

3. Creative interpretation is the third level of comprehension. To operate creatively, a reader must be able to relate specific ideas and learnings to new or different situations. In other words, he must read beyond the lines. Returning to the original example, what creative questions might you ask? Either of the following would be possible:

- (a) Why did Tom go outside? (To run an errand, play with his pet, visit someone, go ice skating, to school, perform a chore, and so forth).
- (b) How did Tom feel about going outside? (Perhaps angry at having to run an errand, anxious to play with his pet, happy to see a friend, reluctant to go to school, or relieved to get away from his family).

When creative questions are utilized, many different answers are acceptable. Different people interpret situations in various ways, and so long as their perceptions are not inconsistent with the printed context, we have the responsibility to value their responses. (One answer which obviously should be counted wrong is, "Tom went outside to go swimming in the pond." This answer is completely inconsistent with Tom's wearing his hat, coat and gloves).

A problem which often confronts teachers is that of determining which types of questions are being asked. There is a fairly simple way of doing so. If the answer is specifically stated in the text, the question is literal. If several answers within a narrow range are acceptable but none are specifically stated (or the connection between several ideas is not specified), the question is implied or inferential. If almost any answer is acceptable, and many contrasting responses are recognized, the question is creative.

Now let us study some sample sentences and practice developing questions at the three levels of comprehension. The following material will be most helpful if you think through it.

Wearing his new football uniform, John Smith rode home on his bicycle.

What literal questions might you ask? Any of the following would be possible:

- (a) Who rode home on his bicycle? (John Smith)
- (b) What was John wearing? (A new football uniform)
- (c) How did John get home? (He rode his bicycle)
- (d) Who wore a new football uniform? (John Smith)

We have said the answers to any questions of this type can be obtained merely by underlining, circling, or copying the appropriate words in the selection.

Based on the same sentence, what inferential or implied questions can you suggest? Any of the following would be possible:

- (a) What season of the year is it? How do you know? (It is autumn; that is the season when football is most often played.)
- (b) In what month(s) did this story most likely take place? How do you know? (Football is often played in September, October, November, December and January. However, since John probably would be issued a new

uniform at the beginning of the season, the months of August and September are the most likely answers.)

- (c) What time of day is it? How do you know? (Unless the team is practicing on Saturday, it is probably around 5:00 or 6:00 in the evening. Football practice would probably begin right after school and continue for several hours until dinnertime.)
- (d) How old is John? How do you know? (He is probably between eight and fifteen years old. Very little organized football is played by children younger than eight. Most students sixteen and older would drive or ride home in cars. Also, the older boys most likely would shower and change back to street clothes before returning home.)
- (e) How far from home has John been practicing? (Not far, probably not more than a mile).

Now let's consider some imagery questions. These includes four parallel kinds: (a) visual, (b) auditory, (c) olfactory, and (d) kinaesthetic. A fifth kind refers to mood. All five types can be literal, implied or inferential, or creative, depending on the circumstances. Let us explore each of these briefly by asking the following questions:

- (a) What does John Smith see on his way home? (Since it is early in the fall, he may see brightly colored leaves on the trees and on the ground. If the wind is blowing, John may see whirlwinds of leaves. If the wind is still, people may be raking and burning the leaves. Children may be outside-tossing footballs, playing hopscotch, or jumping in the leaves. Smoke may be rising from some chimneys.

(Since it is late in the evening, some parents may be driving home from work, making traffic heavier than usual. Someone may be delivering the evening paper. If John is riding home with several of his friends, he may

see other boys in new uniforms and a number of bicycles with various accessories and in many different physical conditions.) Seeing brightly-colored leaves and a lot of traffic is implied. We expect that. Seeing children play hopscotch or ride bicycles with certain attachments is creative.

- (b) What does John Smith hear on his way home? (Because of the mass traffic, John should hear car horns and the squeal of wheels. While riding over leaves, he should hear them crumble, and if leaves are burning, he may hear the crackling. John's bicycle may even have an attachment that clatters against the spokes and creates a staccato sound as he rides. Because children usually play "out loud," John will hear them as well as any neighborhood pets. If John lives in the country, he may hear cows mooing and a swift stream swirling.) Hearing car horns and wheel noises is implied. We expect them at that time of day. Hearing the crackle of burning leaves is creative.
- (c) What does John Smith smell on his way home? (Perhaps he will smell the smoke of burning leaves and the exhaust fumes from passing cars. Food aromas should be present, both those from homes and from businesses, such as fish camps and bakeries. A variety of industries such as tobacco processors, fertilizers, and paper mills may indicate their presence. New-mown hay and apple orchards have distinctive fragrances too. And then there is John himself, although this smell may go unnoticed by him.) Smelling exhaust fumes and food aromas is implied. They're logical at that time of day. Smelling the smoke of burning leaves is creative. That doesn't have to happen.
- (d) What things does John Smith feel on his way home? (He probably feels the shifting of the shoulder and hip pads

and the weight of his helmet. His hands may be on the plastic handle grips or, if they come loose, on the steel bars. Bumps into the road and the interaction of his cleats with the pedals should be noticeable. Drops of perspiration may be trickling down his face or body, and hunger pangs should be present. If he played throughout the game, John should be exhausted.) The perspiration and the pads are implied. The exhaustion is creative. John may not have played.

- (e) What comments can be made about John's mood? (He could be happy because he received a new uniform, the symbol of "making the team." If he played in the game or scrimmage, any conversation which transpired between him and the buddies riding his way will focus on the various highlights of the afternoon--the time he ran over "Fats" Donohugh for a touchdown. Conveniently he may forget the three times "Fats" ran over him to score. Alternately, he may be unhappy because he performed poorly or his team lost or he didn't get to play.) All possibilities are creative.
- (f) What do you think will happen as John rides into his driveway? (We can imagine several things. For instance, John may drop the bicycle in the driveway and run to the house, taking any steps two at a time. On the other hand, he might trudge down the walk to the house. A "what do you think" refers to a creative question.)
- (g) What do you think might be John's first comments?
1. Guess what! I made the team!
 2. Hey, Mom, look at this neat uniform!
 3. What are we having for supper? I'm starved!
- (h) It is quite possible that his mother will respond to his first comment with one of the following remarks:
1. Did you make the team?

2. How did you do in the game?
3. There's an apple in the refrigerator. We'll have supper in about an hour.
4. Don't slam the door.
5. Don't walk on my clean floor with those dirty shoes.

The guided practice presented above should facilitate your developing questions at each of the three levels for the following sentence:

John Roberts flies in Piper Cub on the weekends that he does not work.

Spend a few minutes developing some questions and classifying them by type. Some possible items follow:

1. Literal
 - (a) What is the man's name? (John Roberts)
 - (b) What does he do? (Fly a Piper Cub)
 - (c) When does he do this? (On the weekends that he does not work.)
2. Implied or Inferential
 - (a) What is a Piper Cub? (Apparently a plane of some type)
 - (b) What is its size? (Small; Cub refers to something little.)
 - (c) How does John Roberts feel about flying? (He likes it; otherwise he wouldn't fly when he was off from work.)
 - (d) How old is he? (At least 16--a Federal Aviation Agency requirement for flying; since the plane is his, he must have a job with a good salary. Therefore John is likely to be at least in his med-twenties.)
 - (e) How can you tell whether John Roberts flies his Piper Cub every weekend? (He can't fly every weekend, because he is only off from work on

some weekends.)

- (f) What type of job is he likely to have? How do you know? (Business, professional, or managerial as opposed to unskilled or semi-skilled labor; these types of occupations are more likely to have employers who work on some but not all weekends.)
- (g) How do you know he is not a teacher? (First, teachers are not off any weekends. Second, teachers usually cannot afford to own planes.)

3. Creative (A host of possible answers)

- (a) What specific job does John Roberts have?
- (b) What does John Roberts fly a Piper Cub?
- (c) What does he think about while flying?
- (d) Where does he fly?
- (e) Who flies with him?
- (f) What does he see (hear, smell, feel) as he flies?

You should notice that each question is stated in a manner designed to avoid a true-false response. After all, people should be able to score 50% without even having read the selection if the following items were used:

- (a) Did John Roberts fly a Piper Cub?
- (b) Does he fly every weekend?
- (c) Is a Piper Cub a small plane?
- (d) Does John Roberts make a lot of money?
- (e) Does he live in the city or the country?

Try to avoid asking questions which have only two options. Check your questions and revise those which begin with these words: Is, are, was, were, do, does, did, can, could, will, have, would and should.

One final sentence may serve to reinforce the practice of developing questions at the various levels of comprehension.

The harvest moon shone brightly on the sand as the tide came in.

See how easily you can develop some good questions for each type. Then check the following for additional possibilities:

1. Literal
 - (a) How did the moon shine? (Brightly)
 - (b) What kind of moon was it? (Harvest)
 - (c) What else was happening? (The tide was coming in.)
2. Implied or Inferential
 - (a) About what time was it? (Late evening or night)
 - (b) What season of the year was it? (Probably fall)
 - (c) Where in the United States could this scene take place? (At or near the coast; possibly inland along a major river.)
 - (d) Describe the weather. (Probably clear and calm)
3. Creative
 - (a) Who do you think is on the beach?
 - (b) What sounds could you hear? (Note: "What sounds will you hear?" is an implied question. Will and should refer to implied questions while could and might refer to creative.)
 - (c) What could you see?
 - (d) What smells might you smell?
 - (e) How do you feel?

Group One's Language Arts Program - 1988-1989**Writing**

1. Sentences
2. Short paragraphs with topic sentences
3. Stories illustrating story elements
4. Character sketches
5. Letter writing
 - (a) Personal
 - Thank you notes
 - Telephone messages
 - Notes to family members
 - Invitations
 - (b) Business
 - Ordering items
6. Writing directions to a place or how to do something.
7. Advertisements
8. Opinions
9. Mechanics of writing

Reading

1. Books read
2. Books I read to the student(s)
3. Study skills
 - (a) How to use a dictionary
 - Use of guide words
 - Uses of the dictionary
 - Finding meanings of words
 - (b) How to use an encyclopedia
 - (c) How to use a book
 - Title page
 - Table of contents
 - Index
 - Glossary
 - (d) How to use study questions to establish purpose in

reading

- (e) How to read bar graphs, line graphs, and charts
 - (f) How to preview
 - (g) How to use the SQR method
 - (h) How to underline important points or key ideas
4. How to use a phone book
- (a) How to locate important numbers
 - Fire Department
 - Hospital
 - R.C.M.P.
 - (b) How to locate numbers for communities in the telephone book for Western Newfoundland.
 - (c) How to use the index and yellow pages.
 - (d) How to place a long distance call inside and outside the province.
 - (e) How to get telephone services.
 - Information
 - Repairs
 - Installation
5. How to use a catalogue
- (a) How to locate the item using the index
 - (b) How to order by mail or phone giving catalogue number, color number, size, price, etc.
6. How to complete forms
- (a) Application for a job
 - (b) Application for a credit card
 - (c) Application for a social insurance number
 - (d) Bank deposit and withdrawal slips

Attitude and Interest Inventory

Name: _____ Date: _____

Age: _____

1. At home, I like to _____

2. My father _____

3. I like it when my mother _____

4. In my free time, I like to _____

5. When I get older, I want to _____

6. My greatest fear is _____

7. At school, I don't like it when _____

8. I am good at _____

9. I wish I could _____

10. In elementary school _____

11. I am really afraid when _____

12. When I was younger _____

13. I love to _____

14. I want to know more about _____

15. Homework _____

16. The only trouble is _____

17. My favorite subject is _____

18. My least favorite subject is _____

19. Reading _____

20. School would be better if only _____

21. My best friend is _____

22. We like to _____

23. I wish that my friends _____

24. My favorite sports are _____

25. My favorite animals are _____

26. My hobby is _____

27. I wish more than anything else that _____

28. My favorite TV programs are _____

29. My favorite movies are _____

30. I am a member of _____

31. Last year when I had to read _____

32. When I come to a word I don't know I _____

33. I want to be able to read well because _____

34. I have done many things:

Example: 1. I have been on vacation

