THE DEVELOPMENT OF A LEARNING SEQUENCE IN PRIMARY LANGUAGE ARTS AND OTHER INSTRUCTIONAL IMPROVEMENT AIDS FOR A NONGRADED SCHOOL

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AN ADMINISTRATIVE INTERNSHIP AT MACDONALD DRIVE ELEMENTARY SCHOOL

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ABSTRACT

The purpose of the internship at MacDonald Drive Elementary School was to give the intern an administrative perspective of recent innovations in education. The writer had realized for some time the need for a child-centered approach to teaching and learning, and the notion of nongradedness seemed to meet this need. The writer felt that an adequate administrative perspective on nongradedness could best be obtained if, as an administrative intern, he could relate certain theoretical aspects of nongradedness to real test situations. To help accomplish this goal, the intern included in the objectives for the internship the development of instructional improvement aids.

Specifically, the intern became involved in the following tasks:

1. Developing a learning sequence in primary language arts
2. Developing diagnostic procedures
3. Developing a curriculum guide
4. Developing an internal recording system

In addition to the development of instructional improvement aids, the writer was equally interested in exploring general principles of educational administration. An understanding of the broad areas of educational administration was readily achieved by observing an administrator function in actual school situations, as well as by participating in the actual decision-making process.

ACKNOWLEDGEMENTS

The nature of the experiences described in the pages of this report required an intense co-operation from many people. Although the names of these people are too numerous to mention, the writer wishes to express his gratitude for the concern they displayed in making their contribution to the internship. The teachers who worked directly with the intern worked extremely hard and overcame difficult obstacles to meet the deadlines of certain tasks outlined for the intern. At times meetings called by the intern placed a tremendous burden on teachers. The writer is thankful as well to the Avalon Consolidated School Board of St. John's, for its co-operation in allowing the internship to be the first of its kind in Newfoundland.

It was Mr. Frank Cramm, principal of MacDonald Drive Elementary School, who was mainly responsible for arousing the writer's interest in the internship in lieu of a thesis or project. His foresight in recognizing the internship as a valuable vehicle for providing a graduate student with experiences that would benefit the co-operating institution and fulfill the requirements of the sponsoring University provided the necessary impetus for the writer to pursue the internship. Furthermore, he contributed to its final success by giving advice, guidance, and encouragement throughout successive stages.

Special thanks are given to Dr. James Jesse, Assistant Professor

of Educational Administration, who was mainly responsible for the adoption of the internship into the graduate program of Educational Administration. Without his early enthusiasm and firm commitment to the internship as a viable alternative for fulfilling the final requirements for the master's degree, the writer's aspirations to achieve certain goals would not have been realized.

A word of appreciation is due Dr. Lloyd Brown, Assistant Professor of Curriculum and Instruction, who attended the supervisory meetings of the intern and who with rational thought was able to delineate realistic objectives for the intern to pursue. There were occasions, also, when the intern required a specialist view in certain dimensions of curriculum improvement and he found Dr. Brown always ready and willing to help.

A very special word of gratitude is owed Dr. Vernon Snelgrove, Assistant Professor of Educational Administration, who mainly supervised the intern's work. His determination to do the unheroic task of solving problems that are inherent in newly-developed programs is a credit to his character. He helped tremendously in plotting the course of action throughout the successive stages of the internship and his commitment and sincerity for the intern's growth became increasingly apparent in the many conversations and sometimes heated debates that ensued between the intern and supervisor.

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CHAPTER I

SETTING UP THE INTERNSHIP

In the past graduate students in educational administration pursued one of two alternatives in order to complete the final requirements for a master's degree. Although the syllabus stated that a graduate student could pursue an internship, a project, or a thesis, the internship existed in name only. Prior to the academic year 1971-1972 no student opted for this alternative. However, in that year a sub-committee investigating alternative modes of achieving the master's degree in educational administration, recommended and subsequently operationalized the internship as a viable alternative for students wishing to pursue this route.

In the present academic year, 1972-1973, several students are pursuing the internship alternative. This chapter outlines the frame of reference, definitional aspects, purpose, and methods used for an internship at MacDonald Drive Elementary School in St. John's, Newfoundland.

I. TERMS OF REFERENCE

The terms of reference for an internship at MacDonald Drive Elementary School follow closely the specifications set down in the

Jesse Report[1] to the Department of Educational Administration in May, 1972. This report was concerned with the internship as an alternative approach to the thesis or project for fulfilling the final requirements for the master's degree (M.Ed.) in educational administration and specified the purposes and objectives of the internship experience.

Basically, the creation of such an internship is viewed by this report as producing a twofold effect; it acquaints the intern with field experiences and also involves the school district in sharing the responsibility for preparing administrators for future leadership positions.

Of utmost importance is the fundamental principle of an internship; the objective is to promote and develop professional administrative competence and skill rather than to provide mere involvement in the clerical aspects of administration. It is by being delegated genuine responsibility that the intern can develop appropriate administrative competence.

In addition to specifying what the internship is not, The Jesse Report states some relevant characteristics of its purpose:

> The administrative internship is designed for competent candidates who have limited experience in educational leadership.
>
> This experience is viewed as a functional means for helping these students to translate their academic preparation into effective and meaningful behaviour.[2]

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[1]Department of Educational Administration Sub-Committee, The Jesse Report, A report to the Department of Educational Administration, Memorial University, May 1972, pp. 1-15.

[2]Ibid., p. 1.

II. DEFINITION OF TERMS

Administrative Interns

Master's students in educational administration who have been selected for the internship option in lieu of a thesis or project are referred to as Administrative Interns.

Duration of Internship

The Department of Educational Administration has recommended that the administrative internship be for the duration of one-half of the public school year. Of the two options:

(1) August 1 to December 31

(11) February 1 to June 30

the intern chose the first option.

Classification of Internship

Internships in the past have generally been identified by three classifications:

(i) Diversified internships emphasize experiences in a variety of areas resulting in a broader scope of exposure to educational administration.

(ii) Specific internships emphasize experiences somewhat more finite, leading to in-depth training within a limited scope.

(iii) Integrated internships combine elements of the other two.

Of these three classifications, the intern conceived his area of responsibility in the third category--integrated internship.

Selection of the Intern

Students candidating for internship positions in most universities are selected by the faculty concerned. At Memorial University this procedure was informally followed. The small number who opted for the internship made it relatively simple for the Department of Educational Administration to fit available positions to prospective interns. However, the Department of Educational Administration adheres to the following considerations with respect to selection:

(i) The candidate has limited administrative experience, or

(ii) the candidate has limited administrative experience in a given task area, and an internship is available in that area, and

(iii) the candidate has demonstrated potential for leadership and administrative competency, and

(iv) the candidate has demonstrated academic competence in his course work.

The purpose of these guidelines is to appoint qualified applicants to limited available positions, given the possibility that in future more students will opt for the internship in lieu of the other alternatives.

Placement of the Intern

The Department of Educational Administration recognizes that the placement of any intern should be the dual function of it and the cooperating school administrator. The department feels that the placement of administrative interns should focus on:

(i) the task area of interest of the candidate,

(ii) his demonstrated qualifications in that area,

(iii) the candidate's apparent ability to function adequately in a particular school or school setting.

Supervising the Intern

The Department of Educational Administration perceives the guidance and supervision required throughout this experience as a shared responsibility of the university and the sponsoring school administrator. It is felt that conferences involving the intern and his supervisory committee should be scheduled regularly throughout the term for the purpose of discussing progress, problem areas, and other features that will promote the professional growth of the intern.

Mr. Frank Cramm, Dr. Lloyd Brown, and Dr. Vernon Snelgrove agreed to act as the supervisory committee for the intern.

Evaluation of the Intern

The Jesse Report[3] recommended that through the use of regularly scheduled supervisory conferences, a continuous progress assessment of the intern's performance be made. This kind of on-going assessment would allow the supervisory team to make relevant assignment adjustments and suggest performance changes for the intern.

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[3] Ibid., pp. 14-15.

III. INSTITUTIONAL AND PERSONAL EXPECTATIONS AND OBJECTIVES

Institutional Objectives

The Jesse Report,[4] in addition to outlining a rationale for an internship, lists objectives for an internship as they apply to the university, the cooperating school administrator, and the intern. These objectives are listed below:

1. The university. To test the training program of the university against real situations in the field and thereby to improve the program's effectiveness for preparing prospective administrators.

To stimulate the interaction of the university and the surrounding school district and other educational agencies.

To encourage the in-service development of professors of educational administration. In the process of supervising internships they have their theories, views, and recommended practices tested against real facts and situations of daily school operation.

2. The cooperating school administrator. To provide an opportunity for administrators and field agencies to fulfill their obligation of sharing in the preparation of prospective administrators. Continuity and development of capable administrative leadership is not the sole responsibility of the university, and should never be.

To provide the cooperating administrator with professional counsel from the staff of the university.

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[4] Ibid., pp. 4-7.

To provide additional services for the cooperating administrator.

To provide a means for evaluating administrative ability in prospective administrators. In this sense the internship becomes an extension of the recruitment and selection process.

3. The intern. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what is actually taking place in the field, is often quite substantial.

To provide the intern with the experience of carrying real administrative responsibility. Being taught to accept responsibility and actually accepting it are two different things.

To enable the intern to benefit from the experiences of the cooperating administrator.

To provide a testing ground for the beginning educator, whereby, the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.

To instil in the intern a correct code of professional ethics.

Personal Objectives

It is important to recognize that the specific activities included in the intern's program require adjustment to his:

(i) collegiate preparation

(ii) previous experiences

(iii) general background

(iv) professional goals

The realization of these dimensions are paramount since they are the basis of selection and placement of interns. Although this is chiefly the concern of the university, the student intern must operationally define objectives that reflect all of these dimensions. Relevant, also, to this discussion is the intern's concern for a meaningful and effective internship experience. Professional goals have to be seriously and realistically considered. Unless the intern's purpose and interest are incorporated into the internship experience, it will not be an effective means of fostering professional growth.

It is felt by the intern and his supervising committee that flexibility is a necessity in developing the total internship experience. It is conceivable that the aims and objectives that were initially agreed upon may require modifications appropriate to changes that are diagnosed in the intern and the learning environment.

Specific to the internship proposed at MacDonald Drive Elementary School, it was the desire of the intern to have exposure to each task area of administration. However, it was felt that variations were necessary in the degree of exposure to each task area. This variation was necessary in view of the intern's entering behaviour, professional goals, and in view of the purposes of the internship. There were four reasons for this:

(i) emphasis on curriculum development had been minimal during the master's program;

(ii) the intern had previous experience in public school administration;

(iii) the intern had the desire to observe and participate in

the operation of a nongraded school utilizing a continuous progress plan;

(iv) by emphasizing one particular task area of educational administration, the intern hoped to be able to assess his proficiency as an administrator.

Originally, the intern had been interested in producing a thesis in the area of nongraded education, attempting to determine the relative effectiveness of instructional procedures on organizational climate. The problem in doing effectiveness studies relates to the difficulty in controlling the many variables impinging upon them. Such a study is possible though, provided the researcher is content to do a longitudinal type of research.

It became evident, given the alternatives open to the intern, that such a study was impracticable. This realization was arrived at after consulting curriculum specialists and practising administrators.

The interest that had been generated in nongraded education would, perhaps, have eventually diminished had not Mr. Frank Cramm, principal of MacDonald Drive Elementary School, indicated that he would be anxious to have a graduate student involved as an intern.

The first meeting with Mr. Cramm was scheduled to discover what activities would provide meaningful experiences for an administrative intern and to align the intern's goals with activities that were appropriate. The intern and his supervisory committee agreed that it would be most beneficial if some core problem-area could be identified. It was felt that the intern's involvement in instructional improvement activities in the primary division would provide an umbilicus for the

other task areas and would furnish an effective internship experience. Moreover, the importance of the internship to the school system would be coordinated with the goals of the intern.

IV. THE INTERNSHIP EXPERIENCE

Limitations in Defining Objectives

Mager[5] lists three essential ingredients in operationally defining objectives:

(i) Identification of the terminal performances which the instruction attempts to produce;

(ii) description of the important conditions under which the behaviour is expected to occur;

(iii) description of how good a student's performance must be to be acceptable.

To apply Mager's framework would prove difficult in planning strategies and activities for an internship experience. There are two major reasons for this:

(i) some objectives that account for the intern's growth are difficult to measure;

(ii) unless identification of terminal performance can be restructured and redesigned in terms of the intern's entering behaviour and unless this terminal performance is evaluated continuously in terms of the changing environment, the objectives and subsequent outcomes

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[5]Robert Mager, Preparing Objectives for Programmed Instruction (Palo Alto, California: Varian Associates, 1962), p. 1.

become less meaningful.

Performance Objectives and Strategies

The foregoing discussion has attempted to isolate factors that impinge upon an internship at MacDonald Drive Elementary School. In fact, it has provided the intern with a reference point for defining objectives so that his professional goals may be realized.

Included in the following list of objectives is a methodology that proposes strategies and activities to achieve the goals of the internship experience.

Objective:	To have contact with students
Strategies and Activities:	(i) Meeting students individually and in groups to give counselling appropriate to given situations.
Objective:	To have contact with teachers
Strategies and Activities:	(i) Meeting teachers individually and in groups to discuss and plan instructional improvement activities.
Objective:	To have contact with administrative staff
Strategies and Activities:	(i) Meeting the principal and other administrative personnel in informal and formal discussions to discuss professional matters relating to the school and to the intern's growth.
Objective:	To have contact with adult citizens
Strategies and Activities:	(i) Planning interviews regarding student routine, making announcements and giving explanations regarding the philosophy, maintenance,

organization and instructional procedures.

(ii) Observing parents and teachers discuss pupil-related problems.

Objective: To participate in activities in which the intern is primarily an observer without the responsibility for collecting and analyzing data or making decisions.

Strategies and Activities:

(i) Observing the administrative staff make decisions concerning budgeting and resource allocations.

(ii) Observing the teaching and administrative staff make decisions on pupil admittance and placement into classroom areas or groups.

(iii) Observing staff meetings where aspects of the school operation are discussed.

(iv) Observing educational personnel at work by which the intern will discern certain processes of group dynamics at interplay.

Objective: To participate in activities in which the intern is primarily responsible for collecting data and reporting it, so as to provide a basis for decision making.

Strategies and Activities:

(i) Filling requisition forms and statistical data forms relating to educational personnel that are too demanding for clerical assistants.

(ii) Discerning alternative textbooks and materials appropriate to particular needs and age-grade levels.

(iii) Discerning from research and related literature areas of concern for administrators

related to developing nongraded education, analyzing specifically:

1. The philosophy of nongraded education.

2. The effectiveness of non-graded education relative to graded education.

3. Evaluation and placement procedures.

4. Reporting pupil progress to parents.

5. Collaborative and team approaches to teaching.

6. School plant design relative to organizational climate.

7. Potential of computers in record-keeping and flexible scheduling.

8. Interpersonal characteristics and innovation in school systems.

9. Staff utilization and administrative supervision.

10. Intra and inter-class grouping.

Objective:

To participate in activities in which the intern is involved in decision making.

Strategies and Activities:

(i) Communicating with other primary and elementary school systems concerning organizational and instructional procedures, analyzing specifically:

1. Language arts programs

2. Evaluation and internal pupil recording.

(ii) Meeting teachers to discuss the structure of learning sequences in primary language arts.

(iii) Cooperating with teachers in designing diagnostic tests for placement of pupils.

(iv) Providing teachers with information relating to alternative pupil recording systems.

(v) Developing an internal pupil recording system on the basis of teacher inputs and informational resources, such as research, questionnaires, and related literature.

(vi) Providing curricula materials that can be used with a master list of learning sequences to be utilized for enrichment, reinforcement, and extended learning experiences.

(vii) Discerning how parents can facilitate their child's development.

(viii) Providing information to parents on ways in which their interaction with their child at home could facilitate the aims and objectives of a language arts program.

CHAPTER II

THEORETICAL FRAMEWORK

Although a major aim of this chapter is to provide a rational basis for developing a learning sequence in primary language arts, a secondary aim is to provide an interpretation of the context in which it is to be used. In doing this, it is impossible to avoid discussing how philosophical perspectives influence instructional and organizational procedures; what the implications are of developing objectives; what is the nature of learning; what apparent structures there are in language development; and what constitutes "effective administrative and organizational procedures for the instructional program."

Chapter II attempts to concern itself with the above issues. In the course of reviewing current thinking on the above, by examining research and writings in the field, the author is able to postulate several of the necessary qualifications for developing a learning sequence for primary language arts in the context of nongraded-continuous progress education.

I. PHILOSOPHIES OF EDUCATION AND OPERATIONAL OBJECTIVES

Philosophies of education deal with the goals and values educational systems embrace and propogate. They are concerned chiefly with the ends that are perceived to be the functional role of education and they include the broad aims and objectives that are the terms of

reference for the teacher. These broad objectives, although usually not stated explicitly are, nevertheless, included in the teacher's repertory , and inevitably underlie any educational activity in which the school is involved. Those concerned with effecting change in the educational program have to realize that the school fulfills a service function for society in initiating youth into culturally-dominant values, and that the predominant goals and values adopted by a society in any given epoch will determine the aims and objectives that selectively filter into the educational system. Furthermore, these broad aims and objectives are subject to historical-societal changes in goals and values determined largely by man's perception of the "good life."

Postulate 1

School systems have to operate under guidelines which are susceptible to change as prevailing social values change.

In a historical context, the notion of the "good life" has been fluid; for example chivalry and knighthood of medieval times was replaced by economic incentives during the Industrial Revolution and emphasized further during the early stages of the modern era. Today man may be motivated less by economics and technology and may be moving to a position of concern for human relations and ecological imbalance. Since this seems to be the predominant concern of society today, Adam Smith's[1] "economic man" theory may have less applicability.

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[1]Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (New York: Random House, Modern Library edition, 1937), p. 14.

While a few decades ago a predominant educational goal was the preparation of the child for the "job market," today's times reflect a concern for understanding the individual's role as he interacts and interrelates with others. This change has occurred because of the failure of technology to be effective in solving complex social, economic, and political problems; for example, even though man has succeeded in exploring the limits of space, he has not been able to curb the rising rates of crime and violence nor achieve any stability in international peace. This discrepancy has, consequently, made many aware that the development of good human relations should take precedence over economic and technological motivation.

The new philosophy in education seems to be a result of the human relations movement mentioned above. Schools are becoming more receptive to the idea that the development of individual autonomy is central to the aim of education. To accomplish this, emphasis is being placed on the development of the potential of each individual student. It is recognized by educators that each individual's growth characteristics are unique and an attempt should be made to individualize experiences that will more effectively develop these characteristics.

Although the new philosophy involves the ends--what the functional role of education should be--it inescapably influences theories of teaching--the means. It is by considering what means shall be employed to achieve the aims and objectives of education that the potentiality of nongraded-continuous progress education is recognized. Such a discussion will take place in section five of this chapter.

Postulate 2

Whenever change does occur in any given epoch, the ensuing values that man adopts as his motivational drive will affect the means used by the school in initiating youth into culturally-dominant values.

Generally speaking, the classroom teacher is minimally pre-occupied with an academic discussion of philosophies which underlie the educational process. Even though this academic indiffence may exist, the teacher is concerned with translating broad educational objectives into instructional procedures and the teacher must do this within the limitations and conditions of the educational environment.

DeCecco[2] defines instructional objectives as specific performances students acquire through particular instructional procedures. Since the teacher has to provide appropriate learning experiences for children, there is the necessity to develop an organizational structure or plan of attack so as to ensure the sequential development of the child's learning. Although this organizational structure may not be explicitly stated in the form of clearly defined objectives, the teacher may have internalized it and may draw from this structure as the situation warrants.

Postulate 3

Whenever a teacher engages in an educational endeavour, he undoubtedly gives some attention to what he wants to see happen to the

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[2]John P. DeCecco, The Psychology of Learning and Instruction: Educational Psychology (New Jersey: Prentice-Hall Inc., 1968), pp. 11-12.

learners and by contemplating desired changes to be effected, he usually sets up, even unknowingly, a set of sequenced objectives.

Despite the relativity in social norms and expectations, the teacher relates to general reference points in internalizing a learning sequence; for example, in language arts, one of the major objectives might be to help the child develop his own potentiality for writing creatively, by:

1. Developing ability in self-expression and thinking,
2. Developing ability to spell correctly words for written expression,
3. Developing legibility with reasonable speed,
4. Developing suitable sentence structure, punctuation, and usage as aids to effective communication.

An analysis of The Report of the Royal Commission on Education and Youth reveals that much of the activity in which the teacher is engaged follows closely the general objectives the Commission recommended for any educational program.[3] The report of the Educational Policies Commission to the President of the United States may serve as another example of this:

> The purpose which runs through and strengthens all other educational purposes--the common thread of education is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish its traditional tasks or those newly accentuated by recent changes in the world. To say that is central is

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[3]The Province of Newfoundland and Labrador, Legislation Passed 1968 and 1969 Relating to the Re-organization of Education, pp. 17-19.

> not to say it is the sole purpose or in all circumstances the most important purpose, but that it must be a pervasive concern in the work of the school.[4]

Some research has put considerable effort into transforming outlines of broad educational objectives into specific objectives for a school program. Kearney sponsored the development of such an outline for the elementary school, by stressing four broad categories of behaviour:

1. Knowledge and understanding--the memorizing or understanding of content so well that it can be easily recalled.

2. Motor and intellectual skill and competence.

3. Attitude and interest, including basic human needs and drives, the exercise of the will, and the play of the emotions.

4. Action patterns--broad generalized ways of behaving.[5]

The most difficult problem for teachers in developing operational objectives is to define them in behavioural terms. This procedure implies evaluation or quantification of the extent of learning. DeCecco[6] addresses himself to this problem by differentiating between explicit and implicit instructional objectives. Explicit statements of instructional objectives identify the end-product of instruction in terms of observable performance. Implicit statements of instructional objectives do not specifically quantify how the student will display competency in that objective. Whereas in explicit objectives the

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[4]Committee for the White House Conference on Education, A Report to the President (Washington, D.C.: Government Printing Office, 1956), pp. 11-12.

[5]Nolan C. Kearney, ed., Elementary School Objectives (New York: Russell Sage Foundation, 1953), p. 91.

[6]DeCecco, op. cit., p. 33.

student may be asked to name, to distinguish or to list, all of which are observable criteria, implicit statements require that the student show understanding, appreciation, or grasp the significance of criteria which are nonobservable. Much of this nonobservable activity is neural and cerebral activity which is hardly open to the observation of the teacher. Bloom,[7] delineating instructional objectives into cognitive and affective areas, also gives some insight into this problem. He maintains that the cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. This is the domain which is most central to the work of much current test development. It is the domain in which most of the work in curriculum development has taken place and where the clearest definition of objectives is to be found as descriptions of student behaviour. A second part of the taxonomy is the affective domain; it includes objectives which describe changes in interest, attitudes, and values, and the development of appreciation and adequate adjustment. Objectives in this domain are usually not stated very precisely; they are what DeCecco[8] has referred to as "implicit statements of instructional objectives." It is difficult to describe the behaviours appropriate to these objectives since no internal or covert feelings and emotions are as significant for this domain as are the overt behavioural manifestations. Teachers at best

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[7]Benjamin S. Bloom, et al., Taxonomy of Educational Objectives: Handbook I: Cognitive Domain (New York: David McRay Co. Inc., 1956), pp. 7-8.

[8]DeCecco, op. cit., pp. 33-36.

can only evaluate these competencies of students by subjective judgement.

Postulate 4

To assert that objectives written in the affective domain must be stated behaviourally is to deny the learner an essential aspect of his emotional and social development, since much of this dimension of learning is non-observable activity and is hardly open to the observation of the teacher; and to assume that that which is unquantifiable in the learning process is necessarily inconsequential is to deny the learner the opportunity of becoming an autonomous individual.

The problem of quantifying objectives in the affective domain is not dealt with effectively by Mager, who conceptualizes instructional objectives to include only the following ingredients:

1. Identification of the terminal performance which the instruction attempts to produce.

2. Description of the important conditions under which the behaviour is expected to occur.

3. Description of how good a student's performance must be to be acceptable.[9]

Postulate 5

A concept of education does not require that all objectives be stated in behavioural terms using explicit statements but that objectives include statements of performance competency some of which may be evaluated using subjective criteria.

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[9]Mager, op. cit., pp. 1-59.

Much of education in the past in graded programs has been concerned with objectives from only the first levels of the cognitive domain. Very few were written from the more sophisticated levels of either domain. Keniston maintains that they were left out because of society's "cognitive outlook."[10] With the advent of teaching machines and programmed instruction, suggested first by Pressey,[11] and popularized by Skinner,[12] the significance of Keniston's notion becomes apparent. It may have been this development with the further refinement and enlargement of technological materials and other innovative practices which influenced the growth of objectives chiefly concerned with cognitive learning. Ebel, alarmed at this, feels that the goals of education are defined in terms of narrowly specified behaviour desired by curriculum makers and teachers. He asks:

"What freedom is there for creative innovation, what provision is there for adaptive behaviour as the cultural world changes?"[13] Furthermore, Ebel[14] contends that the outcome of this has been that school systems have become schools for training students to memorize

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[10]Kenneth Keniston, The Uncommitted Alienated Youth in American Society (New York: Brace and World, 1965), p. 360.

[11]S. L. Pressey, "A Simple Apparatus Which Gives Tests and Scores and Teachers," School and Society, (1926), pp. 374-77.

[12]B. F. Skinner, "Science of Learning and the Art of Teaching," Harvard Educational Review, (1954), pp. 86-97.

[13]Robert L. Ebel, "The Relationship of Testing Programs to Educational Goals," The Impact and Improvement of School Testing Programs, Part 2 of the 62nd Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1963), pp. 28-44.

[14]Robert L. Ebel, "Behavioral Objectives: A Close Look," Phi Delta Kappan, LII (1970), pp. 171-174.

and then to promptly forget facts and to blindly accept ideas without thinking. Equally serious is the concern that such objectives are inherently too rigid and inflexible so as to place an overemphasis on conformity. Keniston uses the term "technological ego" to make obvious that which is not always admitted:

> In a society where cognition takes priority over feeling, where questions of "how" are given precedence over questions of "why" and where fantasy, idealism, and the Utopian spirit must be subordinated to the "practical world," the cognitive instrumental, and practical sides of the technological ego must dominate.[15]

The foregoing discussion has not the purpose of making a case against operational objectives. Hopefully, the questions to which Keniston has addressed his remarks will reveal a more wholesome perspective by requiring more encompassing objectives.

Tyler[16] and Gagne[17] provide three persuasive reasons for stating operational objectives, in spite of certain limitations. They maintain that operational objectives:

1. Provide guidance in the planning of instruction. If you are not sure where you are going, you may end up somewhere else. Thus, the teacher must determine at the start what the student will be able to do at the finish.

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[15]Keniston, op. cit., p. 367.

[16]Ralph W. Tyler, "Some Persistent Questions on the Defining of Objectives," Defining Educational Objectives, ed., C. M. Lindvall (Pittsburgh: University of Pittsburgh Press, 1964), pp. 47-52.

[17]Robert M. Gagne, "The Analysis of Instructional Objectives for the Design of Instruction," Teaching Machines and Programmed Learning II: Data and Directions, ed., R. Glaser (Washington, D.C.: Department of Audiovisual Instruction, National Education Association, 1965), pp. 21-65.

2. Are useful in performance assessment. Operational objectives make it more easy to construct test items.

3. Provide the student with a systematic plan that the teacher will use in the classroom. If a student knows beforehand what he must learn in any given time of the instruction, he can better direct his own attention and efforts.

Butler[18] makes a similar statement by noting that operational objectives, expressed in terms of observable behaviour, will enable students to take a greater responsibility for their own learning. If a student knows where the teacher expects him to go in the instructional program, the duration of the time to be expended on each class of objectives, and the degree of proficiency he must display, one of the major causes of failure in the classroom may well be eliminated.

II. HOW CHILDREN LEARN

Basic Conditions of Learning

DeCecco[19] states that the present level of knowledge in educational psychology does not permit it to make specific suggestions for teaching particular objectives. The teacher, however, may find it more useful to know how to match classes of conditions of learning with classes of objectives. Educational psychology is able, to some extent, to tell the teacher the necessary classes of conditions--contiguity,

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[18]Lucius Butler, "Performance Objectives for Individualized Instruction," Audiovisual Instruction, XV (1970), pp. 45-47.

[19]DeCecco, op. cit., p. 240.

practice, and reinforcement--for teaching these objectives.

DeCecco defines contiguity as: "the almost simultaneous occurrence of the stimuli with the responses."[20] In the typical Pavlovian experiment, the ringing of the bell--the stimulus--was contiguous with the salivation of the dog--the response. In the classroom situation, the presentation of a flash card bearing the word "cat" can be contiguous with the verbal response, "cat." One learning theory by E. R. G. Guthrie, whose approach is behaviouristic, rejected the necessity for reinforcement in favour of contiguity stating that a response which occurred in the presence of a combination of stimuli would tend to recur in a situation where these stimuli were reproduced.[21]

Practice, in psychological terminology, is the repetition of a response in the presence of a stimulus.[22] Unless other learning conditions are ideally provided, there is probably little learned from the first response made to a particular stimulus. However, as intimated previously, the current educational emphasis on cognition and meaningful learning has made practice or repetition an unpopular learning condition. This criticism was directed to the failure of those involved in curriculum development to provide adequately for the total development of the learner.

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[20]Ibid., p. 248.

[21]Edwin R. Guthrie, The Psychology of Learning (New York: Harper and Row Publishers, 1952), pp. 77-106.

[22]DeCecco, op. cit., p. 249.

Postulate 6

The provision for student practice should not be based on personal preference or on philosophical grounds but on the learner's need for practice to achieve the prerequisite readiness for each sequential objective.

Reinforcement is a major condition for most learning. DeCecco,[23] maintains that rewarded responses tend to be repeated in given situations, unrewarded responses tend to be discontinued. This statement has become known as the "law of effect" and was first enunciated by Thorndike:

> Of the several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected to the situation, so that when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connection weakened, so that, when it recurs, they will be less likely to recur.[24]

Pavlov, a physiologist, made his important discovery of the conditioned reflex while studying salivary reflexes in dogs. He discovered that after a number of occasions when a certain phenomenon had preceded the placing of food in a dog's mouth, the salivary reflex, which is a natural reflex in response to food in the mouth would appear in response to the bell-phenomenon.[25] This Pavlovian situation shows the pattern of

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[23]Ibid., p. 250.

[24]Edward L. Thorndike, Animal Intelligence (New York: The Macmillan Company, 1911), pp. 73-74.

[25]Ivan P. Pavlov, Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex, translated and edited by G. V. Anrep (London: Oxford University Press, 1927), pp. 143-164.

what is called classical conditioning. Thorndike's learned response was made akin to what has become known as instrumental or operant conditioning.

Postulate 7

The provision for varied curricula materials which can be used with a master list of learning sequences by the teacher for enrichment, reinforcement, and extended learning experiences affords the learner a greater opportunity to fulfill the basic conditions of learning.

By understanding the significance of contiguity, reinforcement, and practice as three simple learning types, the relationship between these conditions of learning and complex learning is more obvious. DeCecco[26] maintains that familiarity with basic learning gives the teacher the vocabulary he needs to analyze complex learning in terms of the conditions and components he can manipulate.

The Nature of Learning

Skill learning. DeCecco[27] maintains that a skill has three characteristics. It represents a chain of motor responses; it involves the coordination of hand and eye movement; and it requires the organization of chains into complex response patterns.

Motor responses as distinct from verbal responses are muscular responses. The movements of fingers, arms, legs, and toes are examples.

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[26]DeCecco, op. cit., p. 264.

[27]Ibid., p. 277.

Consequently, motor skills are a series or chain of such movements, with each link and individual stimulus-response unit acting as a stimulus for the next link.

Bilodeau and Bilodeau[28] maintain that one can view skilled-behaviour as the co-ordination of hand and eye movements. Frequently motor skills are called perceptual-motor skills to emphasize the co-ordination of perception (the eye) and motor acts (the hand).

Considerable evidence shows that the chains which make up complex human skills are hierarchically organized into larger response patterns. DeCecco[29] demonstrates this by maintaining that particular stimulus-response units and stimulus-response chains must be learned before learning others. Also, the subordinate chains must be learned before the performance of a particular skill. The timing, the anticipation, and the smooth flow of response which can be observed in the accomplished reader or writer indicates that the learning of stimulus-response units and chains has welded them into a single response pattern.

William Bryan and Nobel Harter[30] provided some of the earliest evidence for the theory that skills are hierarchical response patterns. They observed that as students became more skilled in learning and

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[28]Edward A. Bilodeau and Ina M. Bilodeau, "Motor-Skills Learning," Annual Review of Psychology, XII (1961),pp. 243-80.

[29]DeCecco, op. cit., p. 278.

[30]W. L. Bryan and N. Harter, "Studies on the Telegraphic Language: The Acquisition of a Hierarchy of Habits," Psychological Review, VI (1899),pp. 345-75.

using the Morse Code, the students seemed to hear and to tap patterns of dots and dashes for individual letters directly.

Fitts[31] identifies three phases--the cognitive, the fixation and the autonomous--through which the student passes in learning a complex skill. These phases of course are a continuous process. In the cognitive phase the students attempt to intellectualize the skill they are to perform. During this phase, according to Fitts,[32] the instructor and the students try to analyze the skills and to verbalize about what is being learned. In the fixation phase the correct behaviour patterns are proclaimed until the chance of making incorrect responses is reduced to zero. At the most basic level the student is learning to link together the basic units of the chain. At a more advanced level he is learning to organize the chains into overall patterns. In the autonomous phase the students attempt to increase speed of performance in skills in which it is important to improve accuracy to the point at which errors are very unlikely to occur. DeCecco[33] maintains that this is the stage achieved by the expert, for whom the performance of the skill has become involuntary, inflexible and even locked-in.

Verbal learning. At its most basic level, verbal learning may be considered the process of forming verbal associations. At this level naming or attaching a name to an object, is referred to as

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[31]Paul Fitts, "Factors in Complex Skill Training," Training Research and Education, ed. R. Glaser (Pittsburgh: University of Pittsburgh Press, 1962), pp. 186-99.

[32]Ibid.

[33]DeCecco, op. cit., p. 370.

labelling. Gagne[34] maintains that at this level learning is like skill-learning in that it involves a chain of at least two links. The first link is the presentation of the object (the stimulus) and the observing of the object (the response). In the second link, the observing response results in certain internal stimuli which give rise to the verbal response. Gagne[35] proposes the following model:

S_s	→	R ∿ s	⟶	R
object		observing		verbal response

The major difference between skill and verbal chains is the type of response. Skill chains involve motor responses; verbal chains involve syllable and word responses.

Concept learning. DeCecco[36] defines a concept as involving a class of stimuli such as objects, events, or persons. In this respect there are two elements to consider:

1. A concept is not a particular stimulus but a class of stimuli.

2. Concepts are not always congruent with personal experiences since they may have different connotations. The concept book may mean the Bible or it may mean a comic book.

Concepts are distinguished by their attributes and the value of these

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[34]Robert M. Gagne, Conditions of Learning (New York: Holt Rinehart and Winston, Inc., 1965), p. 98.

[35]Ibid.

[36]DeCecco, op. cit., p. 388.

attributes.[37] In fact some concepts have more attributes than others and some attributes are more dominant than others. Concepts with obvious attributes are easier to learn than concepts with several obscure attributes.

Principle learning. A principle according to Gagne[38] is a statement of the relationship between two or more concepts. Principles are sometimes referred to as rules or generalizations. DeCecco[39] maintains that statements of principles can be taught as if-then relationships, and the advantage of phrasing a principle as an if-then statement is that the statement then indicates the proper ordering of the component concepts.

Piaget's Theory of Cognitive Development

Adaptive functioning for Piaget is the essence of intellectual functioning. Although this intellectual functioning does not change, the mental structures through which it manifests itself do; they grow and develop from age to age. Children do certain things at certain ages that are not necessarily connected by time patterns but rather the child goes through certain stages of development in a regular, continuous sequence, with each stage arising out of the preceding one and building upon it not only larger but more complex structures.[40]

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[37] Ibid., p. 393.

[38] Gagne, op. cit., p. 66.

[39] DeCecco, op. cit., p. 426.

[40] Jean Piaget, The Psychology of Intelligence, trans. by Malcolm Piercy and D. E. Berlyne (London: Broadway House, 1967), pp. 3-17.

In the context of school learning, teachers should not expect children from the ages of seven to eleven, the period of concrete operations, to have adult capacity for abstract thought (formal operations). In the period of concrete operations, the child's thinking is oriented toward concrete objects in his immediate environment; he relinquishes the physical attributes of objects one by one and each grouping remains an isolated organization.[41] In the period of formal operations, the child's thought processes concern the possible as well as the real. He is capable of hypothetico-deductive and propositional thinking.[42]

The child in the period of concrete operations can learn concepts which require the classification of concrete objects and events. In acquiring new concepts he can employ his rudimentary concepts of time, space, number, and logic. His intellectual operations or groupings of this period show the characteristics of closure, associability, reversibility and identity.[43] The child in the period of formal operations can handle principles as well as concepts, since principles, as if-then statements, are a form of propositional and hypothetico-deductive thinking. If-then statements require the student to think of possible combinations of concepts, and, in the period of formal operations, he can consider these combinations in an

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[41] Ibid., pp. 139-147.

[42] Ibid., pp. 149-150.

[43] Ibid., p. 142.

orderly and systematic way.[44] It would appear, therefore, that the younger child, in the period of concrete operations, is not ordinarily capable of engaging in the scientific thought which the child in the formal operations stage does with considerable skill. Piaget's conception would certainly agree with Jerome Bruner's notion, that: "any subject can be taught effectively in some intelluctually known form to any child at any stage of development."[45]

Postulate 8

In nongraded-continuous progress education, listing competencies to be accomplished in a hierarchical learning sequence of skills and concepts should be based on Piaget's conception of intellectual functioning.

III. THE NATURE OF LANGUAGE DEVELOPMENT

The Nature of Language and its Interrelationships

It is imperative to study the nature of language as viewed by the linguist and psycholinguist. Most would agree that language is communication in action. Susan Ervin-Tripp lists three particular features which combine to produced human language:

1. The combination and the recombination of a limited number of elements.
2. The creation of arbitrary meanings for combinations which

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[44] Ibid., pp. 149-150.

[45] Jerome S. Bruner, The Process of Education, (Cambridge, Massachusetts: Harvard University Press, 1961), p. 33.

are conventional in a social group.

3. The reference to distant objects and events and to intangible concepts.[46]

These three characteristics make human language expandable and flexible in form and in meaning. The first characteristic, combination and recombination, makes language expandable in form, so that sounds, words, and grammatical parts and rules are created. The second and third characteristics make language expandable and flexible in meaning. New terms can be invented or old terms can be given new meanings which are quickly accepted and used by various social groups.

The acquisition of language involves numerous interrelationships between the structure of language and the nature of the child. This development of language progresses in an orderly fashion. From the moment of birth the child begins to learn from the world around him. For the first few weeks he is more or less a passive recipient of the attention given him by significant adults in his life. His earliest vocalizations are reflexive and have no pattern of meaning; no particular sound is connected to any one situation. As a result of continuous reinforcement, the infant begins to associate vocal sounds with the satisfaction of needs. The alert mother is able to determine the significance of early sounds and through her responses plays an important role in the initial language development of the child and, as Caroll stated, "Certain it is that the infant early develops the

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[46]Susan Ervin-Tripp, "Changes with age on the Verbal Determinants of Word Association," American Journal of Psychology, LXXIV, pp. 361-72.

capacity of reacting differently to adult voices."[47] Gradually, a more flexible and differentiated language system than vocalization alone emerges. The child associates rising inflexion and tempo with pleasure and surprise and lower inflection and tempo with discomfort. In addition, expressive behaviour begins to have more meaning. The first five words are spoken at the beginning of the second year when the child begins to identify sounds and words with objects, people, or activities. Watts[48] maintains that linguistic development is a good index, though, of course, not a complete one of the general powers of children in their earlier years.

McCarthy[49] shows that linguistic development during the second year of life is dependent largely upon imitation. This phenomenon explains why children of parents who are unilingual, also, are unilingual. It also explains why children who have partial or complete hearing loss do not speak. They lack a model for imitation.

Occasionally, during the end of the second year the child may become fixated when he feels no need for further language sophistication. Gardner[50] maintains that language, like other important human skills,

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[47]John B. Caroll, "Language Acquisition, Bilingualism and Language Change," Encyclopedia of Educational Research, 1960, p. 337.

[48]A. F. Watts, The Language and Mental Development of Children (New York: D. C. Heath, 1948), p. 34.

[49]D. McCarthy, "Language Development in Children," Manual of Child Psychology, (ed. L. Carmichael), (New York: Wiley, 1954), pp. 87-103.

[50]Bruce D. Gardner, Development in Early Childhood (New York: Harper and Row, 1964), p. 170.

is learned. In order for the learning to occur, there must be motivation on the part of the child. The child must somehow discover that he can satisfy his own needs better by talking, than by not talking and by talking well, rather than poorly.

The preschooler is primarily a self-centered or egocentric person. Language exists for him as a means for getting what he wants. Piaget[51] recognizes, in addition to egocentric speech, a second type which he calls socialized speech. In egocentric speech, the child makes no attempt to address himself to a person, does not appear to care if anyone is listening but talks for himself or anyone who happens to be in his presence. In socialized speech, the child addresses himself to a particular person to communicate his thoughts and feelings.

The results of studies by Templin[52] support the view that beginning school children are currently talking in longer sentences and using larger vocabularies. McCarthy believes this may be due to

> . . . the advent of radio and television, fewer foreign born and bilingual children, the rise of nursery schools affording more opportunities for language stimulation outside the home for the formerly underprivileged groups of children, more leisure time for parents to spend with their children, reduced amount of time that children are cared for by nurse maids of limited verbal ability, better economic conditions allowing parents even in lower income brackets to provide stimulating environments for children to be

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[51]Jean Piaget, The Language and Thought of the Child (New York: Harcourt, Brace, 1926), p. 87.

[52]Mildred Templin, Certain Language Skills in Children, Their Development and Relationships (Minnesota: University of Minnesota Institute of Child Welfare, 1957), p. 111.

> treated more permissively and to find greater acceptance in the modern home.[53]

The natural sequence of language skills development is listening with some degree of comprehension, speaking with meaning, reading with understanding and finally writing. Hildreth[54] maintains that this logical sequence relates to the way the child acquires language; the child listens with comprehension before he speaks with meaning; he develops a substantial oral vocabulary before he reads; he makes considerable reading progress before he writes. This inter-related nature of language growth is evident even before the child starts school. Through interaction with others, he has developed speech sounds resembling those that he has heard. McCarthy,[55] in a study of language development, revealed that for children possessing normal physical equipment, intelligence, hearing, sight, and speech organs, initial learning experiences in language are sequential occurring in the order--listening, speaking, reading, and writing.

In an attempt to clarify the natural sequence of language skills and to extrapolate more about the underlying relationships for each of these language arts, it is necessary to draw together from research and writings in the field some of the facts that have

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[53]D. McCarthy, "Research in Language Development: Retrospect and Prospect," Child Development Monograms, XXIV (1959), pp. 13-15.

[54]Gertrude Hildreth, "Interrelationships Among the Language Arts," Elementary School Journal, XLVIII (1948), pp. 538-49.

[55]D. McCarthy et al., Factors that Influence Language Growth. (Champaign, Illinois: National Council of Teachers of English Publication, No. 56, 1953), p. 26.

been discovered about these relationships. Several of the earlier investigations studied the relationship between reading and other language areas. Hildreth,[56] and Lorge[57] found that reading comprehension bears a close relationship to the extent of word knowledge. Cook,[58] Gibbons,[59] and Lorge[60] found that achievement in reading is significantly related to the ability to see the relationships among parts of a sentence. Moreover, the relation between ability to see relationships among the parts of a sentence and the ability to understand the sentence is even more significant. Langsam[61] and Storm[62] discovered that achievement in reading bears a positive relation to a wide range of other language skills. Buckingham,[63] Hildreth,[64] and Storm[65] found

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[56]Gertrude Hildreth, "An Individual Study in Word Recognition," Elementary School Journal, XXXV (April 1935), pp. 609-19.

[57]Irving Lorge, "Readability Formulae--An Evaluation," Elementary English, XXVI (February 1949), pp. 86-95.

[58]Luella Cook, "Teaching Grammar and Usage in Relation to Spelling and Writing," Elementary English Review, XXIII (May 1948), pp. 193-98.

[59]Helen Gibbons, "Reading and Sentence Elements," Elementary English Review ,XVIII (February 1941), pp. 570-76.

[60]Lorge, op. cit., pp. 86-95.

[61]Rosalind Lansam, "A Factoral Analysis of Reading Ability," Journal of Experimental Education, X (September, 1941), pp. 57-63.

[62]Grace Storm, "A Study of Intermediate Grade Reading Skills," Elementary School Journal, XLVII (April 1948), pp. 484-93.

[63]B. R. Buckingham, "Language and Reading," Elementary English Review, XVII (March 1940), pp. 111-16.

[64]Gertrude Hildreth, "Interrelationships Among the Language Arts," Elementary School Journal, XLVIII (June 1948), pp. 538-49.

[65]Storm, op. cit., pp. 86-95.

that skills, abilities, and understandings that serve as prerequisites for effective reading comprehension are common to those that serve as prerequisites for effective written composition. Monroe,[66] Hildreth,[67] and Buckingham[68] revealed that reading achievement is conditioned by the extent to which one has achieved or achieves growth in general language ability. Artley[69] discovered a positive relationship between speech difficulties and deficiencies in reading ability.

Several investigations studied the relationship between spelling and other language areas. Peake,[70] Russell,[71] and Townsend[72] found that achievement in spelling is associated with an understanding of the meaning of words, though there is a lack of agreement as to the extent of this relationship. Artley[73] found that achievement in

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[66]Marian Monroe, Children Who Cannot Read (Chicago: University of Chicago Press, 1932), pp. 36-43.

[67]Hildreth, op. cit., pp. 538-49.

[68]Buckingham, op. cit., pp. 111-16.

[69]A. S. Artley, "A Study of Certain Factors Presumed to be Associated with Reading and Speech Difficulties," Journal of Speech and Hearing Disorders, XII (December, 1948), pp. 351-60.

[70]Nellie Peake, "Relation Between Spelling and Reading Ability," Journal of Experimental Education, IX (December, 1940), pp. 192-193.

[71]David Russell, "Spelling Ability in Reading and Vocabulary Achievements," Elementary English Review, XXIII (January, 1946), pp. 32-37.

[72]Agatha Townsend, "An Investigation of Certain Relationships of Spelling with Reading and Academic Aptitude," Journal of Educational Research, XL (February, 1947), pp. 465-71.

[73]A. S. Artley, "The Improvement of Spelling Ability," Elementary School Journal, XLIX (November, 1948), pp. 137-48.

spelling bears a positive relation to a wide range of other language skills and Russell[74] found the relationship to be .84 between spelling and the factors that enter into reading comprehension, though in this study the influence of intelligence was not removed. Betts[75] and Townsend[76] considered intelligence as an important factor in conditioning spelling ability. They both found that intelligence does influence spelling ability but its potency does not seem so significant as certain language factors, particularly vocabulary, word recognition, and perceptual speed. Similarly, Russell[77] and Spache[78] discovered that achievement in spelling is closely associated with skills and understandings that are related to word recognition. Such understanding includes visual perception, visual discrimination, and structural analysis. Artley,[79] and Gilbert and Gilbert[80] maintain that spelling skills are improved to a considerable degree as a result of concomitant learning in connection with other language situations.

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[74]Russell, op. cit., pp. 32-37.

[75]E. A. Betts, "Interrelationships of Reading and Spelling," Elementary English Review, XXII (January,1945), pp. 12-23.

[76]Townsend, op. cit., pp. 465-71.

[77]Russell, op. cit., pp. 32-37.

[78]George Spache, "Characteristic Errors of Good and Poor Spellers," Journal of Educational Research, XXXIV (November,1940), pp. 182-89.

[79]Artley, op. cit., pp. 137-48.

[80]Luther Gilbert and Doris Gilbert, "The Improvement of Spelling Through Reading," Journal of Educational Research, XXXVII (February,1944), pp. 458-63.

Other investigators studied the relationship between listening comprehension and other language areas. Larsen and Feder[81] found that reading comprehension is positively related to listening comprehension, but reading comprehension becomes superior to listening comprehension as the difficulty level of the material increases. Young[82] drew a further conclusion that children who do poorly in listening do poorly in reading.

Investigations into the relationships between writing and other language areas found significant correlations. Kaulfers[83] and Milligan[84] found in their investigations a common core of general language ability to underlie those writing skills that have lent themselves to study. Buckingham[85] discovered that the skills and understandings that make for effective written language seem to bear a positive relation to those that make for effective reading. Lemon and Buswell[86] found there is a high degree of independence between

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[81]Robert Larsen and D. D. Feder, "Common and Differential Factors in Reading and Hearing Comprehension," Journal of Educational Psychology, XXXI (April,1940), pp. 241-52.

[82]W. E. Young, "The Relation of Reading Comprehension and Retention to Hearing Comprehension and Retention," Journal of Experimental Education, V (September,1936), pp. 30-39.

[83]Walter Kaulfers, "Common Sense in Teaching of Grammar," Elementary English Review, XXI (May,1944), pp. 168-74.

[84]John Milligan, "Standards in English," Elementary English Review, XIX (March,1942), pp. 85-87.

[85]Buckingham, op. cit., pp. 111-16.

[86]Babette Lemon and Guy Buswell, "Oral and Written Expression in Grade IX," School Review, LI (November,1943), pp. 544-49.

oral and written expression in the number and types of errors made in the two situations. Edmiston and Gingerich,[87] Greene,[88] and Kaulfers[89] found that there is little if any relationship between a knowledge of formal grammar and English, spoken or written in a functional situation.

Loban's[90] longitudinal study has yielded important evidence about interrelations for the following factors: oral language with written language; oral language with reading; reading with written language; and health with general language ability. Loban[91] maintains that these interrelations exist through the elementary grades and are positive for the intermediate and upper grades. In addition to discovering these interrelations listed above, Loban[92] also found a positive correlation between oral language and listening.

Gates[93] found that the ability to listen to a story and to supply a reasonable ending was the best single predictor of success in learning to read.

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[87]Robert Edmiston and C. N. Gingerich, "Relation of Factors of English Usage to Composition," Journal of Educational Research, XXXVI (December, 1942), pp. 269-71.

[88]Harry Greene, "Direct versus Forward Methods in Elementary English," Elementary English, XXIV (May,1947), pp. 273-85.

[89]Kaulfers, op. cit., pp. 168-74.

[90]Walter D. Loban, The Language of Elementary Children (Champaign National Council of Teachers of English, 1963), p. 75.

[91]Ibid., p. 71.

[92]Ibid., p. 75.

[93]Arthur I. Gates, Manual of Directions for Gates Reading Readiness Tests (New York: Columbia University Department of Publications, 1939)

Hughes[94] studied 332 fifth grade children and found a very significant relationship among reading, spelling, word meaning, general usage, capitalization, punctuation, sentence sense, and paragraph organization.

From these and similiar studies it seems reasonable to conclude that the student who develops good listening skills has in his possession an excellent prerequisite for meaningful reading.

Postulate 9

The natural sequence of language skills is in the order of listening, speaking, reading, and writing.

Postulate 10

Research in language arts would seem to indicate that an appropriate emphasis should be placed upon each of reading, listening, speaking, and writing because of the interrelatedness of these components. An integrated language arts program would facilitate such a desired emphasis.

The list of objectives presented in the learning sequence included as Appendix A of this report is the author's synthesis of those indicated in the professional literature. They are drawn largely from the work of Hildreth[95] and from others who have researched this problem.

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[94]Vergil H. Hughes, "A Study of the Relationships Among Selected Language Abilities," Journal of Educational Research, XLVII (October,1953), pp. 97-105.

[95]Hildreth, op. cit., pp. 538-49.

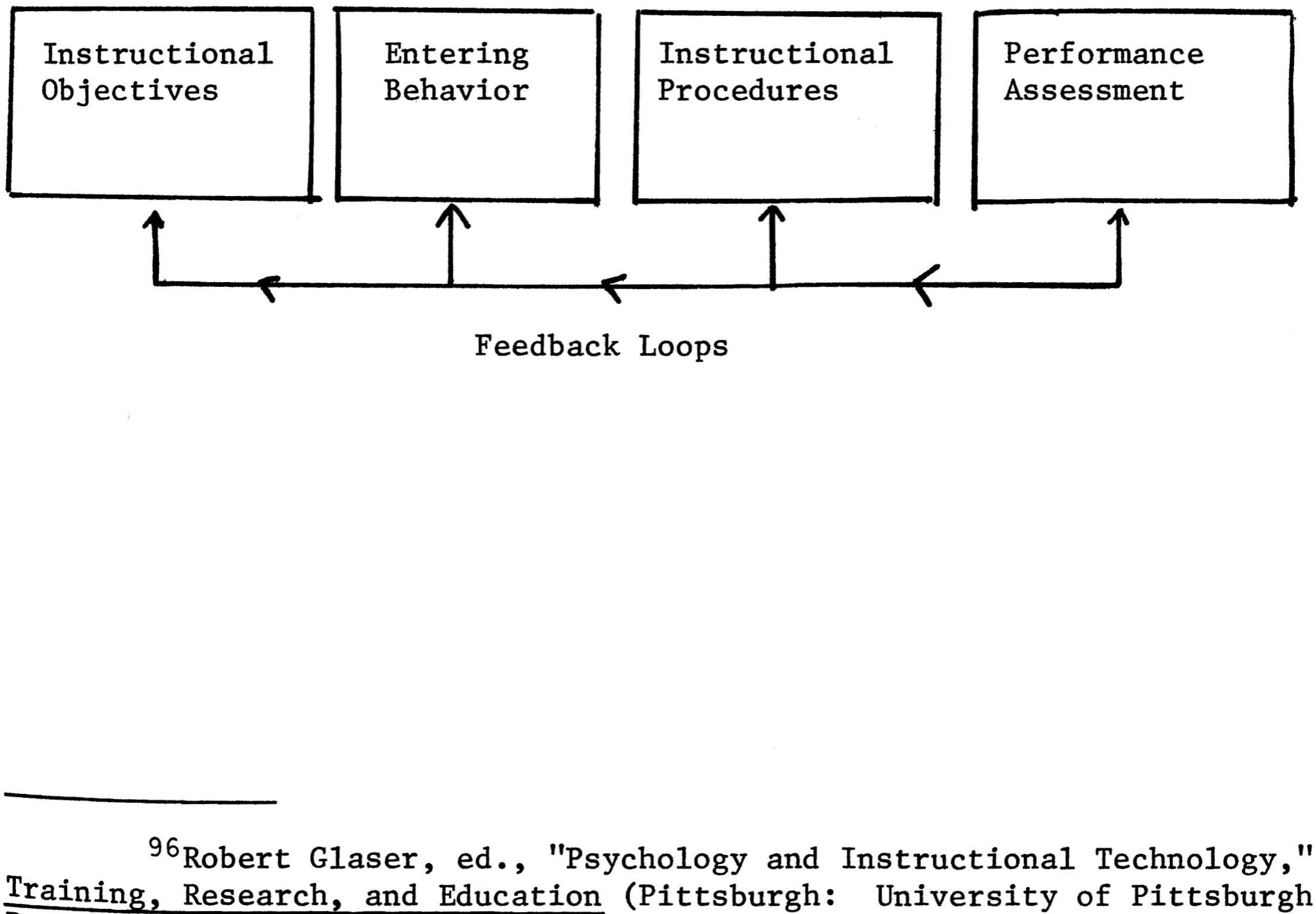
The reader is directed to note that these objectives also relate to the thinking processes as principally indicated in Bloom's taxonomy.

IV A BASIC TEACHING MODEL

Robert Glaser,[96] in developing a teaching model to suggest how various teaching and learning conditions are interrelated, has come closer than many in providing a model for the nongraded school. This model will serve as the reference point on which a learning sequence in language arts will be based.

The model (Fig. I) divides the teaching process into four components. It provides an uncomplicated, yet fairly accurate conceptualization of the teaching process to be applied herewith.

FIG. I



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[96]Robert Glaser, ed., "Psychology and Instructional Technology," Training, Research, and Education (Pittsburgh: University of Pittsburgh Press, 1962), pp. 1-30.

Basic Assumptions

Instructional objectives. These are objectives that the student should attain upon completion of a segment of instruction. These objectives are sequential in nature and range from the simple to the complex as children progress in their schooling.

Entering behaviour. It describes the student's level before instruction begins. It refers to what he has previously learned, his intellectual ability and development, his motivational state and certain social and cultural determinants of his learning ability.

Instructional procedures. This refers to any teaching strategy the teacher will use in the course of instruction. Included are the resource inputs that aid in the interaction of the child and new content.

Performance assessment. This is an essential aspect of the model in that it consists of diagnosing pupil and teacher competency in the instructional process. It includes objectives and other observable criteria to evaluate the effectiveness of instruction. If performance assessment indicates that the student has fallen short of mastery or of some lesser standard of achievement, one or all of the preceding components of the basic teacher model may require adjustment.

Postulate 12

If the experiences provided in a learning sequence have been selected, planned, and arranged in such a way that the learner is permitted to move from less complex to more complex concepts, it is

more likely that the learner will make sequential progress in the attainment of the desired objectives.

V THE NONGRADED SCHOOL

Many educators are cognizant of the inadequacies of the graded structure. They contend that the graded school tends to inhibit the development of independent individuals who think critically. A second accusation of the graded program is that it tends to perpetuate conformity.

The notion of placing pupils into grades is an adoption from the Prussian system developed early in the nineteenth century. The Quincy School adopted this practice in 1843, in Massachusetts, and was the forerunner of the lock-step organization that was to last until the present day. This structure tends to emphasize the group at the expense of individuality; neatness and order at the expense of creativity and imagination.

Goodlad and Anderson[97] maintain that the graded structure came under question at the beginning of the twentieth century. John Dewey was influential in casting discredit on the lock-step structure. Thus, educational objectives came to be viewed in broader perspective; a concern for children's health, personality, and social adjustment was added to the long-established intellectual and moral aspects of education. Greater attention was given to an understanding of human

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[97]John Goodlad and Robert Anderson, The Nongraded Elementary School (New York: Harcourt, Brace and World, Inc., 1963), p. 51.

development, which revealed that children differ not only physically, emotionally, and socially but also intellectually. Some of the research in this area focused upon the retention and promotion of pupils and a substantial body of evidence pointed to the negative aspects of non-promotion. These developments indicated certain conditions for effective learning. Goodlad and Anderson maintain that these developments:

> . . . do not dictate one particular structure, but they do force us to question the efficacy of a structure that encourages consideration of problems along grade lines, imposes uniform standards, gives rise to destructive non-promotional practices and compartmentalizes content.[98]

Maurie Hillson asks some pertinent questions regarding these dilemmas in education to which Goodlad and Anderson have addressed their remarks.

> How can we provide more flexibility in educating the child and also in employing the maximum capabilities of the teacher? We know that repeating a grade yields little or no advantage to a child, yet what alternative? What sort of school organization could practice the wholesome idea that the child should progress as his own readiness for higher levels of activity are indicated? Our desire, certainly, is to deal with each child individually, but how, also, to handle the ever-increasing body of subject matter that each child should assimilate?[99]

The graded school has not been able to settle and solve these pertinent questions or bring them into a compatible balance. Many educators feel that the nongraded school is an organizational framework whereby this balance can be achieved.

Rollins elaborates on this same theme. He claims that

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[98]Ibid., p. 52.

[99]Maurie Hillson, Change and Innovation in Elementary School Organization (New York: Holt, Rinehart, and Winston, 1963), p. 293.

". . . our educational goals cannot be balanced with educational output, unless we adopt a nongraded practice in our schools."[100] Rollins[101] maintains that the removal of grade designators is an essential first step, but he contends that removal of grade designators is not enough and many so-called nongraded schools have removed grade designators but in every other respect they have assumed traditional practices.

Nongradedness requires a reorganization of the curriculum; a change in the conventional roles of the teacher; a modification of administrative procedures; and careful planning of functional school buildings (although the self-contained classroom could still be utilized by the enterprising teacher). It also requires a firm commitment to this conceptual model by administrators, teachers, parents, and students.

The nongraded school developed, then, as an attempt to overcome the difficulties of graded practices, and although it is not free from limitations, when screened through the educational movements of the twentieth century, it seems to be one of the most promising developments of our time. It is based on the assumption that not all students learn things equally well or with equal speed; neither are all equally interested in education. Consequently, some pupils will require a longer period of time than others to obtain certain knowledge and to attain developmental levels.

At the organizational or structural level, and at the

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[100]Sidney P. Rollins, Developing Nongraded Schools (Illinois: F. E. Peacock Publishers, Inc., 1968), p. 3.

[101]Ibid., p. 4.

psychological level, too, there are some easily identified basic differences between graded and nongraded schools. Goodlad and Anderson offer a discussion of these differences:

	Graded Structure	Nongraded Structure
1.	A year of progress in subject matter seen as roughly comparable with a child's year in school.	A year of school life may mean much more or much less than a year's progress in subject matter.
2.	Each successive year of progress seen as comparable to each past year or each year to come.	Progress seen as irregular; a child may progress much more rapidly in one year and quite slowly in another.
3.	A child's progress seen as unified; advancing in regular fashion in all areas of development; probably working close to grade level in most subject areas.	A child's progress seen as not unified; he spurts ahead in one area of progress and lags behind in others; may be working at three or four levels in as many subjects.
4.	Specific bodies of content seen as appropriate for successive grade levels and so labeled: subject matter packaged grade-by-grade.	Bodies of content seen as appropriate over a wide span of years: learnings viewed vertically or longitudinally rather than horizontally.
5.	Adequacy of progress determined by comparing child's attainment to coverage deemed appropriate to the grade.	Adequacy of progress determined by comparing child's attainment to his ability and both to long-term view of ultimate accomplishment desired.
6.	Inadequate progress made up by repeating the work of a given grade: grade failure the ultimate penalty for slow progress.	Slow progress provided for by permitting longer time to do given blocks of work: no repetitions but recognition of basic differences in learning rate.
7.	Rapid progress provided for through enrichment: encouragement of horizontal expansion rather than vertical advancement in work: attempt to avoid moving to domain of teacher above.	Rapid progress provided for both vertically and horizontally; bright children encouraged to move ahead regardless of the grade level of the work; no fear of encroachment on work of next teacher.

8. Rather flexible grade-to-grade movement of pupils, usually at end of year.	8. Flexible pupil movement: pupil may shift to another class at almost any time: some trend toward controlling shifts on a quarter or semester basis.[102]

Essentially, in the nongraded school, formal grade designators are disregarded and the curriculum is arranged so that students can progress through it at their own individual rate.

Postulate 11

Some pupils will require a longer period of time than others for obtaining certain knowledge and in attaining certain developmental levels.

The concept "continuous progress" creeps into the discussion when considering individual learning rates. Hillson[103] says that a philosophical perspective on education is necessary to fully conceptualize what this means. He views "continuous progress" as a conceptual model, a genuine commitment to equality of educational opportunity. Even though school systems tried to maintain this commitment, in practice, however, they segregated pupils by class, with the drop out at the bottom of the totem pole and the college-bound individuals at the top. Nongraded-continuous progress education attempts to prevent this segregation.

Hillson warns that nongraded education is not to be considered a panacea for all the current educational problems. Along with the obvious

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[102]Goodlad and Anderson, op. cit., p. 58.

[103]Maurie Hillson, Elementary Education (New York: The Free Press, 1967), p. 226.

advantages there are disadvantages that educators have observed. The advantages claimed are that:

1. There is continuous pupil progress, without predetermined barriers.

2. Children compete with their own records rather than with each other.

3. Children are happy without worry about promotion.

4. Many children who are slow starters subsequently make up for it and finish the primary unit in the regular three years.

5. Certain slow learning children frequently, if given enough time to cogitate and assimilate, may achieve much better.

6. There are no gaps in instruction since no grades are skipped.

7. There is not repetition of material a child already knows, since he begins a new year where he left off.

8. The system is well adapted to lags and spurts, which psychology has shown are typical of growing children.

9. The nongraded school encourages flexibility in grouping.

10. Emotional needs of children may be satisfied to a greater extent in the nongrade program, thus promoting better mental health.

11. Discipline problems may be reduced, because of less boredom when children are working where their capabilities permit.

12. Parents may have more rapport with the school due to the information program necessary during the implementation of nongrading.

13. The nongraded program promotes more teamwork on the part of the faculty.

14. Pressures to achieve end-of-the-term goals and to maintain

standards are eliminated or reduced.

15. There is increased teacher awareness of pupil individuality, since individual differences are at the very core of the teaching.

The disadvantages claimed are that:

1. There is a grave danger that establishing nongrading without curriculum reform results in simply replacing levels for grades. The levels then become hurdles to jump as much as grades are at the present time.

2. Since school curricula are currently organized around topics covered in certain grades and depend heavily on graded textbooks, basic changes must be made or the curricular pattern and school structure will be incompatible. There is need to determine sequential learnings in all subjects and this will require a great deal of time and effort by the faculty.

3. There is some difficulty in aligning graded with nongraded units or schools, for example, a primary unit with a graded intermediate program.

4. Teachers and parents are conditioned to the graded structure and there is a strong tendency to continue 'grade-mindedness.'

5. Extensive records must be kept for each child.

6. Teaching is more challenging and difficult (but probably more rewarding).

7. Nongrading alone does not improve the student's achievement level in education; there must be significant differences in the teachers' instructional procedures.

8. Nongrading nearly always results in the need to plan new

reporting practices to parents since the traditional marking systems are not consistent with the aims and methods of nongrading. The planning of such new methods naturally takes much time and work by the already burdened faculty and so is somewhat of a disadvantage.[104] In spite of the claims and counter-claims by educators, there is no conclusive evidence as to the relative effectiveness of the nongraded school. Much of the enthusiasm is based on subjective assessments on the part of administrators and teachers. Documented research evidence is very scanty and inconclusive. Morris, Prager and Murrell[105] feel that the lack of research evidence to back up claims of nongraded success can be attributed to the tampering of labels by administrators who have not fully conceptualized the philosophy of the model. Another reason can be attributed to the investigations that have occurred up to date. These investigations have not controlled variables to make the findings generalizable.

In spite of these limitations several evaluations were statistically valid in terms of attempting to control these interacting variables. The study by Carbone[106] found that differences in achievement favored the graded group over the nongraded group. In his

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[104]Maurie Hillson, Change and Innovation in Elementary School (New York: Holt, Rinehart, and Winston, 1965), pp. 295-96.

[105]Vernon R. Morris, Borton B. Prager, and James E. Murrell, "Pupil Achievement in a Nongrade Primary Plan After Three and Five Years of Instruction," Educational Leadership, XXVIII (March,1971), p. 621.

[106]Robert F. Carbone, "A Comparison of Graded and Nongraded Elementary Schools," Elementary School Journal, LXII (November, 1961), pp. 82-88.

study, Carbone compared the achievement of 122 intermediate grade pupils who had been taught in a nongraded primary program with 122 intermediate grade pupils who had been taught in a graded primary program. The pupils from the graded primary classroom were found to be significantly superior in achievement in all areas, vocabulary, reading, comprehension, language, work study skills, and arithmetic to pupils from the nongraded primary schools.

Provus[107] studied the effects of nongrading in arithmetic on grade four, five, and six students. He found that superior students profited most from the nongraded program.

Morgan and Strucker[108] compared reading achievement of matched groups. At the end of one year, results favored nongrading. The investigators felt that the advantages of this type of ability grouping for the bright pupils were obvious but they hypothesized that the advantage to the slow pupil was that he was permitted to function in a non-threatening group of children experiencing similar problems, and that maximum feedback was possible.

Skapski[109] undertook an investigation to determine whether second and third grade pupils who were involved in a graded program

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[107]M. M. Provus, "Ability-Grouping in Arithmetic," Elementary School Journal, LX (April, 1960), pp. 391-98.

[108]E. F. Morgan and G. R. Strucker, "The Joplin Plan of Reading vs. A Traditional Method," Journal of Educational Psychology, LI (April, 1960), pp. 69-73.

[109]M. K. Skapski, "Ungraded Primary Reading Program: An Objective Evaluation," Elementary School Journal, LXI (October, 1960), pp. 41-45.

were superior to pupils in a nongraded program and whether in such a program, achievement in reading was superior to achievement in other academic areas. Her findings favored nongrading.

Ingram[110] investigated the effects of a nongraded cycle on the achievement of pupils at the end of three years. The investigation pointed out that the nongraded program was an administrative device for organizing learning and that the curriculum and methodology were not altered.

Hart[111] compared the arithmetic achievement of fifty third-grade pupils who had been taught arithmetic in a nongraded program with the arithmetic achievement of fifty third-grade pupils who had been taught arithmetic in a graded program. The groups were matched on the basis of sex, IQ, and SES. His findings indicated a significant superiority in arithmetic achievement for nongraded pupils.

Halliwell[112] found inconsistent results in favor of the non-graded plan. Hillson[113] found significant differences in favor of the nongraded. He used reading as a basis for his findings.

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[110]V. Ingram, "Flint Evaluates Its Primary Cycle," Elementary School Journal, LXI (November,1960), pp. 76-80.

[111]P. H. Hart, "The Nongraded Primary School and Arithmetic," Arithmetic Teacher, IX (March,1962), pp. 130-33.

[112]Joseph W. Halliwell, "Comparison of Pupil Achievement in Graded and Nongraded Primary Classroom," Journal of Experimental Education, XXXII (Fall,1963), pp. 59-63.

[113]Maurie Hillson, Change and Innovation in Elementary School Organization (New York: Holt, Rinehart, and Winston, 1965), p. 365.

Hopkins[114] found significant differences in reading favoring the graded method, but tests administered later yielded no difference. Jones's[115] studies and findings were the complete opposite to those of Hopkins. He found the nongraded group was significantly higher in reading but on subsequent tests the findings were not significant.

Until considerably more evidence is gathered concerning the relative effectiveness of graded and nongraded curriculum organization, it would be foolhardy to suggest that one organization is superior to the other on the basis of research verification. The strongest case for developing nongraded schools remains in the logic of providing for differences among individual pupils--differences that we know exist. This can be done more easily in nongraded schools than in graded ones.

Even with the lack of research evidence for the nongraded school,educators, who sense the benefit of it, are more than enthusiastic. These feelings are verified by those who are concerned with education in deprived areas. Rollins [116] makes this point by asserting that for such areas, especially cities, nongraded schools have particular application.

Nongraded schools have frequently been associated with

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[114]Kenneth D. Hopkins, O. A. Oldridge, and M. L. Williamson, "An Empirical Comparison of Pupil Achievement and Other Variables in Graded and Ungraded Classes," American Educational Research Journal, II (November,1965), pp. 207-15.

[115]J. Charles Jones, J. William Moore and Frank Van Devender, "A Comparison of Pupil Achievement After One and One-Half and Three Years in a Nongraded Program," The Journal of Educational Research, LXI. (October,1967), pp. 75-77.

[116]Rollins, op. cit., p. 20.

instructional media or with various aspects of horizontal organization. Nongradedness viewed from this perspective gives an inaccurate picture of genuine nongradedness. This point has been mentioned earlier and also the fact that nongradedness is committed to a philosophy of vertical organization. This philosophy reflects the desire to think of children with individual and different talents, abilities, disabilities, interests, motivation, and personality. Learning is viewed as a hierarchy whereby the child progresses at his own rate upward in an uninterrupted manner. Since this arrangement requires the sequencing of certain learning experiences, the sequential development of the curriculum becomes central to the implementation of a nongraded program. Rollins[117] recognizes the importance of the curriculum in such a program and states that:

> Considerable time and the accumulated wisdom of teachers and administrators who will be eventually responsible for implementing the curriculum, is required. It requires recognition and acceptance of the idea that the curriculum is the most significant aspect of the nongraded school.

When there is agreement that the purpose of curriculum is to provide learning experiences to pupils in a meaningful manner, the next task is to place into a reasonable order the items of content that can help us best achieve the purposes that have been previously declared.

The curriculum in the nongraded school is sequenced in each subject field so that each learner is able to progress continuously throughout his years at school. The rationale for the organization

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[117]Rollins, op. cit., p. 26.

of sequence is based on the needs and intellectual development of the child. As a student demonstrates he has learned a particular item, he moves on to the next, and then the next. If the pupil is not adept, his slow pace does not prevent him from making continuous progress; he moves more slowly than some, but his movement is continuous and forward.

The organization of the curriculum in a nongraded school is primarily concerned with the child, that is to say, equal emphasis is given to affective and cognitive learning; the cognitive domain stresses basic skills and factual knowledge and the affective, appreciation and modification of pupil attitudes and values. Non-graded schools, according to Rollins,[118] do not inhibit the cultivation of fully humanized instruction. On the contrary, such schools can help to produce independent creative pupils. Similarly, Smith[119] observed that a curriculum for our nongraded program should not be a formal one which emphasizes mastery of subject matter as an end in itself but rather that it should emphasize the total development of the child and take into consideration his interest, abilities, and experiences.

Goodlad and Anderson, observing individual differences in the classroom ,conclude that the existence of groups is inevitable and ubiquitous. They observed that in a usual fourth grade class

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[118]Rollins, op. cit., p. 29.

[119]Lee L. Smith, A Practical Approach to the Nongraded Elementary School (New York: Packer Publishing Co., 1969), p. 15.

1. The range in overall achievement is about four years.

2. Only 10-15% of the class (not 50% as is generally thought) are at grade level in all subjects by mid-year.

3. Among the larger percentage of children presenting a regular pattern of achievement, there are some who vary from subject to subject by as much as four years.[120]

With this understanding of individual differences, grouping in the classroom becomes necessary. Rollins[121] showed that pupils differed in their ability to learn (qualitatively, and quantitatively). He also observed that there is acknowledgable differences in social and emotional development, attitudes, motivation, and physical maturity.

Many schools assign children to a class group on a relatively random or chance basis within age classifications roughly comparable with those of the graded school. Other schools group children on the basis of age: for example, dividing a class of fifty first-year primary children into two classes; groups over six years, six months are placed in one class while those under six years, six months are placed in another. Still another approach is to constitute class groups on a rough social-unity basis. This attempts to combine those children in one class whose interests, personalities, and backgrounds are well balanced with respect to each other. This approach is difficult to ascribe and difficult to employ because of subjective judgements.

Pupils can derive advantage from working with other pupils.

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[120]Goodlad and Anderson, op. cit., p. 28.

[121]Rollins, op. cit., p. 100.

Some pupils seem to learn things better that way. Pupils require some socializing experience in working as leaders and followers, experience in assuming the kinds of responsibility and initiative demanded by a functioning democratic society, and experience in hearing and analyzing the views of others and having their own views heard and analyzed in turn.

The nongraded teacher is no longer a lecturer who stands behind a textbook preaching the gospel to the students. Rollins says that the teacher must play

> 1. The role of a motivator who can give the students inspiration to learn.
>
> 2. The role of a resource person who is capable of choosing the right material for needs of a particular child.
>
> 3. The role of the social worker who takes interest in the socialization aspects of a student's life which affect his activities in the educational program.[122]

The teacher must be able to present material in a variety of ways so that when a child fails to master materials presented in one way, she can guide the student to another method in which he may gain mastery. It is essential that she be sensitive to the needs of each individual child in her class through her humaneness and dedication.

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[122]Rollins, op. cit., pp. 101-102.

VI SUMMARY

The first section of this chapter is concerned with a synthesis of historical developments in mankind that account for his philosophical perspective and how this affects the objectives that schools embrace in their interaction with children.

The second and third sections deal with the nature of learning and the development of language. Although human learning is still largely a mystery for the social scientist, certain basic elements have been discovered and an understanding of these basic elements is important for those who have to teach children. Some discussion is offered on the interrelationships of language and how these interrelationships are affected by the various stages of learning and maturation through which the child normally progresses in the acquisition of a sophisticated communicative capability. The entering behaviour of the child requires the teacher to determine the child's readiness before presenting more complex material and to realize the necessity of using objective and subjective criteria in diagnosis. Furthermore, the complexity of the child's learning process will dictate the teacher's use of an internal recording checklist to enable the teacher to make appropriate modifications in the instruction of the child.

The fourth section deals with a basic teaching model which is the model the writer proposes for a learning sequence in primary language arts for MacDonald Drive Elementary School.

In fact, this model provides the framework for the fifth section which relates theories of learning, discussed previously, to the organizational and instructional program of the school.

CHAPTER III

THE INTERNSHIP EXPERIENCE - PERFORMANCE OBJECTIVES AND STRATEGIES

This chapter presents a narrative description of the procedures followed in fulfilling the objectives delineated in Chapter I. The procedure for this narrative follows a case study format and is designed to describe the activities and interactions which occurred in the internship at MacDonald Drive Elementary School. More specifically, the writer proposes to discuss these objectives by examining each separately.

I. OBJECTIVE 1 - CONTACT WITH STUDENTS

The first objective of the intern was to have contact with students. In the course of the internship, occasions to fulfill this objective were numerous and varied. Such opportunities were inherent in the intern's position and many children solicited help, just as they normally did with various other educational personnel concerning problems of varying degrees of complexity. At the same time, the unobtrusive nature of the intern's position enabled him to effectively interact with students without their fear of reproachment. In fact, the intern's office, located in the guidance area provided a congenial atmosphere for this. Yet, this situation was not totally representative of the intern's role in his daily contact with children. At times situations arose where immediate action on the part of the intern was necessary;

times when he was forced to discipline children for a breach of school rules or when they displayed improper conduct. This action took the form of explaining privately or publicly why such behavior was inappropriate and suggesting more appropriate alternatives. Of course, serious breaches of conduct sometimes occurred and for corrective action the intern reported these situations to the home-room teacher or to the administrative staff.

The outcome of these interactions with children was very helpful to the intern, since it provided him with an understanding of the conduct and development of young children. In this respect, it had several effects: firstly, it provided a greater understanding of the psychology of child behavior and this insight would be helpful for future references since the potential administrator gained experience in coping with discipline problems; secondly, it provided an insight into the organizational and instructional climate. This knowledge permitted the intern to know the conditions and realities of the school which were necessary in order to achieve other essential objectives.

II. OBJECTIVE 2 - CONTACT WITH TEACHERS

The second objective of the intern was to have contact with teachers. The intern was formally introduced to the staff at the first general staff meeting in September 1972, when it was made clear that his role would chiefly concern the instructional program. Teachers immediately began to expect extensive interaction with the intern in the forthcoming school semester. Although from the teacher's

viewpoint, the intern's chief responsibility was in the area of instructional improvement, concerned chiefly with developing a language arts program and developing an internal pupil recording system, the intern viewed this as an opportunity to become involved in all of the task areas of administration in the context of a nongraded approach to education.

To be totally immersed in the operations of the school, the intern attended all formal meetings that were initiated by the teachers or by the administration. Informal meetings to solve short-range goals were also attended with equal enthusiasm. In fact, as the year progressed, the intern assumed the role of a normal employee of the school. As an observer and as a participant, this interaction with the teaching staff had the effect of giving the intern a comprehensive understanding of the teacher's role. The intern was able to see this from the administrator's position, and as parents and pupils normally perceive the role. Moreover, it enabled the intern to develop good interpersonal relationships with the staff since continued cooperation would be essential in planning instructional improvement activities.

The interactions with teachers revealed that the aim of instructional improvement is to develop the unique potentiality of every child, a commitment which is more complex than the intern first felt. It was agreed by teachers that the general commitment of educational leaders to equal educational opportunity and the notion derived from psychological research that each child has a potential that can be realized by proper motivation, is an "idealized theory." Although they contended that this may well be the ultimate for which

teachers must strive, it would be unrealistic to think it was so in practice. The major problem, as most teachers see it, lies in the difficulty in teaching large numbers of children at one time. The amount of interaction time alloted to each child makes it extremely difficult for the teacher to be able to develop individual talents fully. Preparation, diagnosis, planning of teaching strategy, and guidance limit the time that the teacher can spend with the child and as classes get increasingly larger, the interaction time decreases. Consequently, children's abilities are frequently less than fully developed and the individual, after he completes his career as a student, may be only partially prepared to cope with the demands of life.

Diagnosis constitutes a major emphasis in determining the instructional procedures to be used for the learner; it seems to underlie the whole notion of nongradedness since it attempts to determine the individual's readiness for higher-order sequential objectives. Diagnosis of the learner's strengths and weaknesses along with his motivational state will determine the duration and type of interaction necessary for meaningful learning. The interrelationship of ability and motivation makes it difficult for the teacher to make instructional decisions. This interrelationship implies an understanding of the complex nature of human learning and in an environment which stresses a commitment to the autonomous growth of the individual, the teacher needs to recognize that the diagnostician's role is essential. However, a high pupil-teacher ratio is a factor which greatly restricts the use and precision of diagnostic procedures

and the subsequent effectiveness of instruction.

The intern's contact with teachers provided an opportunity for discussions that would significantly change the kind of instructional program being developed. For example, teachers realized that to accomplish the aims of nongraded-continuous progress education a commitment is required to develop a set of sequential objectives for learning. When engaged in such instructional improvement activity, the initial concern of the teacher is to discern what kind of student should emerge as a result of the instruction. The teacher must decide on objectives that will determine the kind of student who represents culturally-dominant values. Not only has the teacher to consider these ends but to relate them to a psychology of learning and to the content to be employed. This is often difficult since many of the curricular materials employ different strategies for teaching content. Moreover, the teacher has to be cautious because materials used in instruction are often subject to the limitations of cultural, political, and commercial bias; these limitations often are incongruent with the ends that the teacher may attempt to achieve.

The above issues were necessary considerations for teachers who were to be subsequently involved in developing the instructional improvements proposed. Solutions to these considerations were facilitated by the presence of the intern who was continuously communicating with teachers and providing the necessary background information.

III. OBJECTIVE 3 - CONTACT WITH ADMINISTRATIVE STAFF

One of the major purposes of the internship was to gain an understanding of the administrator's role in the context of nongraded-continuous progress education. This interest was aroused while a student of educational administration at Memorial University of Newfoundland. It was at this time that the Department of Educational Administration operationalized the internship as an alternative means of completing the final requirements for the master's degree.

The writer's earliest association with the principal of MacDonald Drive Elementary School was in July, 1972. At this initial meeting, the intern's supervisor, Dr. Vernon Snelgrove met with the intern and Mr. Frank Cramm to discuss the internship and the types of activities that the school could offer. It was agreed that the intern's expectations could be aligned with the needs of the school by involvement in instructional improvement activities. At that time it was felt that the development of a learning sequence for primary language arts would be most appropriate since it would be a reference point for the other task areas of administration.

The principal helped the intern in planning these activities, initially. In fact, in addition to being responsible for the delegation of responsibilities in which the intern would be involved, he was selected to serve on the supervisory committee for the intern. Consequently, interaction was continuous with the principal who assigned various duties and responsibilities to the intern in order to provide the best possible experience.

The internship experience was facilitated by the concern shown by the assistant-principal, Miss Isabel Templeton, who graciously provided the necessary background information concerning the normal routines of the school. Miss Templeton's insight into the nature of pre-school and kindergarten programs, which at MacDonald Drive Elementary School was her chief responsibility, provided the intern with a more comprehensive conception of the emphasis that should be placed on the readiness program.

The intern's job description would probably be close to the job description of the assistant-principal in a school system. In such a role, the intern as an observer-participant was involved in many decisions affecting teacher and student deployment. Other major activities included developing a revised master timetable, and devising procedures to follow in parent-teacher and parent-night conferences. The intern was also involved in developing school policy on pupil progress reports, the use of instructional learning areas, and the use of instructional materials. Other responsibilities which afforded the intern contact with the administrative staff included the development of a checklist for pupil progress in physical education, planning student routines, and participating in the public relations program. These responsibilities, although shared with the administrative staff, provided the intern with experience in the management functions of educational administration. Furthermore, the involvement in decision-making provided insight into the application of educational theory to practical use.

IV. OBJECTIVE 4 - CONTACT WITH ADULT CITIZENS

Since the context of nongraded-continuous progress education requires a cohesiveness in teacher-parent relationships, an internal communication program is very necessary for a school using this approach. The administrator's role in developing such a public relations program is an instrumental one indeed, by virtue of his position. The intern became involved in the flow of communications between the school and the home and was able to observe certain processes that account for the administrator's political role.

Dr. David Kirby, an assistant professor of educational administration, once defined politics as:

> those processes of human action by which conflict concerning the common good and the interests of groups and individuals in relation to each other and the common good is carried on.[1]

Education becomes political when interest groups attempt to affect the social role of education by proposing means that more appropriately accomplish certain agreed upon ends.

The role of the elementary school principal is political in nature. Conflict arising from the interests and responsibilities that people share in education often becomes the point for administrative intervention. By providing information which explains how the goals of the school are undoubtedly interrelated with the aspirations of the public, the administrator partially or totally

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[1]David Kirby, Personal Communication, May, 1972.

resolves potential conflict and thus exerts a political role.

In a nongraded school there is much need for good interpersonal relationships with the public. Many of the learning problems of children are solved effectively when the parent and teacher can discover the underlying causes. On numerous occasions the intern observed this type of co-operation. Such communication enables the home and school to cope effectively with the needs of children which will have the result of adequately developing their unique potential.

As part of the public relations program, the school provided opportunities for parents to observe the teaching-learning process in operation. In many instances, the intern was given the task of explaining to parents the organizational and instructional procedures of the school and answering pertinent questions. Apart from the public's freedom to visit the school, provision was also made for formal parent interaction with the administrative staff. Such a meeting was held during October in order to orient the parents of children who had been recently admitted to the school. The format for this meeting took the form of an assembly, where the parents heard a lecture from the principal, followed by questions from the parents. These parents were also given an opportunity to view the plant and to ask questions. The intern was able to take part in conducting tours and in explaining the operation of the school. This experience was invaluable since the intern was able to understand the context of the public's role in education and was able to participate as an administrator must in establishing good rapport. On other occasions the intern had similar experiences. At the end of the school

term parents were asked to come to the school to discuss the progress of their children. Parents were given the opportunity to talk with the teachers on matters of concern. Again this enabled the intern to understand the necessity for close relationships between the school and community.

The intern had the opportunity to participate in panel and round table discussions with various interested groups that came to the school to inquire about nongradedness, the open-school concept, and the various roles of each member in this organization; for example, graduate students in educational administration, together with Dr. Llewelyn Parsons, Professor of Educational Administration, spent a morning session discussing the supervisory role of the administrator in a nongraded school. On other occasions, prospective teachers from the Division of Student Teaching came to the school to get an overview of the administrator's role in nongraded education. These and similar opportunities gave the intern a valuable experience, since often elaborate and complex questions were asked, some of which were directed to the intern. Furthermore, the intern was able to observe in these discussions how theories in education relate to current practices in the school.

V. OBJECTIVE 5 - PARTICIPATION IN ACTIVITIES PRIMARILY AS AN OBSERVER

The intern took up his responsibilities at MacDonald Drive Elementary School on August 26, 1972. In the succeeding few weeks he adopted an observation role to gain an understanding of the total

operation of the school. During that time the teaching staff were concerned with those problems associated with the re-opening of school. The intern assisted in the solution of those problems and also engaged in clerical activities. However, the chief concern of the intern at that time was budgeting and resource allocation.

The principal and the intern spent the first week checking materials that were ordered in June of the previous school year. The arrangement had been that teacherswere asked to list from a printed form the supplies and equipment which they would require for the next school year. The administrative staff, given the budget allocated to the school and the priorities listed by the teacher, were able to decide what each teacher would receive in consumable and non-consumable supplies and equipment. The intern's task early in September was to make certain that the supplies and equipment ordered and subsequently received were appropriately assigned to each teacher.

During these initial weeks of school, pupil admission and placement were also one of the chief concerns of the school. The admission of new students by the school was regulated by school board policy which required that new students be residents of the area designated to be served by the school. Gradually, curtailments were necessary and the intern was able to observe the difficulties the principal faced as parents pressed to have their children admitted to the school. However, in certain circumstances, the school board granted permission to parents to have their children admitted and the principal was required to place the children in the

appropriate learning areas.

Although teachers were minimally involved with the problems the principal experienced with admission procedures, they were, nevertheless, keenly involved in placement. The initial procedure for the teacher was to discern from the information passed on by previous teachers all relevant data that would indicate the child's performance level. This information would be vital for initial placement. In the case of kindergarten childen, specially designed teacher-made diagnostic tests were administered. Eventually, more precise decisions on placement would be made as the teacher discovered the child's strengths and weaknesses. Cross-pod grouping was a possibility for some but with the high pupil-teacher ratios this type of enrichment was not always possible. However, the school was committed to arrangements that accounted for within-group differences, and in this respect grouping was viewed as a fluid process where children learn by lags and spurts. Thus the placement of the child was kept flexible since every attempt was made to challenge his unique potential.

The intern found the discussions with teachers on pupil-placement valuable since they revealed the genuine concern of teachers to individualize instruction for the learner. It became obvious that the placement of children into a levels program is an administrative device to keep the program flexible for the learning rate of the child. This view of a levels program differs markedly from the procedures used in a traditional, graded framework. The nongraded school has been charged with exchanging grade-designators for

smaller hurdles called levels to accomplish what is being done in the graded context. This charge may have some truth in circumstances where grouping procedures are rigid and inflexible but in situations where the child is permitted to progress from one level to the next in a systematic fashion, building on previous levels of learning and displaying great motivational drive in doing so, this charge is unfounded.

The formal and informal meetings initiated by the administrative staff or by teacher groups to resolve issues that arose revealed the delicate nature of the intern's role. The unwritten but understood terms of reference for the internship influenced the intern's position on issues that were potentially explosive or that intimately related to the teacher's role. The role of the intern is one differentiated by legal definition. Whereas the duties and responsibilities of the teacher are clearly stated in the School Act the status of an intern has not been defined by law and the intern did not feel he could address himself to many issues put forward in meetings. Furthermore, a neutral position was essential since the intern sought the co-operation of the staff in contributing to the total internship experience. For teachers to label the intern an arm of the administration or a supporter of teacher cliques could in certain circumstances hinder the completion of the intern's responsibility in the area of instructional improvement. However, in certain circumstances the intern did offer comments but only to give additional information when it appeared warranted and when the context of the discussion was not marked by controversy.

The intern was surprised to discover the infrequency of formal staff meetings. However, this infrequent practice was not indicative of the manner in which the school was administered nor did it imply that decisions were unilateral and controlled totally by the administration. The intern found that much of the decision-making was decentralized and teachers generally reached decisions by informal collective agreement. The procedure used to do this was structured so that teachers could meet at each learning area (pod level), as a primary or elementary division, or collectively as a school staff, to initiate change or solve immediate problems. The teachers viewed this procedure with enthusiasm because the areas of concern could be resolved efficiently and effectively: for example, decisions on Kindergarten reporting could be most effectively reached by a meeting of the Kindergarten team rather than by a meeting of the entire staff on this matter. There were times, however, when large staff meetings were essential, but the nature of the problem was the decisive factor for these meetings. Thus, the situation at MacDonald Drive Elementary School was characterized by numerous small group meetings as the principal, the guidance counsellor, the parents, and the teachers met to resolve problems.

The intern was able to observe the effect that this flexible kind of decision-making had on educational personnel. The high degree of autonomy that the teacher could maintain in decision-making appeared to be the basis for the high morale of the staff and subsequently was reflected in the morale of the students.

In staff meetings teachers argued in the spirit of professionalism,

and when a teacher offered a criticism to a point of view, it was interesting to notice that many of the teachers were flexible enough to accept it as constructive criticism and to change their viewpoint when a stronger argument was presented. This democratic spirit appeared to be one of the strongest attributes of the school's operation.

It is essential that the intern who aspires to an administrative position, understand the processes of group dynamics because as an administrator he cannot carry out his responsibility fully unless he understands how the classroom functions as a social system. This understanding, facilitated by good human relations, seems to be essential in effective administration. The intern was able to extend this understanding while observing the interactions of various educational personnel.

VI. OBJECTIVE 6 - PARTICIPATION IN ACTIVITIES WITH RESPONSIBILITY FOR COLLECTING AND REPORTING DATA

The intern had at times the responsibility for reporting data collected from teachers. The intern also shared with the principal the responsibility for reporting statistical information to various provincial and federal government departments. The exposure of the intern to these different aspects of administration gave him an insight into the role of the school principal in decision-making processes at various levels.

It was stated earlier that the major goals of the internship for the writer was to achieve an understanding of nongraded education

and to understand the role of the administrator as a change agent. The intern with his supervisory committee decided that the development of a learning sequence in primary language arts and other instructional improvement aids seemed to be a logical approach to accomplish this. Consequently, the intern as a change agent, found it necessary to report to the teaching staff information which would affect the nature of these instructional improvements. It was essential, then, for the intern to obtain information from research and writings in the field which would have a direct bearing on these instructional improvements. A more discrete objective for the intern was to obtain a greater measure of information regarding the administrator's role in a nongraded school. To achieve these aims the intern read the following books and articles:

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VII. OBJECTIVE 7 - PARTICIPATION IN ACTIVITIES IN WHICH THE INTERN IS INVOLVED IN DECISION MAKING

The intern's supervisors, Dr. Lloyd Brown and Dr. Vernon Snelgrove,felt that an adequate administrative internship would be facilitated if the intern became involved in a structured project in some aspect of the school operation. At a meeting of all the

supervisors of interns in October, 1972, Dr. P. J. Warren further clarified this view by advocating that such a structured project would prove that the intern had demonstrated competency in relating the theory of educational administration to practice.

The internship took on the dimension of an intensive study in a specialized area besides providing broad general experiences in the various task areas of administration. The nature of the intern's interest and the job-description at the co-operating school fitted the proposed arrangement without reorientation of strategies formerly proposed. Thus, the involvement in instructional improvement activities fulfilled the requirements of the university and simultaneously allowed the intern to pursue his goals and grow professionally by being involved in educational decision making.

The writer proposes to discuss only the major aspects of his involvement in this instructional improvement activity and to describe how the procedure was affected by the various groups and individuals who contributed to its success. More specifically, the activities described include:

1. Developing a learning sequence in primary language arts.
2. Developing diagnostic tests for pupil placement.
3. Developing a curriculum guide in primary language arts.
4. Developing an internal pupil recording system for primary language arts.

A Learning Sequence for Primary Language Arts

As early as July, 1972, during the initial meeting with Dr.

Vernon Snelgrove and Mr. Frank Cramm, the intern became aware of his general areas of responsibility at the school. At these meetings it was unanimously agreed that the intern solicit as much information as possible from different sources to prepare for the internship which was to begin officially on August 1, 1972. Consequently, the intern wrote letters to thirty-eight school districts in Canada and the United States soliciting this information. (See Appendix D).

It was not until the end of August that the first bulk of materials arrived. Approximately fifty per cent of the districts replied to the request and furnished materials on their instructional programs and the organizational arrangements in their schools. The intern found this information valuable for the task at hand.

In the initial stages meetings were held with the Primary Division teachers to determine the main problems they were encountering with language arts. These meetings indicated the need for the intern to tackle the learning sequence task. After some discussion, several difficulties with the program became evident. The content of the Ginn-Integrated Language Program, which was used chiefly, was inadequate from the teacher's viewpoint. They felt that the program was particularly difficult for slow learners because these students seemed unable to grasp many of the skills contained in the teaching manual. Teachers were skeptical of the necessity to include all of these skills in the program. They also suggested that part of the problem stemmed from a too rigid adherence to the manual. The possibility of using additional materials was complicated by the Department of Education policy to subsidize only two reading series.

The teachers felt that if a set of learning objectives could be sequenced for the whole primary section, they would have a much less difficult task in finding and using alternative curricular materials. By discovering the nature of these objectives, the teacher felt that they would be able to depend less on the teaching manuals and more on their own experience and initiative, consequently, better learning experiences could, perhaps, be provided for the children.

Before the actual production of the sequence, many considerations were necessary. Further meetings with the teachers revealed the complexity of this task. A set of guidelines was considered necessary and eventually an organizational framework was developed. To attack the problem at hand, the following schema was suggested:

1. Defining a philosophy of education.
2. Documenting objectives in the area of education being addressed.
3. Listing competencies to be accomplished in a hierarchical learning sequence of skills and concepts in which the following would be incorporated:
   (i) Skills and concepts should reflect the objectives to be taught and the philosophy to be adhered to in the teaching-learning process.
   (ii) Skills and concepts should be stated as operationally as possible.
   (iii) Resource materials and equipment should be annotated.
4. Assigning skills and concepts to various levels to be used for the administration of pupil placement and for reporting to parents.

The official position of the teachers regarding a philosophy of education was to subscribe to the concept of a nongraded school utilizing a continuous progress plan. Nongradedness was viewed as a functional means and as an organizational and instructional procedure for the school to develop the potential of the child's inquiry skills. This commitment consequently affected the kinds of objectives which teachers felt should be incorporated into the language arts program. Those objectives were also influenced by Hildreth[2] and by other educators who addressed themselves to this question.

In attempting to clarify the kinds of individuals teachers felt should emerge from instruction, the following broad objectives for language arts resulted from many formal and informal discussions: the aim of the language arts program is to help the child to develop his own potentiality for

1. Listening thoughtfully by
   - (i) developing attentive listening skills
   - (ii) developing informational listening skills
   - (iii) developing critical listening skills
   - (iv) developing appreciative listening skills
2. Speaking effectively by
   - (i) developing social courtesies
   - (ii) developing oral communication skills
   - (iii) developing suitable language patterns
3. Reading critically by

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[2]Gertrude Hildreth, "Interrelationships Among Language Arts," Elementary School Journal, XLVIII (June, 1948), p. 349.

(i) developing word attack skills

(ii) developing comprehension skills

(iii) developing organizational and study skills

4. Writing creatively by

(i) developing ability for self-expression and evaluation

(ii) developing ability to spell correctly words needed for written communication

(iii) developing legibility with reasonable speed

(iv) developing suitable structures, punctuation and usage as aids to effective communication.

The actual production process of developing a learning sequence for language arts was made considerably easier after having considered the aims and purposes of a language arts program. In the year previous to the intern's association with the school, the Primary Division teachers had attempted to list the objectives contained in the Ginn Integrated Language Program. Even though this had, in the opinions of the teachers, accomplished little, it did provide an awareness of the purpose of each activity in which they engaged.

At one of the meetings with the intern, it was agreed that each teacher's input into the learning sequence would consist of listing the objectives each envisaged for the language arts program. Each teacher then became responsible for sequencing objectives for the age-level she normally taught in her learning area. These objectives were to reflect the general philosophy of the school, to make provision for the child's developmental processes, and to be operationalized as much as possible.

To deal with the problem of operationalizing objectives required considerable thought by the teacher. A learning sequence is a hierarchy of objectives and, because the nongraded school is committed to vertical and horizontal enrichment, a problem arises when the teacher has to consider whether the child has displayed readiness to continue to the next high-order objective. According to Mager,[3] the teacher must delineate "how good the performance must be." Other writers have used the term "mastery." But what does mastery mean? Should the teacher judge readiness on a formal or informal basis? How should the teacher evaluate learning if the school is committed to a philosophy that is concerned equally with the affective and cognitive domains? Much affective learning is hardly observable and therefore, difficult to measure. Teachers felt that this dilemna could be resolved if given less emphasis and, where necessary, evaluation was based on subjective criteria. For purposes of a learning sequence at MacDonald Drive Elementary School, such an approach might overcome situations where the teacher must evaluate values as well as cognitive learning. Thus, the learning sequence included in this report as Appendix A does not attempt to express objectively "how good the learner's performance must be to be acceptable."

The intern's role in the development of this sequence was to communicate to teachers some of the ideas of research and to listen to the

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[3]Robert Mager, Preparing Ojbectives for Programmed Instruction. (Palo Alto, California: Varian Associates, 1962), p. 1.

views of teachers who had practical considerations which could not be overlooked. Eventually, the learning sequence in disjointed parts was completed by the teachers and the intern had the responsibility for filling the gaps in the learning sequence from each pod since teachers worked mostly as a pod unit rather than as a primary unit.

The intern was also responsible for assigning the hierarchical objectives to various levels and for annotating resource materials and equipment to each. This took several weeks to complete but was relatively easy since the learning sequence had delineated objectives for appropriate age-grade level. The intern was able to list an abundance of materials which teachers could use for each of the levels delineated.

The last step in the completion of the learning sequence was to submit the whole package to the primary teachers for their examination. Some minor adjustments were necessary; otherwise, the learning sequence was acceptable and marked the completion of an exhaustive task.

Diagnostic Tests for Pupil Placement in Primary Language Arts

A learning sequence will serve little purpose unless teachers are able to determine the child's readiness for the next level of learning. While it is true that objective criteria are insufficient, nevertheless, they are one means of evaluating certain competencies of the child. Consequently, it was felt by the intern and the teachers that a diagnostic test was necessary so that some degree of standardization would be evident.

Although such tests may lack the degree of reliability and validity necessary for a standardized instrument, teachers felt that it would provide a uniform basis for placement if used consistently. It might help determine the strengths and weaknesses of the learner and of the instruction. Although the diagnostic test, included in this report as Appendix B, measures cognitive learning only by including major elements of phonetic and structural analysis, it should help the teacher evaluate the child's competency.

The development of the diagnostic test included in this report was based on the learning sequence discussed above. The Dolch Word List containing 220 words is included with this test, since these words are related to the child's sight vocabularly and may be used in conjunction with the test. Since the items of this test are confined to cognitive learning, other types of learning are left to the teacher's subjective evaluation. It is similar to other diagnostic procedures that school systems use in other areas of Canada and the United States. The writer is indebted to the London Board of Education in Ontario which sent a copy of the diagnostic tests used in its school system. The intern used items and ideas from this source in developing the format of the diagnostic test for MacDonald Drive Elementary School.

A Curriculum Guide for Teachers and Parents

The curriculum guide included as Appendix A of this report includes the learning sequence in primary language arts and other information which should aid the school in expressing the kind of

program which it has adopted. The writer, previous to the internship, was cognizant of the lack of understanding which parents sometimes have of programs included in the child's curriculum, since the methods and content are more complext today than in the time when the child read his hard-covered reader under the watchful guidance of the parent. This suspicion was confirmed, however, during the internship period. Much time was spent by teachers, usually at reporting time, explaining the nature of the child's program to parents. It is also not uncommon for beginning teachers to be confused over the child's program in language arts. Furthermore, the complex task of teaching language arts becomes more difficult when an attempt is made to individualize instruction for the learner. A curriculum guide seemed desirable to help resolve the problems outlined and the intern included this objective to facilitate the other instructional improvements.

Essentially, the curriculum guide acquaints the teacher and the parent with the purposes of the language arts program. Although each may see it from different viewpoints, the outline ultimately affects the child. For the teacher, the significance of the learning sequence, which is a systematic outline of the objectives which the school proposes for the learner, is obvious. Although this guide may benefit teachers generally, the implications for the new or beginning teacher are more profound. It should be helpful in getting these teachers acquainted with the school program which varies from one school to another.

The curriculum guide ensures that teachers will systematically plan for the learning experiences of children.

Certainly, the growth characteristics included in this guide have some applicability for the teacher. The teacher in attempting to develop the potentiality of each learner finds it necessary to interpret the growth characteristics which will significantly bear upon the instructional process. In a typical class the maturational level of the learner will vary considerably and the teacher who recognizes this phenomenon is more capable of providing the proper instruction. The extensive lists of supplementary books should be helpful since the teacher can choose appropriate materials for different learning needs. It thus becomes evident that the curriculum guide is a valuable tool for a school system since it facilitates the teacher's role in making appropriate decisions for each child.

The curriculum guide should minimize much of the frustration parents experience in attempting to understand the aims of a language arts program. Much of what comes through the media, sensationalized as damaging activities, which schools include in their curriculum, is merely a misrepresentation of purposes. The curriculum guide attempts to provide a correct representation to avoid this sensationalism. Furthermore, a section is included which lists helpful hints to parents in understanding what the school has delineated as the aims and objectives of a language arts program. It is generally agreed that the home significantly affects the aspiration level of education of each child and his general achievement in school. Parents can, by being provided with appropriate information, influence the child's perception of school in a positive direction and greatly facilitate the efforts of the classroom teacher.

An Internal Pupil-Recording System

One of the first problems discussed with teachers at the beginning of the internship program was the need to develop an internal pupil-recording system. At that time some of the teachers were opposed to such an undertaking. They contended that an internal recording system would overemphasize diagnosis and would restrict the teacher's autonomy and creativity in teaching. Furthermore, such a system, they felt, could include items which they might not deem essential to teach. Several teachers felt that an internal recording system would overburden the teacher and would decrease rather than increase teacher effectiveness. Other teachers felt that an internal pupil-recording system would be helpful if it provided a systematic profile of a child's educational background. A greater acceptance of the idea occurred when it became clear that an internal recording system could and should reflect only objectives which the teachers proposed for the child. If in developing a learning sequence, teachers were to collectively agree upon these objectives, the internal pupil-recording system need not be restrictive.

The intern first had to determine the objectives which teachers would use in teaching primary language arts; the major aspects of those objectives would then be used for the intern pupil-recording system. Objectives would be identified which could be reported using both objective and subjective criteria. The intern agreed with the teachers' view that to include in a checklist all of the experiences which account for a child's development is impracticable. The intern decided, therefore, to include only the major components of the

program. In this respect the diagnostic test and the learning sequence are related to what can be included in an internal pupil-recording system.

The internal pupil-recording system included as Appendix C reflects much of what is contained in the learning sequence for primary language arts. Its format is patterned from recording systems which have been developed elsewhere. The writer is especially indebted, in this respect, to Sister Teresita Dobbin, Curriculum Specialist with the Department of Education.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this concluding chapter is to present a summary of the problem which inspired this internship and of the procedures used in implementing it. The subsequent learning experiences that resulted from the internship enabled the writer to present some general conclusions. Recommendations arising from this experience are also provided. While many of these recommendations are directed to the co-operating school, a major emphasis is placed on recommendations for the university. In the latter case, the recommendations are primarily concerned with the implications of internships for graduate students in Educational Administration.

I. RESTATEMENT OF STUDY PROCEDURES

The Purpose

The Report of the Royal Commission on Education and Youth, completed in Newfoundland in 1968, pointed to the need for better instructional procedures and organizational structures for schools in order to serve the needs of our changing society.[1] Specific mention was made of nongradedness and team teaching as alternatives to those structures used in school systems at the present time. The internship

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[1]Province of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth. V. II, 1968, p. 2.

at MacDonald Drive Elementary School gave the intern an administrative perspective of such an organizational structure. The writer had realized for some time the need for a child-centered approach to teaching and learning and the notion of nongradedness seemed to meet this need. The writer felt that an adequate administrative perspective on nongradedness could be best obtained if, as an administrative intern, he could relate certain theoretical aspects of nongradedness to real test situations. To help accomplish this goal, the intern included in the objectives for the internship the development of instructional improvement aids.

In addition to the development of instructional improvement aids, the writer was equally interested in exploring general principles of educational administration. An understanding of the broad areas of educational administration was readily achieved by observing an administrator function in actual school situations as well as by participating in the actual decision-making process.

Methodology

The intern met with his supervisory committee periodically during the internship. The purpose of these meetings was to make provision for a continued experience that would ensure an adequate challenge for the intern, and to periodically assess the progress made.

The first of these meetings was held prior to school opening when the intern and his supervisors met to discuss the general areas in which the intern could be involved. It was decided at that time that the intern would be responsible for the development of instructional

improvement aids but would also assume some responsibilities in other task areas of educational administration. The exact nature of these responsibilities was not delineated in this first meeting. However, in subsequent meetings this issue was raised and it was agreed by the supervisory team that the principal of the school in conjunction with the intern would determine the nature of these other activities.

The intern met frequently with the administrative and teaching staff to discuss and plan procedures for instructional improvements. In considering the best approach to the improvement of instruction, it was decided to concentrate on the area of primary language arts. Specifically, the intern hoped to develop a learning sequence in primary language arts, a diagnostic test, a curriculum guide for parents and teachers, and an internal pupil-recording system. Teachers worked very closely with the intern during the internship period. While a part of the intern's role was to provide materials and information for teacher use, his primary responsibility was in the coordination of those activities which would lead to a successful completion of the project.

To fulfil the objectives of the internship, it became necessary to extend the internship period by one month. The completion of these objectives was also made possible by the suggestions of teachers and by information derived from research and writings in the field. As a result of the internship experience, the writer was able to develop a number of appropriate instructional improvement aids for MacDonald Drive Elementary School. A description of these aids is contained in the appendices of this report.

II. CONCLUSIONS

The conclusions stated here arise out of the process of the internship and out of the recommended instructional aids.

1. On the basis of the experiences derived from the internship at MacDonald Drive Elementary School, it seems reasonable to conclude that the administrative internship as an alternative means of fulfilling the requirements of the master's degree contributes significantly to the professional growth of graduate students.

2. As a result of the internship experience at MacDonald Elementary School, the intern was led to conclude that the school administrator today should be involved primarily with curriculum development.

3. It would seem to the writer that in implementing an effective individualized program of instruction, many of the concepts of gradedness may have to be modified by administrators, teachers, parents, and pupils.

4. The concept of individualized teaching and learning requires the teacher to diagnose each pupil's unique needs. Because this diagnosis is time consuming, a relatively low teacher-pupil ratio would seem to be essential in a nongraded school.

5. The process of teacher involvement in the development of instructional improvement aids such as a learning sequence in primary language arts, a curriculum guide, diagnostic procedures, and an internal pupil-recording system seems to contribute to the teacher's understanding of the nature of teaching and learning and seems to provide a good opportunity for inservice training.

6. The nongraded school seems to lend itself to the decentralization of authority and to increased autonomy on the part of teachers and pupils. This may account for the apparent high morale of teachers and pupils at MacDonald Drive Elementary School.

7. A study of the research and writings in the field would seem to indicate that there is no one sequence in language arts which is most suited to the learning capacities of children. It seems, however, that certain principles which grow out of the nature of learning and the nature of language development should be used in determining the sequence in primary language arts programs.

III. RECOMMENDATIONS

As a result of the experiences gained in the internship at MacDonald Drive Elementary School, the following recommendations are offered. These recommendations have been divided into two sections. Those in Section A should be of benefit to the co-operating school and to other persons interested in instructional improvement. The recommendations in Section B are directed to the Department of Educational Administration for the benefit of graduate students who pursue the internship in lieu of the other alternatives.

A. 1. In the development of a learning sequence in language arts, considerable use was made of materials gathered from research journals and from Canadian and United States school systems. Such materials should be made available to teachers and should be permanently housed in the school's professional library and up-dated annually.

2. Success in developing a learning sequence for instructional

improvement depends on a well-planned approach. During the initial phases the purposes of instruction should be clearly defined. When these purposes are clearly understood, it is possible to systematically plan for the successive steps which must be taken.

3. The production process in developing a learning sequence should include the following:

(a) Skills and concepts should be stated to reflect the objectives sought and the philosophy adhered to in the teaching-learning process.

(b) Skills and concepts should be stated as operationally as possible.

(c) Resource materials and equipment should be listed which may be used to help achieve the objectives.

(d) Skills and concepts should be assigned to various levels.

4. Parents should assist in the improvement of instruction. It is recommended that where possible parents be familiar with the learning sequence used, the general growth characteristics of children, the materials used by the teacher, and with additional books which may be used at home or in school for reinforcement, enrichment, or extended learning practice. The provision of this type of information for parents should facilitate the realization of the objectives of the instructional program.

5. It is recommended that teachers determine the minimum competencies to be displayed by pupils at each successive level of the learning sequence so that pupils will be able to demonstrate a

readiness to move on to the next level. In this regard, diagnostic tests should prove useful; however, the teacher's subjective judgement should not be overlooked.

6. It is recommended that a learning sequence be used only as a guide in the development of the child's potential. A good deal of flexibility is desirable since a slavish adherence to a learning sequence is likely to create many of the problems associated with teaching manuals which often lock the teacher and pupil into a rigid structure.

7. As a child progresses through the school program, it is essential that records be kept to enable the teacher to determine the special needs of the child. An internal pupil recording system may be used to determine the strengths and weaknesses of the child in previous learning situations. It is recommended that teachers develop and utilize an appropriate internal pupil recording system in all of their school programs.

B. 1. It is recommended that the Department of Educational Administration develop a formal set of guidelines to be used in defining the nature and scope of the project, thesis, and internship as means of meeting the final requirements for the master's degree.

2. The internship should be viewed as providing an opportunity for school districts to share in the preparation of school administrators. It is recommended that central office personnel, such as curriculum specialists and consultants, be required to work with interns in areas where their responsibilities overlap with those of interns. The consultative and supervisory services provided by these individuals

would very likely improve the quality of experiences for interns.

3. It is recommended that, where possible, all interns meet bimonthly, as a group, with their supervisors to discuss issues which arise during the internship. These meetings should not be designed solely for the purpose of assessing interns but to provide the intern with an opportunity to observe and analyze the ideas of professors of educational administration and of others.

4. At the present time, the financial assistance received by the intern during the internship period is less than adequate. It is recommended that the University with the support of school districts solicit a salary unit from the Department of Education commensurate with the qualifications of the intern and that the intern be paid for the period worked in the cooperating school system.

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APPENDICES

APPENDIX A

A CURRICULUM GUIDE FOR MACDONALD DRIVE ELEMENTARY SCHOOL - A LEARNING SEQUENCE IN PRIMARY LANGUAGE ARTS

INTRODUCTION

A language arts program must be planned to develop the total area of communication in which skills of listening, speaking, reading and writing are integrated. It must be based on a knowledge of the needs, abilities and interests of the individual child, and related to his growth. The basic aim is to help each child develop his own potentiality so that he may listen thoughtfully, speak effectively, read critically and write creatively.

The close relationships among the various aspects of the language arts program must be emphasized. Expression takes place through talking and writing; understanding of expression comes through listening and reading. Essential to expression and understanding is a background of concepts and experiences. Consequently, the learning experience should be developed in connection with purposeful activities closely related to the practical problem of daily life.

To present a systematic description of developing the total area of communication, a learning sequence that delineates a hierarchy of learning experiences is clearly needed. By its nature it presumes that the teacher viewing this should not feel "locked in" to this pattern of development but should view it as a guide. It is meant to delineate minimal competencies in language arts. It attempts to represent current opinion about the progress of "average" children. It is not intended to delineate specific limits because of the differences among children, both within a class and from class to class.

GROWTH PROGRESSION OF YOUNG CHILDREN

This section attempts to show the significant growth characteristics which affect the selection of specific aims for a child's development in language arts. Research supplies convincing evidence that variations in mental, physical, and emotional development correlate closely with variations in their progress in school. The levels from A to J are based upon the following characteristics:

5-YEAR-OLDS KINDERGARTEN

PHYSICAL CHARACTERISTICS

1. Incessant physical activity.
2. Predominant use of large muscles.
3. Inept with small muscles.
4. Rapid growth of heart; pulse rapid.
5. Little immunity to communicable disease.

SOCIAL DEVELOPMENT

1. Cooperate with limited number of children.
2. Inept with social relations.
3. Racial and group consciousness evident.
4. Spontaneous immature play.
5. Egocentric, selfish, competitive.

MENTAL DEVELOPMENT

1. Use of materials largely manipulative and experimental.
2. Understanding developed through active participation and first

-hand experience.

3. Difficulty in differentiating between fantasy and reality.

4. Time-space concept slow to develop.

5. Meaning of words limited to child's own experiences.

6. Use of language to meet social situations.

INTERESTS

1. Predominance of short, specific transitory interests.

2. Interests selfish and egocentric.

6-YEAR-OLDS FIRST YEAR

PHYSICAL CHARACTERISTICS

1. Restless, overactive.

2. Tire easily.

3. Growth not so rapid.

4. Use of large muscles

5. Inept with small muscles.

6. Rapid growth of heart; pulse rapid.

7. Little immunity to communicable disease.

8. Eyes immature; tendency to far-sightedness.

SOCIAL DEVELOPMENT

1. Cooperate with small groups.

2. Inept in social relations.

3. Racial and group consciousness evident.

4. Spontaneous immature play.

5. Egocentric, selfish, competitive.

MENTAL DEVELOPMENT

1. Beginning of purposive use of materials.

2. Understanding developed through active participation and first-hand experiences.

3. Beginning use of vicarious experiences in solving problems.

4. Emergence of ability to generalize, to analyze logical fallacies and give reasons. Thinking closely tied to action patterns.

5. Increased ability to differentiate between fantasy and reality.

6. Concern with immediate and present, little interest in past.

7. Meanings of words extended through vicarious experiences as well as first-hand experiences.

8. Personal experiences told to small groups.

9. Ability to plan immediate activities under direction.

INTERESTS

1. Predominance of short, specific transitory interests.

2. Interests selfish, egocentric.

3. Stories of home, family, fantasy, fairy tales.

4. Movies, radio, and TV of adventure, music, crime, comedy, fantasy.

7-YEAR-OLDS SECOND YEAR

PHYSICAL CHARACTERISTICS

1. Restless, overactive.

2. Tire easily.

3. Growth slow, steady.

4. Use of large muscles.

5. Development of finer muscle co-ordination.

6. More normal heart and pulse action.

7. Little immunity to communicable disease.

8. Eyes immature; tendency to far-sightedness.

SOCIAL DEVELOPMENT

1. Improved group cooperation.

2. No discrimination between sexes.

3. Increasing tendency to organize before playing.

4. Egocentric, selfish, competitive.

MENTAL DEVELOPMENT

1. Use of materials largely purposive.

2. Understanding developed through active participation and first-hand experience.

3. Beginning use of vicarious experiences in solving problems.

4. Emergence of ability to generalize, to analyze logical fallacies and give reasons. Thinking closely tied to action patterns.

5. Increased ability to differentiate between fantasy and reality.

6. Concern with immediate and present, little interest in past.

7. Meanings of words extended through vicarious experiences as well as first-hand experiences.

8. Personal experiences told to small groups.

9. Ability to plan immediate activities under direction.

INTERESTS

1. Beginning of more sustained interests.

2. Interests selfish, egocentric.

3. Much interest in comics.

4. Movies, radio and TV of adventure, music, crime, comedy, fantasy.

8-YEAR-OLDS THIRD YEAR

PHYSICAL CHARACTERISTICS

1. Increase in physical strength and dexterity.
2. Less susceptible to fatigue.
3. Growth slow, steady.
4. Use of large muscles.
5. Development of finer muscle coordination.
6. More normal heart and pulse action.
7. Little immunity to communicable disease.
8. Eyes ready for near and far vision.

SOCIAL DEVELOPMENT

1. Begin to form groups themselves independent of adults; action for common goal.
2. Sensitive to judgment of peers; decrease in concern for adult opinion.
3. No discrimination between sexes.
4. Racial and group consciousness evident.
5. Increasing tendency to organize before playing.
6. Friendly, interested in people.

MENTAL DEVELOPMENT

1. Use of materials largely purposive.
2. Continue to need first-hand experiences.
3. Increased use of vicarious experiences in problem solving.
4. Beginning of understanding of cause-and-effect relationships.
5. Differentiation between fantasy and reality established.
6. Concern with immediate and present, little interest in past.

7. Meaning of words extended through vicarious experiences as well as first-hand experiences.

8. Increased ability to present ideas and problems orally and in writing.

9. Ability to plan immediate activities under direction.

INTERESTS

1. Beginning of more sustained interests.

2. Projection of feelings toward others; interests in people further removed from self and immediate environment.

3. Much interest in comics.

4. Movies, radio, and TV of adventure, music, crime, comedy fantasy.

READERS	WORK BOOKS	OTHER MATERIALS
	Tracing Our Letters (W)* Down in Hickory Hollow (N)*	Initial Reading Charts (GILP)* Creative Pictures (W) Records, Record Player, Tapes, Chart Paper, Flannel Board, Rhythmn Band, Art Supplies, Sand Tray, Blocks and Trays, Various Materials for Five Senses, Blocks, Measuring Tools (Tapes, Scales), Pictures, Story Sequence Games, Teacher-Made Ditto Sheets, Games Dealing with Classification and Groupings, Rubber Balls, Bean Bags, Balance Form, Piano, Crayons, Finger Paint, Plasticine, Scissors, Paint Brushes, Paper, Glue and Paste, Pegs and Pegboards, Tinker Toys, Puzzles, Colored Cubes and Beads, Lacing Shoe, Teacher-Made Co-ordination and Pattern and Shape Reproduction Sheets, Flannel Board Materials, ABC Games, Games, Piano and Nursery Rhyme Music, Addison & Wesley Mathematics Text, Lotto Games, Flannel Board Letters, Numerals and Objects, Finger Play Action Games

*(W) - Winston

(N) - Nelson

(GILP) - Ginn Integrated Language Program

The Aims of Level A are to help the child:

A. Develop Ability for Oral Expression

1. Uses complete sentences
2. Selects pictures that correspond to dictated sentences
3. Produces speech sounds correctly
4. Can express himself verbally
5. Can answer questions about himself:
   (i) name
   (ii) age
   (iii) siblings
   (iv) parts of his body
6. Can help compose story chart
7. Can complete a story sequence
8. Can converse with others

B. Develop Sensory Awareness

1. Knowledge of the concept of qualities
   (i) hardness-softness
   (ii) long-short
   (iii) rough-smooth
2. Knows and is aware of the use of five senses
3. Knowledge of space and position

C. Develop Knowledge of Relationships

1. Classification
2. Sequences
3. Identification of members of family and their various roles and actions
4. Identification of emotional expressions
5. Identification of various objects.

D. Develop Gross Motor Co-ordination Skills

1. Catches a ball
2. Throws a large ball
3. Walks a chalk line or balance form
4. Runs, jumps, skips
5. Normal co-ordination
6. Laterality - Right and left
7. Spatial orientation in movement.

E. Develop Social and Work Habits

1. Works independently
2. Works in groups
3. Shares and takes turn
4. Gives uninterrupted attention to instruction
5. Returns supplies, equipment to proper place
6. Completes work he begins
7. Accepts responsibility
8. Can control and is beginning to understand his emotions and those of other people

F. Develop Fine Motor Co-ordination Skills

1. Uses scissors
2. Uses crayons, pencils, chalk, brushes, plasticine
3. Uses paste
4. Co-ordinates hand and eye by tracing shapes with fingers and crayons
5. Draws simple outlines
6. Colours within defined areas
7. Puts together simple puzzles
8. Ability to re-create simple shapes
9. Speech pattern development
10. Can print own name using upper and lower case letters
11. Can print other letters
12. Can draw circles, squares, lines, triangles, rectangles
13. Can tie shoes

G. Develop Visual Memory Skills

1. Recognizes, recalls, name colors
2. Names objects on flash cards and identifies pictures from memory
3. Visualizes letters from flash cards and finds same letter on page in front of him
4. Recognizes his name in written form
5. Identifies words given in directions
   (i) colors
   (ii) draws
   (iii) underlines
   (iv) traces
6. Recognizes, recalls names of four math shapes

H. Develop Auditory and Perceptual Skills

1. Differentiates between the names of objects that rhyme and those that don't
2. Identifies the names of objects that begin with the same sound
2. Differentiates between the names of objects that begin with different sounds
4. Associates letter sound with letter form
5. Listens and maintains attention
6. Associates certain animals with sounds they make
7. Associates certain objects and activities with sounds

I. Develop Word Attack Skills

1. Identifies likenesses and differences in shapes of letters
2. Identifies likenesses and differences in pictured objects
3. Identifies likenesses and differences in letters without necessarily knowing their names
4. Can move from left to right in following a story
5. Identifies numerals from 0 to 9
6. Displays familiarity with both upper and lower case letters

How the Parent Can Help:

1. Help the child to learn to listen, to look, and to remember.
2. Listen to the child. Make him feel that it is important to listen.
3. Look at and discuss things with him.
4. Help him to see things in books and out-of-doors.
5. Supervise television programs.
6. Supervise types of movies and plays.
7. Keep in close touch with school.
8. Visit and communicate with teachers.
9. Arrange a quiet time for all family members to read.
10. Read stories to the child.
11. Encourage the child to read.
12. Show warmth and patience.
13. Allow ample opportunity for activity of many kinds, especially for use of large muscles.
14. Provide opportunity for eleven to twelve hours of sleep.
15. Encourage child to make own decisions as appropriate.

READERS	WORK BOOKS*	OTHER MATERIALS
Off to School (CC)** Surprises (N) What a Dog (GILP) Listening Letters (W) We Look and See (Ga)** We Work and Play (Ga) Reading Skill Builder 1 (RD)** A Pig Can Jig (SRA)** Linguistic Series (Me)**	Phonics Work Books Gr. 1. (P)** Working With Letters Bk. 1 (W) Eye and Ear Fun Bk. 1 (McG)** Reading Through Phonics Bk. 1 (D)** Reader's Digest Practice Pad Bk. 1 Linguistic Series (Me)	SRA Word Games My Picture Dictionary (Gr)** Peabody Kit

*Work Books are available for all the readers listed from Level B to Level J.

**(CC) - Copp Clark

(Ga) - Gage

(RD) - Reader's Digest

(SRA) - Scientific Research Associates

(Me) - Merrill

(P) - Peabody

(McG) - McGrawth

(D) - Dent

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Listens attentively in audience situations
   (i) formal conversations between teacher and groups or individuals
   (ii) maintains proper manners when others are speaking to the class or to the teacher
   (iii) views silently any medium of communication that the teacher may use to promote listening ability

B. Developing Informational Listening Skills

1. Able to differentiate gross sounds
   (i) car passing
   (ii) footsteps
   (iii) dog barking
   (iv) voices
   (v) interesting sounds
2. Able to differentiate fine sounds
   (i) tearing paper
   (ii) jingling money
   (iii) pouring water
   (iv) sweeping sound
   (v) snapping fingers
   (vi) rattling keys
   (vii) interesting sounds
3. Listens to gain information
   (i) responds to directions or information
   (ii) responds to chalkboard dictation
   (iii) selects word phrase and sentence cards

C. Developing Critical Listening Skills

1. Listens for specific purpose
   - (i) notes opposites
   - (ii) notes color
   - (iii) distinguishes mood
   - (iv) recognizes descriptive vocabulary
   - (v) notes stressed and unstressed sounds
   - (vi) notes action words
   - (vii) recognizes "ing" words
   - (viii) recognizes specific sounds "s" "j" "ch"
   - (ix) identifies initial and final consonant sounds
   - (x) listens for the main idea in a story or poem
   - (xi) recalls the sequence of events or ideas
   - (xii) able to illustrate a sequel
   - (xiii) recognizes rhythm and rhyme in a poem
   - (xiv) makes critical and imaginative interpretations
   - (xv) recognizes speakers in a dialogue
   - (xvi) evaluates oral reading
   - (xvii) predicts outcomes and verifies predictions

D. Developing Appreciative Listening Skills

1. Develops awareness, sensitivity, and imagination through conversation, stories, poems, and nonverbal sounds

   - (i) interprets visual and auditory imagery
   - (ii) illustrates in art or by actions an interpretation of auditory stimulation
   - (iii) detects and appreciates word pictures and descriptive words

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Soical Courtesies

1. Shows ease and graciousness in social situations
   (i) general conversations
   (ii) introductions, greetings, invitations
   (iii) situations of regret, apology and appreciation
   (iv) telephone conversations

B. Developing Oral Communication Skills

1. Expresses ideas clearly and accurately
   (i) conversing informally with educational personnel
2. Plans, presents, reports, and evaluates experiences
   (i) field trips
   (ii) special projects
3. Makes announcements--messages, descriptions, directions and explanations
   (i) recalls exact names for articles
   (ii) dictates sentences to accompany pictures or paintings
4. Shares ideas, feelings, and experiences
   (i) recalls experiences that appeal to senses by using descriptive words
   (ii) uses first-hand experiences as a basis for oral communication
   (iii) uses dramatization
   (iv) does pantomiming
   (v) uses puppetry in communicating
   (vi) participates in role playing
   (vii) participates in choral speaking
   (viii) recites rhymes, poems, and stories

II. Speaking

5. Interprets situations
   (i) discusses characters in the stories presented
   (ii) develops sequence concepts through arranging pictures and describing actions or events
   (iii) discusses feelings about pictures, art, and music

C. Developing Suitable Language Patterns

1. Displays, in communicating with others, and insight into the structure of the English sentence

   (i) action words
2. Displays an understanding of intonation signals
   (i) pause and pitch indicated by the voice in telling and asking sentences
3. Discerns speech patterns in one to one communication
   (i) uses words and phrases to emphasize variety in sentence structure

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Recognizes basic sight vocabulary
   (i) reads without difficulty the required sight vocabulary suggested by the series used
   (ii) includes in the sight vocabulary words he normally uses in speaking and writing
   (iii) includes appropriately in the sight vocabulary the Dolch List of 220 basic words (See Appendix B)
   (iv) uses all sight vocabulary in or out of context
2. Uses context clues
3. Uses visual discrimination
   (i) basic sight vocabulary
   (ii) upper and lower case letters
   (iii) letter forms (alphabet)
   (iv) words easily confused
   (v) word-blocking and tracing
   (vi) use of configuration clues to attack new words
   (vii) use of picture clues to attack new words
4. Uses auditory discrimination
   (i) listens for and identifies common sounds
   (ii) listens for and perceives sound, words have in common
   (iii) plays singing games
   (iv) recognizes rhymes and rhyming sounds
   (v) perceives rhyming words
   (vi) perceives initial consonants: b s f t m c w r h g l d in pictured words; in spoken words; in riddles; by definitions; in recordings
   (vii) perceives final consonant sounds t, k, p
   (viii) becomes aware of short vowels a i u
   (ix) becomes aware of medial consonants

III. Reading

B. Developing Comprehension Skills

1. Finds the main idea expressed in a group of sentences
2. Uses context and pictures to understand the development of a story plot
3. Interprets conversational lines when reading aloud
4. Interprets what is read in terms of related experiences
5. Reads for details in order to follow directions and answer questions
6. Predicts outcomes in stories

C. Developing Organizational and Study Skills

1. Locates stories through the table of contents

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Makes lines and basic shapes
2. Understands certain labels, lists, signs, and announcements in written form
3. Relates personal and group experiences appropriately in creative art

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Does word study in all areas
2. Spells his own name while printing

C. Developing Legibility With Reasonable Speed

1. Makes lines and basic shapes
2. Traces simple patterns for shapes
3. Prints his name
4. Prints first letter by using upper cases
5. Prints names and copies words from reading vocabulary
6. Develops careful spacing habits
7. Does every seatwork lesson in good printing style.

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Copies sentences that he himself has composed

How the Parent Can Help:

1. Continue to read stories to child.
2. Encourage his every effort to read.
   (words in cereal boxes, T.V., signs)
3. Listen to him when he says "What does it say?" Tell him.
4. Show interest in the work he brings home.
5. Provide opportunity for child to draw pictures, letters, and numerals.
6. Provide him with suitable books.
7. Accept child at his own level of development.
8. Give home responsibilities. (requires supervision and approval.)

READERS	WORK BOOKS	OTHER MATERIALS
Come Along With Me (CC) Mr. Whiskers (N) Take a Peek Meet My Pals (GILP) Laughing Letters (W) Fun With Dick and Jane (Ga)	Phonics Work Book Gr. 1 (P) Working With Letters Bk. 1 8 2 (W) Eye and Far Fun Bk. 1 (McG) Reading Through Phonics Bk. 1 (D) Reader's Digest Practice Pad Bk. 1 Linguistic Series (Me)	SRA Word Games My Picture Dictionary (Gr.) SRA. Lab 1(a)

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Reviews listening skills from the previous level in this area

B. Developing Informational Listening Skills

1. Reviews listening skills from the previous level in this area

C. Developing Critical Listening Skills

1. Reviews listening skills from the previous level in this area

D. Developing Appreciative Listening Skills

1. Reviews listening skills from the previous level in this area

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Shows ease and graciousness in social situations
   (i) general conversations
   (ii) introductions, greetings, invitations
   (iii) situations of regret, apology, and appreciation

B. Developing Oral Communication Skills

1. Expresses ideas clearly and accurately
   (i) converses informally and occasionally formally with educational personnel
2. Plans, reports, and evaluates
   (i) demonstrates greater verbal proficiency in interpreting field trips and special projects
3. Makes announcements--messages, descriptions, directions, and explanations
   (i) discusses theme, characterization, plot, and style in meaningful ways
   (ii) expresses verbally one main idea in a paragraph
   (iii) discusses different endings to reader stories
4. Shares ideas, feelings, and experiences
   (i) continues development from the previous level in this area
5. Interprets situations
   (i) continues development from the previous level in this area

C. Developing Suitable Language Patterns

1. Uses colorful and interesting words in speech
2. Uses opposites and synonyms in speech
3. Makes new words by changing vowels
4. Uses voice effectively

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Recognizes basic sight vocabulary
   (i) ability to carry on and continue those activities listed under Level B in this area
2. Uses context clues
   (i) uses words easily confused (what, want) correctly
   (ii) uses form of known vocabulary
3. Uses visual discrimination
   (i) recognizes basic sight vocabulary
   (ii) recognizes lower and upper case letters
   (iii) discriminates between words easily confused
   (iv) recognizes likenesses and differences in words
   (v) recognizes the s form of known words
   (vi) develops the ability to see likenesses and differences in word forms
   (vii) uses configuration clues to attack new words
   (viii) uses picture clues to attack new words
4. Uses auditory discrimination
   (i) perceives initial consonants y and z and reviews all others
   (ii) recognizes final consonants d, m, n, k, p, t
   (iii) perceives consonant digraphs th, wh, ch, qu
   (iv) perceives rhyming similarities in words
   (v) perceives consonant sounds within words
   (vi) recognizes short vowel sounds
   (vii) recognizes initial blends st, fr, fl
5. Uses phonetic analysis
   (i) initial consonants b, c, d, f, q, h, l, m, n, p, r, s, t, w; substitutions
   (ii) final consonants d, p, k, t
   (iii) initial consonant digraphs wh, th, qu
   (iv) perceives words with similar phonetic parts (rhyming endings)

III. Reading

6. Uses structural analysis
   (i) plural forms: s
   (ii) possessive forms
   (iii) action words ending in "s" and "ed"

B. Developing Comprehension Skills

1. Reads to answer questions and to follow directions
2. Establishes the sequential order of events
3. Anticipates plot development, draws conclusions, and makes generalizations or inferences
4. Grasps the main idea in a group of related sentences
5. Reads critically
6. Attacks unfamiliar words when reading independently

C. Developing Organizational and Study Skills

1. Uses the table of contents
2. Uses reference books and other sources

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Ability to carry on and continue the activities listed under Level B in this area
2. Writes about personal and group experiences and interests

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Spells three or four letter monosyllabic words using consonants and short vowels

C. Developing Legibility With Reasonable Speed

1. Prints all initial and final consonants and vowels taught
2. Prints words and sentences in conjunction with readings

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Indicates action words in written composition
2. Indicates description words in written composition
3. Indicates synonyms and antonyms in written composition
4. Composes sentences to accompany pictures
5. Participates in co-operative paragraph writing

How the Parent Can Help:

1. Encourage the child to take books from the library.
2. Praise his reading ability.
3. Listen when he brings home books or booklets to read.
4. Assist him with reading by supplying missing words.
5. Give the child home responsibility.
6. Read to the child.
7. Show the child that reading is important by reading in his presence.
8. Provide opportunities for practice of manual skills.

READERS	WORK BOOKS	OTHER MATERIAL
It's Story Time (First Half) (CC) The Toy Box (N) (First Half) Up the Beanstalk (GILP) Magic Letters (W) Adventures With Mac (W) Our New Friends (Ga) Reading Skill Builder 1 (RD) Six Ducks in a Pond (SRA) Linguistic Series (Me)	Phonics Work Book Gr. 1 (P) Working With Letters Bk. 2 (W) Eye and Ear Fun Bk. 1 G 2 (McG) Reading Through Phonics Bk. 1 (D) Reader's Digest Practice Pad Bk. 1 Linguistic Series (Me)	SRA Word Games My Second Picture Dictionary (Gr) SRA Lab 1 (a)

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Reviews and continues development in attentive listening skills from previous levels (The aim is to teach children to listen courteously.)
2. Displays accuracy in the reception of sound

B. Developing Informational Listening Skills

1. Reviews and continues development in informational listening skills but with more complexity

C. Developing Critical Listening Skills

1. Listens for specific purpose
   (i) recognizes the main idea in a story or poem
   (ii) answers questions and riddles
   (iii) responds to dictated sentences and sentences and phrases
   (iv) classifies material presented
   (v) compares stories or poems
   (vi) detects mood
   (vii) detects and supplies rhyming words
   (viii) detects rhythm
   (ix) detects word pictures and descriptive words
   (x) discriminates between similar sounds
   (xi) evaluates oral and recorded readings
   (xii) identifies final consonant sounds
   (xiii) identifies initial and medial consonant sounds
   (xiv) identifies short vowels
   (xv) predicts outcomes

D. Developing Appreciative Listening Skills

1. Develops awareness, sensitivity, and imagination through conversation, stories, poems, and nonverbal sounds
   (i) Reviews and continues development in appreciative listening skills but with more complexity

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Shows ease and graciousness in social situations
   (i) general conversations
   (ii) introductions, greetings, invitations
   (iii) situations of regret, apology, and appreciation

B. Developing Oral Communication Skills

1. Expresses ideas clearly and accurately
   (i) converses informally and occasionally formally with educational personnel
2. Plans, reports, and evaluates
   (i) demonstrates greater verbal proficiency in interpreting field trips and special projects
3. Makes announcements--messages, descriptions, directions, and explanations
   (i) continues development from the previous levels in this area
   (ii) discusses fairy stories, their age, traditional beginning
   (iii) retells stories from the reader or from presentation of good literature--emphasis on correct sequence
4. Shares ideas, feelings, and experiences
   (i) describes personal experiences to an audience and with confidence
   (ii) desires to express orally his thoughts and feelings
   (iii) controls his voice so that it is pleasant and effective when verbalizing ideas, feelings, and experiences

II. Speaking

5. Interprets situations
   (i) interprets and memorizes poems of their choice that are recited to the class
   (ii) discusses humorous elements in stories
   (iii) continues development from previous levels in this area

C. Developing Suitable Language Patterns

1. Articulates words clearly and pronounces them correctly
2. Speaks fluently, naturally, and easily
3. Discusses words and their meaning as they arise
4. Uses synonyms and antonyms through reference to words in stories
5. Sees and expresses cause and effect relationships arising out of "How" and "Why" oral questions

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Recognizes basic sight vocabulary
   (i) ability to carry on and continue the activities listed under the previous levels in this area
2. Uses context clues
   (i) recognizes meanings of unfamiliar words
   (ii) recognizes similarities and differences in words with like sounds
3. Uses visual discrimination
   (i) reviews all of the steps in visual discrimination to strengthen word attack skills
4. Uses auditory discrimination
   (i) perceives initial consonants j, k, y, v
   (ii) perceives medial consonants
   (iii) perceives final consonants t, p, d, k, m, n
   (iv) perceives consonant blends st, br, tr, dr, sn, cr, pl, gr
   (v) perceives rhyming words
5. Uses phonetic analysis
   (i) initial consonants b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z, q; substitutions
   (ii) medial consonants
   (iii) final consonants d, k, m, n, p, r, t; substitutions
   (iv) consonant digraphs ch, sh, th, wh
   (v) consonant blends bl, pl, fl, st, br, gr, tr, dr, fr
   (vi) perceives words with similar phonetic parts
   (vii) recognizes rhyming endings: at an all et ay oys old ox ate ee ound ide op ing aik en ill ink y ook ust ow

III. Reading

6. Uses structural analysis
   (i) compound words
   (ii) plural forms s, es
   (iii) possessive forms
   (iv) verbs ending in s, d, ed, ing
   (v) uses structural analysis skills

B. Developing Comprehension Skills

1. Reads to answer questions and to follow directions
2. Establishes the sequential order of events
3. Anticipates plot development, draws conclusions, and makes generalizations or influences
4. Grasps main idea in a group of related sentences
5. Reads critically
6. Interprets reading in terms of related experiences
7. Attacks unfamiliar words when reading independently
8. Evaluates the relevancy of ideas
9. Distinguishes between fact and fantasy
10. Forms judgments and opinions

C. Developing Organizational and Study Skills

1. Uses table of contents
2. Uses alphabetical arrangements to locate information

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Writes personal compositions about personal and group experiences
2. Writes answers to "How" and "Why" questions
3. Writes own ending to short paragraphs
4. Writes several sentences to describe a picture or class event
5. Writes alternative endings to stories in the reader used
6. Writes about the main character in a story as a seat work exercise
7. Uses colorful language and wider vocabulary
8. Develops sensitivity to the effectiveness of form by sharing and evaluating classmates' compositions
9. Writes informal letters about personal and group experiences
10. Composes through playwriting a puppet-play

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Prints words which can be "sounded out" or located in the reader
2. Uses a picture dictionary and an alphabetically arranged word list to check on the spelling of words (Dolch Sight Words)

C. Developing Legibility With Reasonable Speed

1. Prints all consonants and vowels
2. Prints words and sentences relating to reading or composition

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Continues development from previous levels

How The Parent Can Help:

1. Help the child with words by using games.
   (i) find objects in the room that begin with certain sounds, as:
   w--window, wall, woman, and watch
   (ii) think of words that begin with the same sounds, b--ball, bat, body
   (iii) think of rhyming words
2. Read to child.
3. Provide library experiences for the child.
4. Show child that reading is important by reading in his presence.

READERS	WORK BOOKS	OTHER MATERIAL
It's Story Time (CC) (Second Half) The Toy Box (N) (2nd Half) Rockets Away (GILP) Silver Stars (W) The New Friends and Neighbours (Ga) Skill Builder 2 (RD) King on a Swing (SRA) Linguistic Series (Me) Star Bright (He)*	Phonics Work Book Gd. 2 (P) Language Patterns for Thinking and Writing 2 (W) Eye and Ear Fun Bk, 2 (McG) Reading Through Phonics Bk. 2 (D) Reader's Digest Practice Pad Bk. 2 Linguistic Series (Me)	SRA Word Games My Second Picture Dictionary (Gr) SRA Lab 1 (b) Spelling in the Language Arts Bk. 2 (N) Developing Comprehension in Reading 2 (D) Scholastic Word Games

*Heath

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Reviews standards of listening
   (i) looks at person reading or material being presented
   (ii) listens with attention
   (iii) is ready to ask questions when instruction is finished
2. Responds appropriately to chalkboard dictation

B. Developing Informational Listening Skills

1. Continues development from previous levels in this area
2. Answers questions
3. Answers riddles
4. Follows directions

C. Developing Critical Listening Skills

1. Listens for specific purposes
   (i) compares stories and poems
   (ii) detects consonant and consonant digraph sounds
   (iii) detects consonant blends
   (iv) notes descriptive words
   (v) notes details
   (vi) notes the effects of stress and punctuation on meaning
   (vii) notes short and long vowel sounds
   (viii) detects sounds of y, c, s
   (ix) detects sounds of vowel digraphs

I. Listening

D. Developing Appreciative Listening Skills

1. Develops awareness, sensitivity, and imagination through conversation, stories, and poems
   - (i) appreciates the effective use of language
   - (ii) appreciates word pictures
   - (iii) appreciates creative writings
   - (iv) evaluates character traits in written expression
   - (v) evaluates oral readings
   - (vi) interprets figurative language
   - (vii) interprets mood

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Shows ease and graciousness in social situations
   (i) continues development from previous levels in this area

B. Developing Oral Communication Skills

1. Expresses clearly and accurately
   (i) discusses and reports on other subject areas
   (ii) speaks in sentences that are longer and more complex
   (iii) participates in additive stories
2. Plans, presents, reports, evaluates experiences
   (i) continues development from the previous levels
   (ii) participates in dramatization in an area that interests one child
3. Makes announcements--messages, descriptions, directions, and explanations
   (i) makes an oral presentation of certain news events and school activities
   (ii) uses the tape recorder when speaking so that he can practice voice control by playing back recordings
4. Shares ideas, feelings, and experiences
   (i) participates in choral speaking
   (ii) participates with an individual part in choral speaking
   (iii) presents a riddle

II. Speaking

5. Interprets situations
   (i) discusses the main features of a paragraph
   (ii) demonstrates an understanding of mood in sample literary selections
   (iii) demonstrates an understanding of common elements of known fables, folktales, and myths
   (iv) makes up a story from a suggested title
   (v) uses words that suggest a vivid image

C. Developing Suitable Language Patterns

1. Demonstrates understanding of multiple meaning of words
2. Demonstrates accurate use of pronouns in speech
3. Uses good describing words

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Uses phonetic analysis
   (i) consonants, initial and final
   (ii) medial consonants x, k, t, z
   (iii) double consonants: final and medial
   (iv) consonant blends: br, cr, dr, fr, gr, tr, bl, cl, fl, pl, sl, sn, st, nk
   (v) consonant digraphs: sh, ch, ck, th, wh, ng, kn
   (vi) variant sounds: hard and soft c and g
   (vii) similarities: x, cks, ng, nk
   (viii) short and long vowels
   (ix) vowel digraphs ee, ai, ay, oa, ea, oo
   (x) principles governing vowel sounds: silent vowels in digraphs, short vowel in z-letter words; sounds of medial vowels
   (xi) phonograms
   (xii) rhyming ending: makes new words
2. Uses structural analysis
   (i) compound words
   (ii) contractions
   (iii) plural forms s, es
   (iv) possessives: singular and plural
   (v) verb variants: s, ed, es, ing; doubling consonant before ending: dropping e before ending
   (vi) suffix: er

B. Developing Comprehension Skills

1. Interprets story plot
2. Continues to develop the ability to read for details

III. Reading

3. Recognizes the sequence of events in a story
4. Continues the ability to read creatively enriching imagery, and reacting personally
5. Continues to read critically
6. Continues to improve his ability to read independently
7. Understands the function of punctuation marks

C. Developing Organizational and Study Skills

1. Continues to develop organizational and study skills from the previous levels
2. Reads simple maps, diagrams, and graphs

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-Expression and Evaluation

1. Writes a description of an object
2. Writes an ending to a fairy tale or myth
3. Writes a friendly letter
4. Answers comprehension questions in writing
5. Can proof read own work to check for title, capitals, punctuation, and spelling
6. Writes an original poem

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Uses a picture dictionary and other aids learned previously
2. Applies the phonics skill learned at this level to the spelling of new words in writing

C. Developing Legibility With Reasonable Speed

1. Forms letters accurately and carefully
2. Continues development from the previous levels in this area

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Writes simple sentences from dictation
2. Substitutes words into sentence patterns
3. Uses variety in sentence length and construction
4. Uses good sensory words
5. Uses strong and colorful words
6. Uses synonyms, antonyms, and homonyms

How The Parent Can Help:

1. Continue development from Level D.
2. Nurture growing independence while giving moral support.
3. Give wise guidance, channeling the child's interests and enthusiasms rather than dominating or criticizing them.

READERS	WORKBOOKS	OTHER MATERIALS
Stories Old and New (CC) Magic and Make-Believe (N) All About Me (GILP) Mugs Scores (GILP) Golden Trails (W) The New Friends and Neighbours (Ga) The New More Friends and Neighbours (Ga) Skill Builder 2 (RD) Kittens and Children (SRA) Linguistic Series (Me) Star Bright (He)	Phonics Work Book Gr. 2 (P) Language Patterns for Thinking and Writing 2 (W) Eye and Ear Fun Bk. 2 (McG) Linguistic Series (Me) Reading Through Phonics Bk. 2 (D) Reader's Digest Practice Pad Bk. 2	SRA Word Games Words We Read, Write and Spell (CC) SRA Lab 1 (b) Spelling in the Language Arts Bk. 2 (N) Developing Comprehension in Reading 2 (D) Scholastic Word Games

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Continues development from previous levels in this area

B. Developing Informational Listening Skills

1. Listens for directions
2. Listens for information

C. Developing Critical Listening Skills

1. Hears common sounds when spoken
2. Listens to compare stories and visions of stories
3. Detects consonant and consonant digraph sounds
4. Detects irregular digraph sounds
5. Detects rhyme and rhythm
6. Listens to determine main idea
7. Listens to note short and long vowel sounds
8. Listens to note mood and onomatopoeia
9. Listens to note sounds of homonyms
10. Listens to determine punctuation
11. Listens to note meaning of antonyms

D. Developing Appreciative Listening Skills

1. Develops awareness, sensitivity, and imagination through conversation, stories, and poems
   (i) listens to creative writings of others
   (ii) evaluates dramatizations
   (iii) evaluates music
   (iv) respects the opinions of others
   (v) evaluates poetry
   (vi) appreciates word pictures
   (vii) listens to express meaning and emotions

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Continues development from previous levels in this area

B. Developing Oral Communication Skills

1. Continues development from previous levels in this area

C. Developing Suitable Language Patterns

1. Uses new words in good oral sentences
2. Expands sentences by adding modifiers and phrases
3. Replaces an author's words by synonyms
4. Uses possessives to replace phrases
5. Uses strong action words

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Uses phonetic analysis
   (i) single consonants in initial, medial, and final positions
   (ii) double consonants
   (iii) consonant blends: review 2 letter blends; 3 letter blends: thr, spr, str, squ
   (iv) consonant digraphs: review silent letter in kn, gh, wr
   (v) variant sounds: c and g
   (vi) review short and long vowels
   (vii) digraphs: ow, oo, ea
   (viii) diphthongs: ow, ou, oi, oy
   (ix) variant sounds of vowels; a before l; a after w; a in aw; a e i o u before r
   (x) principles governing vowel sounds
   (xi) making new words with phonograms
2. Uses structural analysis
   (i) compound words
   (ii) plural forms: y to i before adding er
   (iii) contractions
   (iv) suffix er: as agent
   (v) verb variants: ed, ing, doubling consonant and dropping e before adding ed, ing; changing y to i before adding ed, es

B. Developing Comprehension Skills

1. Continues development from the previous level in this area
2. Understands the functions of punctuation marks

C. Developing Organizational and Study Skills

1. Reads simple maps and diagrams
2. Skims to find information

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Uses words that have multiple meanings
2. Writes a paragraph from a picture
3. Writes an original poem
4. Proof reads sentences for punctuation, title, and spelling errors
5. Develops an awareness of the relationship between inter-relations in speech and punctuation in writing
6. Writes a "Why" story

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Maintains correct habits in learning to spell words
2. Maintains use of spelling sources--picture dictionaries, word lists, readers

C. Developing Legibility With Reasonable Speed

1. Can form letters accurately and carefully

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Prints words and sentences related to reading, composition, and spelling activities
2. Writes three or four words in alphabetical order
3. Writes a complete sentence supplying a "where" phrase
4. Uses "a" and "an" correctly
5. Demonstrates awareness of present and past tenses
6. Uses pronouns correctly
7. Transforms statement sentences into question sentences

How The Parent Can Help:

1. Remember that children are different from one another in learning to read. Comparing with others creates frustration and anxiety in the child.
2. Make learning to read attractive to a child.
3. Encourage him to read to you or to a brother or sister.
4. Be interested in what he reads.
5. Help him with words if he needs help.
6. Encourage his every effort to read.
7. Give him suitable books for his very own.
8. Take him to the library.
9. Read to him.
10. Read in the child's presence.

READERS	WORK BOOKS	OTHER MATERIALS
Stories Old and New (CC) Carousel #1 (CC) Magic and Make Believe (N) Carnival (GILP) Moon Shiny Night (GILP) Golden Trails (W) The New More Friends and Neighbours (Ga) Skill Builder 2 (RD) The Purple Turtle (SRA) Linguistic Series (Me) Star Bright (He)	Phonics Work Book Gr. 2 (P) Language Patterns for Thinking and Writing 2 (W) Eye and Ear Fun Bk. 2 (McG) Reading Through Phonics Bk. 2 (D) Reader's Digest Practice Pad Bk. 2	SRA Word Games Words We Read Write and Spell (CC) SRA Lab 1 (b) Spelling in the Language Arts Bk. 2 (N) Developing Comprehension in Reading 2 (D) Scholastic Word Games

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Maintains and continues development from previous levels

B. Developing Informational Listening Skills

1. Maintains and continues development from previous levels

C. Developing Critical Listening Skills

1. Maintains and continues development from previous levels

D. Developing Appreciative Listening Skills

1. Maintains and continues development from previous levels

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Simulates interviews with guests
2. Introduces and thanks guests (real or imagined)

B. Developing Oral Communication Skills

1. Expresses ideas clearly and accurately
   (i) makes telephone calls and radio broadcasts (simulated)
2. Plans, presents, reports, evaluates experiences
   (i) participates in panel discussions or round table conversations
3. Makes announcements--messages, descriptions, directions, and explanations
   (i) relates to other pupils routines for safe and proper conduct
   (ii) expresses directions one would follow to reach his home given certain reference points
   (iii) expresses proper safety rules when talking or bicycling on public thoroughfares
   (iv) expresses proper safety rules for riding on the school bus
4. Shares ideas, feelings, and experiences
   (i) discusses interesting characters in stories
   (ii) discusses eternal values
5. Interprets situations
   (i) discusses elements of mystery and suspense in stories
   (ii) discusses the use of mood, characterization, theme, and plot in stories
   (iii) discusses the multiple meaning of words
   (iv) discusses the use of pronouns for reference and variety

II. Speaking

(v) discusses use of strong words
(vi) discusses use of describing words

C. Developing Suitable Language Patterns

1. Uses clear and fluent speech
2. Uses pause, pitch, tempo, and tone to create desired effect
3. Uses varied sentence structure
4. Uses correct and colorful words

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Uses phonetic analysis
   (i) reviews single consonants
   (ii) consonant blends 2- and 3-letter blends
   (iii) consonant digraphs, initial, medial, and final
   (iv) silent letters kn, gh, wr
   (v) variant sounds: hard and soft c, g
   (vi) similarity of c, k
   (vii) short and long vowels: reviews
   (viii) digraphs and double vowels: oo, oo, at, ea, oa, ui, ee, ou
   (ix) dipthongs: ow, ou, oi, oy, ew
   (x) variant sounds of vowels
   (xi) principles governing vowel differences: short sounds of medial vowel; medial vowel lengthened by final e; silent vowel in digraphs with exceptions, vowel followed by r
   (xii) recognizes familiar phonetic parts in new words
   (xiii) recognizes phonograms
   (xiv) recognizes syllabic divisions of words
2. Uses structural analysis
   (i) recognizes compound and hyphenated words
   (ii) reviews plural forms
   (iii) reviews possessive forms
   (iv) reviews verb variants
   (v) recognizes suffixes: y, ly, er, est, er
   (vi) recognizes prefixes: a, be, un, as syllabic units
   (vii) syllabication: dividing words into syllables
   (viii) dividing words with double medial consonants: dividing words with be, a, un; dividing words ending with suffixes

III. Reading

(ix) recognizes words through structural analysis

B. Developing Comprehension skills

1. Reads for the main ideas
2. Illustrates story events
3. Selects by sentences
4. Reads to form judgments and opinions
5. Reads to verify or support opinions
6. Reads to predict outcomes
7. Reads to make inferences
8. Understands the use of punctuation marks
9. Interprets figurative language
10. Uses content clues to recognize the meanings of new words

C. Developing Organizational and Study Skills

1. Skims to locate subtitles, paragraphs, and key sentences
2. Reads to find sequence

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Composes effective beginning and endings to sentences
2. Writes expanded sentences
3. Writes sentences or stories to demonstrate:
   (i) mood or emotion
   (ii) use of stronger and more colorful words
   (iii) use of the senses
   (iv) use of the imagination
4. Maintains habits of self-evaluation in checking work for
   (i) titles, capitals, punctuation, and spelling
   (ii) correct and effective use of language
5. Writes original poems
6. Continues to write friendly letters
7. Writes about personal experiences
8. Writes 3 or 4 sentences describing a character or describing a main idea in a story or paragraph
9. Writes an original fairy tale or myth
10. Uses figurative language in writing comparisons
11. Writes simple stories with the use of picture
12. Makes up questions about stories
13. Uses words as (is, are), (was, were) in writing

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Maintains correct habits in the learning of spelling words
2. Maintains the habit of using aids to find needed words:
   (i) picture dictionary
   (ii) class charts

IV. Writing

(iii) readers and individual alphabetical word lists
(iv) continues to build spelling generalizations by dropping silent e before ed and adding ing to root words
(v) continues development in word building

C. Developing Legibility With Reasonable Speed

1. Prints words and sentences relating to reader
   (i) uses interlined notebooks
   (ii) continues development of manuscript writing
2. Begins development of cursive writing
   (i) writing positions
   (ii) basic strokes
   (iii) factors of legibility

D. Developing Suitabel Structure, Punctuation, and Usage as Aids to Effective Communication

1. Prints simple dictated sentences consisting of phonetic or known words with regular or phonetic spelling
2. Prints 3 or 4 words in alphabetical order
3. Uses joining words in writing:
   (i) because
   (ii) when
   (iii) after
4. Identifies when, where, and how phrases and completes sentences to answer them
5. Uses synonyms, antonyms, and homonyms
6. Uses apostrophe

How The Parent Can Help:

1. See that the child has a daily quiet period so that he can read.
2. Read stories and poems to him.
3. Include him in family discussions and plans.
4. Visit school and consult with the teacher.
5. Help him to have all kinds of educational experiences
   (i) excursions around community
   (ii) care for pets and growing plants
   (iii) visits to see living birds, animals, and fish
6. Show that reading is important in the lives of parents by reading in the presence of the child.

READERS	WORK BOOKS	OTHER MATERIALS
Stories of Fun and Adventure (CC) Treats and Treasures (N) Higgleby's House (GILP) Close Up (GILP) Wings of Wonder (W) The New Streets and Roads (Ga) Skill Builder 3 (RD) Meadow Green (He)	Phonics Work Book Gr. 3 (P) Language Patterns for Thinking and Writing 3 (W) Eye and Ear Fun Bk. 3 (McG) Reading Through Phonics Bk. 3 (D) Reader's Digest Practice Pad Bk. 3	Word Wonder Dictionary SRA Word Games SRA Lab 1 (c) Language Comes Alive 3 (D) Scholastic Word Games Spelling in the Language Arts Bk. 3 (N) Developing Comprehension in Reading 3 (D)

I. Listening:

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Reviews standards for listening
2. Listens to tape recorded materials
3. Listens to words and sentences in chalkboard dictation

B. Developing Informational Listening Skills

1. Listens to follow directions
2. Listens to gain information
3. Listens to prepare for creative movement

C. Developing Critical Listening Skills

1. Composes and evaluates titles
2. Detects consonant and consonant digraph sounds
3. Detects consonant blends
4. Detects irregular vowel digraph sounds
5. Detects long and short vowel sounds
6. Detects murmur dipthong sounds
7. Detects the number of vowel sounds
8. Detects rhyme and rhythm
9. Detects the sound of "a" before "l"
10. Listens to determine main ideas
11. Listens to the effect of emphasis
12. Listens to evaluate oral summaries
13. Listens to guess answers to riddles
14. Notes descriptive words and phrases
15. Detects sound of homonyms
16. Notes sound of "ing" endings
17. Notes suffixes
18. Notes varying sounds represented by "c", "g", and "y"

I. Listening

D. Developing Appreciative Listening Skills

1. Compares poems
2. Contrasts poems
3. Listens to creative writing
4. Listens to enjoy melody of language
5. Listens to reports of class research
6. Visualizes word pictures

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Maintains and enriches conversation learning
2. Continues development in all other skills in this area

B. Developing Oral Communication Skills

1. Expresses ideas clearly and accurately
   (i) speaks clearly and audibly
   (ii) uses acceptable English
   (iii) takes part in group discussion
2. Plans, presents, reports, evaluates group experiences
   (i) reports on books, observations, and hobbies
   (ii) continues development in all other skills in this area
3. Makes announcements--messages, descriptions, directions, and explanations
   (i) describes how to make something using signal words: first, second, next, and finally
4. Shares ideas, feelings, and experiences
   (i) discusses why characters behave as they do
   (ii) continues development in other skills in this area from previous levels
5. Interprets situations
   (i) discusses illustrations
   (ii) continues development in other skills in this area from previous levels

C. Developing Suitable Language Patterns

1. Enunciates vowels and final consonants
2. Participates in reading by using careful speech

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Uses phonetic analysis
   - (i) reviews single consonants
   - (ii) perceives these single sounds in syllables:l, n, and r
   - (iii) double consonants, digraphs: silent letter in gn, kn, wr
   - (iv) double consonants in syllables
   - (v) consonant blends: 3-letter
   - (vi) principles governing variant sounds of consonants: c and g; s and z
   - (vii) reviews long and short vowels
   - (viii) variant sound of single vowels
   - (ix) dipthongs: oi, oy, ow, ou, aw, au
   - (x) double vowels, digraphs, variant sounds
   - (xi) principles governing vowel differences; vowel long at end of one-syllable words; medial vowel brightened by final e; short sound of medial vowel; silent vowel in digraphs and exceptions to the principle; vowel followed by r; using vowel principles to pronounce new words
   - (xii) recognizes familiar phonetic parts
   - (xiii) reviews phonograms and recognizes those ending with r; ar, er, ir, or, ur, ear, our
   - (xiv) uses phonograms to unlock new words
2. Uses structural analysis
   - (i) compound and hyphenated words
   - (ii) plural forms of nounds
   - (iii) verb variants: root words in variant forms; irregular verbs
   - (iv) suffixes: y, er (agent) er, est, ly, lessful, en

III. Reading

(v) prefixes: a, be, un, re
(vi) contractions
(vii) possessive forms
(viii) syllabication: compound and hyphenated words; words with double and different medial consonants; words with single consonants between two vowels; words with prefixes and suffixes: words ending in le
(ix) uses accent marks in syllables as aids to pronunciation

B. Developing Comprehension Skills

1. Reads for main idea
2. Relates story details to main idea
3. Illustrates story events
4. Selects key sentences
5. Reads to make judgments and opinions
6. Reads to predict outcomes
7. Reads to make inferences
8. His increasing understanding of the use of punctuation marks
9. Reads to verify or support opinions
10. Interpreting figurative language
11. Interpreting descriptive words, or phrases
12. Classifies words, events, information, and related ideas

C. Developing Organizational and Study Skill

1. Skims to locate subtitles, paragraphs, and key sentences
2. Reads to find sequence
3. Organizes main topics for a talk
4. Participates in a wide variety of reading experiences

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Writes research reports
2. Composes original poems
3. Writes about personal experiences
4. Writes book reports
5. Writes the simple letter form

B. Developing Ability to Spell Correctly

1. Continues, maintains, and enriches spelling ability form learning words in reading vocabulary
2. Supplements spelling vocabulary by using units 1 to 12 in Spelling in Language Arts

C. Developing Legibility With Reasonable Speed

1. Continues, maintains, and enriches cursive writing ability through using correct habits

D. Developing Suitable Structure, Punctuation, and Usage as Aids to Effective Communication

1. Uses antonyms and homonyms
2. Builds words from prefixes and suffixes
3. Uses capitals where needed
4. Uses correct punctuation in sentences
5. Uses proper form of irregular verbs
6. Uses present and past tenses

How the Parent Can Help:

1. Read to the child.
2. Take him to the library.
3. Provide a variety of educational experiences for him.
4. Provide a quiet place for him to read.
5. Help the child become selective in radio listening and T.V. viewing.
6. Show him reading is important to parents by reading in his presence.

READERS	WORK BOOKS	OTHER MATERIALS
Stories of Fun and Adventure (CC) Treats and Treasures (N) Topsy-Turvy (GILP) Wings of Wonder (W) The New Streets and Roads (Ga) Skill Builder 3 (RD) Meadow Green (He) Bundle of Sticks (GILP)	Phonics Work Book Gr. 3 (P) Language Patterns for Thinking and Writing 3 (W) Eye and Ear Fun Bk. 3 (McG) Reading Through Phonics Bk. 3 (D) Reader's Digest Practice Pad Bk. 3	Scholastic Word Games SRA Lab 1 (c) SRA Word Games Language Comes Alive 3 (D) Spelling in the Language Arts Bk. 3 (N) Dictionary: Developing Comprehension in Reading 3 (D)

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Reviews standards for listening
2. Listens to words and sentences in chalkboard dictation

B. Developing Informational Listening Skills

1. Listens to prepare for in-class activities
   (i) art
   (ii) creative movement
   (iii) seatwork activities

C. Developing Critical Listening Skills

1. Notes suffixes
2. Notes common sounds
3. Notes varying sounds of c and g
4. Listens to compose and evaluate titles
5. Detects consonants, consonant blends, and consonant digraph sounds
6. Listens to creative writing
7. Listens to supply antonyms
8. Detects irregular vowel digraph sounds
9. Detects long and short vowel sounds
10. Detects murmur diphthong sounds
11. Detects rhyme and rhythm
12. Notes descriptive words and phrases
13. Notes "ing" endings
14. Notes mood
15. Notes sounds of homonyms

I. Listening

D. Developing Appreciative Listening Skills

1. Listens to enjoy flow of language
2. Listens to pantomime
3. Listens to poems
4. Listens to reports on research projects
5. Listens to stories and books
6. Listens to tape recordings
7. Listens to visualize word pictures

II. Speaking

A. Developing Social Courtesies

1. Maintains, enriches, and extends conversational learning
2. Continues development in all other skills in this area from previous levels

B. Developing Oral Communication Skills

1. Speaks clearly and audibly in group discussions
2. Discusses comparisons
3. Distinguishes the sequence of events in a story

C. Developing Suitable Language Patterns

1. Is aware of outlining through discussion of subtitles
2. Can use picturesque words

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Uses phonetic analysis
   - (i) selects appropriate vowel sounds in one syllable words and one syllable of polysyllabic words; short vowel--closed syllable; long vowel with silent e or final e; two vowels together, open syllable
   - (ii) blends consonants and vowel sounds into a unit
   - (iii) attacks words with consonant blends and digraphs in a final position as well as in an initial position
2. Uses structural analysis
   - (i) attacks compound words independently when they are composed of familiar words
   - (ii) separates root words from the prefix and the suffix
   - (iii) understands that root words, prefixes, and suffixes are meaningful elements
   - (iv) recognizes prefixes such as ex, trans, re, un, dis
   - (v) recognizes suffixes such as er, est, ful, less, ly, and y
   - (vi) recognizes words to which these rules apply: change y to i and add the suffix; drop final e and add the suffix; double the final consonant and add the suffix
   - (vii) applies understanding of syllables
   - (viii) distinguishes the number of syllables aurally
   - (ix) divides two-syllable words visually when the word contains: two like consonants together which follow first vowel; two different consonants together which follow first vowel; two known words in a compound word
   - (x) applies understanding of the accent
   - (xi) distinguishes aurally the stressed or accented syllable

III. Reading

B. Developing Comprehension Skills

1. Identifies and reacts to mood
2. Compares and contrasts characters in a story
3. Identifies and evaluates character traits
4. Summarizes a story
5. Generalizes ideas obtained from reading
6. Forms judgments and conclusions
7. Draws inferences
8. Identifies fact with event or character
9. Recalls story details
10. Composes titles
11. Finds proof for answers from the source

C. Developing Organizational and Study Skills

1. Takes part in group discussions
2. Follows directions, oral and written
3. Arranges sequences
4. Uses an index and a table of contents

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Compares and contrasts characters in a story
2. Creates imaginary characters and stories
3. Writes descriptive paragraphs from different points of view
4. Writes a thank-you letter
5. Writes expanded sentences
6. Changes statements into questions

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Uses spelling word list from readers
2. Supplements spelling vocabulary by using units 13 to 24 in Spelling in the Language Arts

C. Developing Legibility With Reasonable

1. Continues development in cursive writing

D. Developing Suitable Punctuation and Usage as Aids to Effective Communication

1. Continues development from previous levels in this area

How The Parent Can Help:

1. Show interest in progress of each child.
2. Encourage library book reading.
3. Listen while child tells about story or book read.
4. Read to child.
5. Have child read to parents after having read the material to himself.
6. Ask child to read signs, labels, and other appropriate captions.
7. Provide meaningful experiences: travel to areas that will enrich the child's experiences.
8. Give child certain responsibilities.
9. Help child select radio, movie, and T.V. shows that are desirable for him.
10. Include child in family discussions.

READERS	WORK BOOKS	OTHER MATERIALS
Stories of Fun and Adventure (CC) Carousel No. 2 (CC) Treats and Treasures (N) Taking Off (GILP)* Deep Sea Smile (GILP)* Flights Afar (W) The New More Streets and Roads (Ga) Skill Builder 3 (RD) Meadow Green (He)	Phonics Work Book Gr. 3 (P) Language Patterns for Thinking and Writing 3 (W) Eye and Ear Fun Bk. 3 (McG) Reading Through Phonics Bk. 3 (D) Reader's Digest Practice Pad Bk. 3	Scholastic Word Games SRA Word Games Dictionary SRA Lab 1 (C) Language Comes Alive 3 (D) Spelling in the Language Arts Bk. 3 (N) Developing Comprehension in Reading 3 (D)

*Suggested for enrichment or reinforcement.

I. Listening

The aims of this level are to help the child develop his own potentiality for listening thoughtfully, by:

A. Developing Attentive Listening Skills

1. Maintains and continues development from previous levels

B. Developing Informational Listening Skills

1. Maintains and continues development from previous levels

C. Developing Critical Listening Skills

1. Maintains and continues development from previous levels

D. Developing Appreciative Listening Skills

1. Maintains and continues development from previous levels

II. Speaking

The aims of this level are to help the child develop his own potentiality for speaking effectively, by:

A. Developing Social Courtesies

1. Maintains, enriches, and extends conversational learning
2. Continues development in making introductions and other related social skills
3. Continues development in telephone conversations
4. Shows insight into and understanding of human values
5. Shows consideration for and awareness of the feelings of others

B. Developing Oral Communication Skills

1. Enunciates effectively
2. Improvises playets from known stories

C. Developing Suitable Language Patterns

1. Detects errors in evaluating short story readings of others

III. Reading

The aims of this level are to help the child develop his own potentiality for reading critically, by:

A. Developing Word Attack Skills

1. Applies appropriate vowel principle, learned at previous levels, to two-syllable words
2. Uses knowledge of unusual vowel sounds as ow, ou, oi, oy
3. Distinguishes the silent letters in consonant combinations, wr, kn, cr, qn
4. Uses knowledge of consonant sounds: ph-f, qu-qw, bn-n

B. Using Structural Analysis

1. Works independently when attacking words which are composed of one familiar and one unknown word
2. Identifies unknown words in a compound word by using appropriate phonetic analysis
3. Divides two syllable words
   (i) when a single consonant comes between two vowels, the consonant usually begins the second syllable a-ré-na
   (ii) when words end in-le and a consonant precedes, the consonant usually begins the last syllable - a-ble
4. Applies understanding of the accent; as two-syllabel words which end in a consonant followed by y are accented, usually on the first syllable prét-ty
5. Knows that prefixes and suffixes are not accented
6. Recognizes new prefixes (a in afire) and suffixes (ship as in apprenticeship) and knows their meaning
7. Identifies independently a word with both a prefix and a suffix
8. Knows that prefixes and suffixes are syllables
9. Determines accent independently
10. Attacks unknown words and establishes the accent

III. Reading

C. Developing Comprehension Skills

1. Gains visual imagery by painting or drawing a picture vividly described in a story
2. Differentiates between fact, fancy, and opinion
3. Interprets humor in a story
4. Interprets figures of speech
5. Predicts the outcome of a story
6. Evaluates material by judging whether details are relevant or irrelevant

D. Developing Organizational and Study Skills

1. Uses book titles as a clue to the book contents
2. Uses the table of contents of a book to determine whether the book contains appropriate information on a given topic
3. Uses the dictionary
4. Uses the glossary
5. Uses the encyclopedia

IV. Writing

The aims of this level are to help the child develop his own potentiality for writing creatively, by:

A. Developing Ability for Self-expression and Evaluation

1. Writes comparison using metaphor
2. Is aware that intonation, punctuation, and spelling influence meaning
3. Predicts outcomes for stories
4. Writes a friendly letter

B. Developing Ability to Spell Correctly Words Needed for Written Communication

1. Continues development from previous levels in this area

C. Developing Legibility With Reasonable Speed

1. Continues development in cursive writing

D. Developing Suitable Punctuation and Usage as Aids to Effective Communication

1. Develops vocabulary through use of synonyms, antonyms, and structure words
2. Uses correct punctuation at the end of sentences

LEVEL A

(Readiness)

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT
1. Fun with Tom and Betty	Ginn	
2. Games to Play (to be used for extended practice)	"	
1. We Read Pictures	Scott, Foresman	
2. We Read More Pictures	" "	
3. The New Before We Read	" "	
4. Open Highways, Starter Concepts Cards	" "	
1. Starting Out With Picture Forms (Kit)	Harper & Row	
2. Off We Go With Stories	" " "	
3. On Our Way to Read	" " "	
1. Fun For All	American Book	
2. Ready! Go!	" "	
We Begin to Read	Macmillan	
Getting Ready to Read	Houghton Mifflin	

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION & ENJOYMENT	
1. Our Big Red Story Book	Ginn	My Dog Laddie	D. C. Heath
2. My Little Red Story Book	"	Biddy and the Ducks	" " "
3. My Little Green Story Book	"	Frisky the Goat	" " "
4. My Little Blue Story Book	"	The Little Crow	" " "
5. Come With Us	"	Little White Rabbit	" " "
		Story Fun	Singer
1. Now We Read (1966 edition)	Scott, Foresman	Sounds of Home	Holt, Rinehart & Winston
2. Fun With the Family "	" "	Tom and Susan	Scott, Foresman
3. Fun Wherever We Are "	" "	Sally, Dick and Jane	" "
4. The New Guess Who "	" "	Let's Go	Chandler
5. Open Highways, Ready to Roll	" "	Supermarket	"
		Bikes	"
1. Our Big Book	" "	Trucks and Cars to Ride	"
2. We Look and See	" "	Swings	"
3. We Work and Play	" "	Slides	"
4. We Come and Go	" "		
5. Guess Who	" "		
1. In the City (Bank Street)	Macmillan		
2. People Read (Bank Street)	"		
1. Janet and Mark	Harper & Row		
2. Outdoors and In	" " "		
3. City Days, City Ways	" " "		
4. Just for Fun	" " "		
1. Opening Books	Macmillan		
2. Magic Box	"		
3. Things You See	"		
1. Tip	Houghton Mifflin		
2. Tip and Mitten	Houghton Mifflin		
3. The Big Show	" "		

LEVEL B

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT
1. Come and Ride	Macmillan	
2. Ride and Slide	"	
1. Don and Peggy	Bobbs-Merrill	
2. Come and See	" "	
3. Here We Play	" "	
1. On Our Way 1966 edition	American Book	
2. Time to Play " "	" "	
3. All in a Day " "	" "	
1. Play With Jimmy	Follett	
2. Fun With David	"	
3. Laugh With Larry	"	
4. Day With Debbie	"	
5. Four Seasons With Susie	"	
1. Happy Times	American Book	
2. Away We Go	" "	
1. Three of Us	Lyons & Carnahan	
2. Play With Us	" "	
3. Fun With Us	" "	
1. Skip Along	Row, Peterson	
2. Under the Sky	" "	
3. Open the Door	" "	
4. High on a Hill	" "	

LEVEL C

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
1. The Little White House	Ginn	Peppermint Fence	D. C. Heath
2. Under the Apple Tree	"	Fun for Fidelia	" " "
		Peanuts the Pony	" " "
1. Fun With Our Friends (1966 Edition)	Scott, Foresman	Hundreds of Turkeys	" " "
2. The New Fun With Dick and Jane	" "	Shadow the Cat	" " "
		Maybelle the Donkey	" " "
Around the City (Bank Street)	Macmillan	Sounds of Numbers	Holt, Rinehart & Winston
		Story Wagon	Singer
Around the Corner	Harper & Row	Tales to Read	Laidlaw
		The Cat in the Hat	Houghton Mifflin
Worlds of Wonder	Macmillan	At Home	Scott, Foresman
		More Dick and Jane Stories	" "
Jack and Janet	Houghton Mifflin	Day In and Day Out	Row, Peterson
		Wishing Well	" "
Up the Street and Down	American Book	At Play	Winston
		Fun in Story	"
Open Highways, Rolling Along	Scott, Foresman	Days of Fun	Bobbs-Merrill
		Let Us Read	" "
		Jack Helps at Home	Silver Burdett
		On the Way to Storyland	Laidlaw
		Let's See the Animals	Chandler
		Tommy Finds Out	Lyons & Carnahan
		Primer Reader	Lippincott

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
On Cherry Street	Ginn	Sounds Around the Clock	Holt, Rinehart & Winston
More Fun With Our Friends (1966 Edition)	Scott, Foresman	Sky Blue	Heath
The New Our Friends	" "	Storytime	Singer
		Long, Long Ago	"
Uptown, Downtown (Bank Street)	Macmillan	Stories to Remember	Laidlaw
		I Know a Story	Row, Peterson
Real and Make Believe	Harper & Row	Round About	" "
		Open Windows	American Book
Around Green Hills	American Book	Cat in the Hat Comes Back	Houghton Mifflin
		Our Happy Ways	Bobbs-Merrill
Open Highways, More Power	Scott, Foresman	Sunny and Gay	" "
		Our Town	Allyn and Bacon
		Good Stories	Winston
		School Friends	Macmillan
		Little Friends at School	Rand McNally
		From Elephants to Eskimos	Harper & Row

LEVEL E

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION,& ENJOYMENT	
Open the Gate	Ginn	Merry-Go-Round	C. E. Merrill
Lands of Pleasure	Macmillan	Blue Dog and Other Stories	Lyons & Carnahan
Up and Away	Houghton Mifflin	The New We Three	Scott, Foresman
Open Highways, Moving Ahead	Scott, Foresman		

LEVEL F

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
We Are Neighbors	Ginn	Foolish and Wise	Bobbs-Merrill
Friends Old and New (1966 Edition)	Scott, Foresman	Storyland Favorites	Laidlaw
Open Highways, Splendid Journey	" "	It Happened One Day	Row, Peterson
My City (Bank Street)	Macmillan	The New What Next- Part I	Scott, Foresman
All Through The Year	Harper & Row	Stories About Sally	Ginn
Enchanted Gates	Macmillan	Friendly Village	Row, Peterson
Come Along	Houghton Mifflin	Field and Fences	Allyn and Bacon
Down Singing River	American Book	Story Road	Winston
The New Friends and Neighbors	Scott, Foresman	From Fins to Feathers	Harper & Row
Down the River Road	Row, Peterson		

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
Around the Corner	Ginn	Story Train	Singer
More Friends Old and New (1966 Edition)	Scott, Foresman	Open Doors	American Book
Open Highways, Speeding Away	" "	Happiness Hill	C. E. Merrill
Greenlight, Go (Bank Street)	Macmillan	Hilltop Trails	Lyons & Carnahan
Shining Bridges	"	Let's Talk	Houghton Mifflin
On We Go	Houghton Mifflin	Let's Take Turns	Macmillan
Over a City Bridge	American Book	The New What Next-Part II	Scott, Foresman
New More Friends and Neighbors	Scott, Foresman	Sounds of Laughter	Holt, Rinehart & Winston
In New Places	Silver Burdett		
Neighbors on the Hill	Row, Peterson		

LEVEL H

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
Ranches and Rainbows	Ginn	Sounds of Laughter	Holt, Rinehart & Winston
		Star Bright	D. C. Heath
		The Flying Squirrel	Lyons & Carnahan

LEVEL I

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION & ENJOYMENT	
Finding New Neighbors	Ginn	Doorways to Adventure	Laidlaw
Roads to Follow (1966 Edition)	Scott, Foresman	Yertle the Turtle	Houghton Mifflin
City Sidewalks (Bank Street)	Macmillan	The Almost Ghost	Lyons & Carnahan
From Faraway Places	Harper & Row	The New Tall Tales-Part I	Scott, Foresman
Better Than Gold	Macmillan	After the Sun Sets	Row, Peterson
Looking Ahead	Houghton Mifflin	From Bicycles to Boomerangs	Harper & Row
Beyond Treasure Valley	American Book		
Magic Windows	Allyn and Bacon		
The New Streets and Roads	Scott, Foresman		
Year Around Fun	American Book		
Thru the Green Gate	Row, Peterson		
Stories From Everywhere	Lyons & Carnahan		

BOOKS FOR SKILL DEVELOPMENT		BOOKS FOR REINFORCEMENT, EXTENSION, & ENJOYMENT	
Friends Far and Near	Ginn	Story Carnival	Singer
More Roads to Follow (1966 Edition)	Scott, Foresman	Meadow Green	D. C. Heath
Round the Corner (Bank Street)	Macmillan	Treat Shop	C. E. Merrill
More Than Words	"	Sounds of the Story Teller	Holt, Rinehart & Winston
Along Friendly Roads	American Book	The Barking Cat and Other Stories	Lyons & Carnahan
Open Roads	" "	Fun and Frolic	D. C. Heath
The New More Streets and Roads	Scott, Foresman	Just Imagine	Scott, Foresman
If I Were Going	Row, Peterson	The New Tall Tales-Part II	" "
Once Upon A Story Time	Lyons & Carnahan	Enchanting Stories	Winston
Near and Far	Silver Burdett		
Climbing Higher	Houghton Mifflin		

LIST OF BASAL READERS IN THE PRIMARY DIVISION AS RECOMMENDED BY PUBLISHERS*

Publishing Company	Year One	Year Two	Year Three
Copp Clark	Off to School Come Along With Me It's Story Time	Stories Old and New	Stories of Fun and Adventure
Nelson	Funny Surprises Kittens and Bears Pets and Puppets Mr. Whiskers The Toy Box	Magic and Make Believe	Treats and Treasures
Ryerson	My First Book On My Way See Me Go	New Adventures	Fancy Free
MacMillan	Once Upon a Time	Happy Hours	Into Wonderland
	(For enrichment: no specific reading level given these books.)		
Gage (Language Experience)	Just For Me Follow Me	Out And Away Stories To Study 1	Flying Free Stories To Study 2
Dent	Developing Comprehension In Reading	Developing Comprehension In Reading 3	Developing Comprehension In Reading 3
Ginn	What A Dog Meet My Pals Take A Peek Up The Beanstalk Rockets Away	All About Me Mugs Scones Carnival Moon Shiny Night Higgleby's House Close Up	Bundle Of Sticks Topsy-Turvy Taking Off Detective Game Catch A Firefly

*These readers refer to children beyond Kindergarten.

LIST OF BASAL READERS IN THE PRIMARY DIVISION

Publishing Company	Year One	Year Two	Year Three
*Gage	We Look And See We Work And Play We Come And Go Guess Who Happy Days Fun With Dick And Jane Good TImes With Our Friends Our New Friends We Three	Friends And Neighbours 2/1 What Next? Part One More Friends & Neighbours 2/2 What Next: Part Two	Streets and Roads 3/1 Tall Tales Part One More Streets And Roads 3/2 Tall Tales Part Two
*Ginn		We Are Neighbours 2/1 Around the Corner 2/2	Finding New Neighbours Friends Far and Near

*Although these books are in an older series, they still provide some good supplementary reading material.

PHONIC BOOKS TO SUPPLEMENT READERS

Description	Series	Publishing Company	Grade/Level
Book A Book B Book C Book D Book E	Phonics We Use Series	Lyons and Carnaham Inc.	Increases In Difficulty
Look and Listen Consonant Sounds and Symbols Vowels and Variants More Vowels and Variants Sound and Syllables More Sound and Syllables Working With Words	The Ginn Word Enrichment Programme	Ginn	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 Level 7
Reading Skills Practice Pad 1 Reading Skills Practice Pad 2 Reading Skills Practice Pad 3	Reader's Digest Reading Skills	Reader's Digest	

CLASSROOM LIBRARY SUPPLEMENTARY READING MATERIALS

Description/Title	Series	Publishing Company	Grade/Level
40 Books	Little Owl Books	Holt, Rinehart & Winston	K to 2
Books 1 To 4	Nunnybag Series	Gage (1962)	
Sounds Of Home	Sounds Of Language	Holt, Rinehart & Winston*	Pre Primmer
Sounds Of Numbers	Series		Primmer
Sounds Around The Clock			Grade One
Sounds Of Laughter			Grade Two
Sounds Of The Storyteller			Grade Three
Under The Apple Tree	Ginn Enrichment Series	Ginn	Primmer
Open The Gate			Grade One
Ranches And Rainbows			Grade Two
Fun And Fancy			Grade Three
Where Is Cubby Bear	Woodland Frolic Series	Ryerson	Pre Primmer
Watch Me			Primmer
Downy Duck Grows Up			Grade One
Little Lost Bobo			Grade Two
Chippy Chipmunk's Vacation			Grade Three
Gordo And The Hidden Treasure			Grade Four
Secret Places	Wonder Wonder Series	Ryerson	Pre Primmer
Every Day A Surprise			Primmer
Did You Ever			Grade One
Rainbow In The Sky			Grade Two
What Not Tales			Grade Three
Merry-Go-Round	Treasury Of Literature	Thomas Nelson	Grade One
Happiness Hill	Series		Grade Two
Treat Shop			Grade Three
Magic Carpet			Grade Four

*Included under Books for Reinforcement, Extension, and Enjoyment.

CLASSROOM LIBRARY SUPPLEMENTARY READING MATERIALS

Description/Title	Series	Publishing Company	Grade/Level
The Cat In The Hat The Cat In The Hat Comes Back A Fly Went By The Big Jump And Other Stories A Big Ball Of String Same And The Firefly You Will Go The Moon	Beginner Books	Ambassador	Pre Primmer
Bucky Button Buttons At The Zoo Buttons Sees Things That Go Buttons And The Pet Parade Buttons And The Whirlybirds Buttons Takes A Boat Ride Buttons And Mr. Pete Buttons At The Farm Buttons And The Boy Scouts Buttons And The Little League Buttons At The Soap Box Derby Manual For The BUttons Series	The Button Books	Jack Hood	Books Increase In Difficulty
Puppies And Kittens The Farm Shopping With Mother Going To School Numbers The Party The Zoo Helping At Home Telling The Time	Lady Bird Series	Ambassador	Learning To Read (representative titles)

CLASSROOM LIBRARY SUPPLEMENTARY READING MATERIALS

Description/Title	Series	Publishing Company	Grade/Level
Billie's Birthday Lollipo Brenda Helps Grandmother Grandpa's Straw Hat Lina And Lisa Have Measles Little Woman Who Forgot Everything Little O's Naughty Day Lost And Found Ball Mathew Comes To Town Mr. Hazlenut New House Old Man And The Bird Peter Johnson And His Guitar Robert Goes Driving Simon Small Moves In The Town That Forgot It Was Christmas	The Read For Fun Series	McGraw-Hill Co. (1961)	Increases In Difficulty
Three Pirates Blue Pirate Sails Roderick The Red Gregory The Green The Storm Three Pirates Meet The Griffin On The Island The Mirror, The Candle And The Flute Island Of The Mer-People Acrooacree	Griffin Readers	J. M. Dent	
Calcio Pie Calcio Drum Calcio Jam	Calcio Readers	Ryerson Press	

APPENDIX B

DIAGNOSTIC TEST FOR PUPIL PLACEMENTS

SUGGESTED WAY TO EVALUATE PUPIL PROGRESS

IN THE USE OF

THE MAJOR PHONETIC AND STRUCTURAL SKILLS

PHONETIC SKILLS

1. AUDITORY PERCEPTION OF RHYME - An Individual Activity

(Give the directions orally and have the child respond orally)

a. What picture rhymes with the word look?

What picture rhymes with the word went?

What picture rhymes with the word call?

Picture	Picture	Picture	Picture

b. Complete this rhyme with a rhyming word.

A small green frog.
Sat upon a big brown _____.

In my fast little car
I can go _____.

c. Give a rhyming word for each word I say.

map

ride

sun

2. LETTER NAMES - An Individual Activity

(Shows the cards one by one, in random order, to the child. Have him name each letter).

What is the name of the letter on each card?

Capital Letters	Lower Case Letters

3. VISUAL-AUDITORY PERCEPTION OF INITIAL CONSONANTS- A Small Group Activity

(Say one word for a particular consonant. Have the child print the answer on his paper. Present the words in random order.)

*Print the letter(s) that make(s) the beginning sound of each word.

B - biscuit, beaver

C - camper, cannon

D - dart, dandelion

F - fairy, fawn

G - goalie, gang

H - hawk, honey

J - juggler, joker

K - kilt, kennel

L - latch, laundry

M - macaroni, magic

N - nibble, nickel

P - paddle, papoose

QU - quarrel, quarry

R - recess, razor

S - salt, sample

T - tub, tart

V - vacuum, vacations

W - wedge, weasel

Y - yacht, yak

Z - zigzag, zeppelin

*The words used in the above item are in the child's listening vocabulary but not necessarily in his reading vocabulary. This makes possible a more accurate evaluation of the child's facility with this skill.

Pictures may be used for this item but they are often difficult to obtain and are frequently misinterpreted.

4. VISUAL-AUDITORY PERCEPTION OF FINAL CONSONANTS - A Small Group Activity

Print the letter that makes the sound that you hear at the end of each word.

B - cab, rib

D - food, mind

F - cuff, half

G - tag, wig

L - heel, trail

M - tam, loom

N - oven, grain

P - heap, map

R - floor, tar

S - bass, press

T - mount, splint

5. VISUAL-AUDITORY PERCEPTION OF CONSONANTS IN A MEDIAL POSITION

Print the letter that makes the sound that you hear in the middle of each word.

B - cabin, ribbon

D - fiddle, ladder

F - suffer, muffin

G - dragon, begin

L - cellar, gallop

M - camel, hammer

N - dinner, manner

P - supper, dipper

R - parrot, barrel

S - mason, lesson

T - metal, cotton

V - shovel, ravel

For numbers 4 and 5 say one word for a particular consonant. Have the child print the letter on his paper. Present the words in random order.

6. SUBSTITUTION OF INITIAL CONSONANTS - A Group Activity

Change the letter at the beginning of each word to make a new word. Use a letter from the box. Print the new word.

look	d f h m w	_____
jump	t b c w n	_____
cake	h g v r d	_____

Substitute a consonant for the first letter of the word in each box to make a word to complete the sentence.

boat	Jane's _____ is red.
come	I had _____ cookies to eat.
may	Father will _____ for the book.

Boxed items are designed as written assignments.

7. SUBSTITUTION OF FINAL CONSONANTS

Change the letter at the end of each word to make a new word. Use a letter from the box. Print the new word.

pe<u>t</u>	d f l n s	_____
cu<u>t</u>	n g p v w	_____
ca<u>n</u>	s t g k j	_____

Substitute a consonant for the last letter of the word in each box to make a word to complete the sentence.

ma<u>n</u>	Here is a _____ of our town.
ho<u>t</u>	See the little bunny _____.
hi<u>m</u>	Jack _____ the ball.

8. VISUAL-AUDITORY PERCEPTION OF DIGRAPHS IN INITIAL POSITION

A Small Group Activity

Say one word for each digraph. Have the child print the answer on his paper. Present the words in random order.

Print the two letters that make the beginning sound of each word.

CH - champion, chatter

SH - shawl, shore

TH - theatre, thunder

WH - whisper, whine

9. VISUAL-AUDITORY PERCEPTION OF DIGRAPHS IN FINAL POSITION

Say one word for each digraph. Have the child print the answer on his paper. Present the words in random order.

Print the two letters that make the last sound of each word.

CH - ranch, peach

SH - rash, squash

TH - cloth, bath

NG - sting, wrong

10. SUBSTITUTION OF INITIAL DIGRAPHS - A Group Activity

(Written assignment)

Substitute one of these digraphs at the beginning of the word in each box to make a word to complete the sentence.

ch sh th wh

top	John went to the candy _____.
ten	He ran to father _____ he saw the big dog.
can	Jill is bigger _____ John.

11. VISUAL-AUDITORY PERCEPTION OF THE LONG VOWELS

Say one word for each vowel. Have the child print the answer on his paper. Present the words in random order.

Print the letter that makes the long vowel sound in each word.

a - crate, wage

e - breeze, sleeve

i - wise, spire

o - robe, slope

u - fume, huge

12. <u>VISUAL-AUDITORY PERCEPTION OF THE SHORT VOWELS</u> - A Small Group Activity

Say one word for each vowel. Have the child print the answer on his paper. Present the words in random order.

a. Print the letter that makes the short vowel sound in each word.

a - mask, camp

e - stem, wreck

i - rim, fist

o - trot, pod

u - puck, scrub

b. Look at the words in the first row. Put a circle around the one word the teacher says. Now look at the second row.

hot	hat	hit
pan	pin	pen
pit	pat	pot
him	ham	hum
big	bag	bug

13. VISUAL-AUDITORY PERCEPTION OF BLENDS IN THE INITIAL POSITION

A Small Group Activity

Print the two letters (the blend) that makes the sound that you hear at the beginning of each word.

BR - brain, broil

CR - crocus, creep

DR - dribble, drought

FR - frequent, frisky

PR - prison, praise

TR - tram, trowel

BL - bleach, blossom

CL - clever, clerk

FL - flamingo, flight

GL - glider, glance

PL - pliers, plank

SC - score, scamper

SK - skid, skein

SL - sling, slope

SM - smother, smack

SN - snore, snatch

SP - spike, speckled

ST - stern, station

SW - switch, swagger

DW - dwindle, dwell

TW - twilight, tweed

14. VISUAL-AUDITORY PERCEPTION OF BLENDS IN THE FINAL POSITION

Print the <u>two letters</u> (the blend) that makes the sound that you hear at the <u>end</u> of each word.

NK - prank

SK - task, whisk

ST - mast, quest

15. VISUAL-AUDITORY PERCEPTION OF TRIPLE BLENDS

Print the three letters (triple blend) that make the beginning sound of each word.

SCR - scrawny, scramble

SHR - shrine, shrink

SPL - splendid, splutter

SQU - squander, squire

STR - strenuous, stress

THR - thrice, throng

SPR - sprig, spry

For numbers 13, 14, and 15--say one word for each blend. Have the child print the answer on his paper. Present the words in random order.

16. SUBSTITUTION OF INITIAL BLENDS

Substitute one of the following blends at the beginning of the word in each box to make a new word to complete the sentence.

br sm fl sp fr sl sn sw

names

The _____ of the fire are orange.

gave

He is a very _____ man.

make

He saw a little green _____ in the grass.

rings

It is fun to play on the _____.

17. SUBSTITUTION OF TRIPLE BLENDS

Substitute one of these blends at the beginning of the word in each box to make a word to complete the sentence.

spr scr thr spl

head	I cannot _____ this small needle.
rub	It is hard to _____ the kitchen floor.
sit	The paper bag _____ open.

18. SILENT LETTERS

What is the silent letter in each word? Print the silent letter on the line beside the word.

ghost _____ hour _____

wrench _____ combing _____

19. HARD AND SOFT SOUNDS OF C AND G

Read the following words. Print them in the correct list.

geese	George	fence
garden	cent	log
candy	coast	page

Words with the hard C or hard G sound (as in cow and goat)	Words with the soft C or soft G sound (as in city and giraffe)
_____	_____
_____	_____
_____	_____

20. AUDITORY PERCEPTION OF VOWEL SOUNDS

Print the letter or letters that often make:

the long vowel sound of a _____ _____ _____

the long vowel sound of e _____ _____ _____ _____

the long vowel sound of i _____ _____ _____

the long vowel sound of o _____ _____ _____ _____ _____

the long vowel sound of u _____

the short vowel sound of e _____

21. CLASSIFICATION OF VOWELS

Draw a circle around the vowel or vowel combination which makes the vowel sound you hear.

Put L in the box if the vowel or vowel combination has a long sound.

Put S in the box if the vowel or vowel combination has a short sound.

stay	____	bread	____
train	____	bake	____
climb	____	coat	____

22. VOWEL COMBINATION OO

Read the following words. Print them in the correct list.

broom hood snooze

wool troop crook

Words with the oo as in book	Words with the oo as in moon
____	____
____	____
____	____

23. VOWEL COMBINATION OW

Read the following words. Print them in the correct list.

shallow
growl
owner
powder
willow
fowl

Words with the ow as in snow

_____

_____

_____

Words with the ow as in cow

_____

_____

_____

24. BLENDING - An Individual Activity

Print each word on a small card.

Show the word cards one by one and let the child read them. Include the phonetic elements you wish to evaluate.

Read the following new words. Remember to use all you know about letter sounds in attacking these words.

glad	raisin	squirm	curve
desk	starve	groan	laundry
shock	hawk	moist	tough
lift	tray	organ	phlox
sucker	steam	slouch	wreath
grace	stew	bowl	knap-sack
sweeper	spread	oyster	ghetto

(The words may be included in sentences.)

They placed a beautiful wreath on the grave.

Phlox have clusters of small flowers.

Drive carefully around the curve.

Raisin pie is one of my favorite pies.

STRUCTURAL ANALYSIS

1. Verb Forms (With or without changes to the root word)

Add an ending to the word in each box to make a word to complete the sentence. Use one of these endings:

s es ed ing

jump	Jack is _____ over the fence.
come	Tom _____ to school by bus.
skip	The girls _____ while the boys turned the rope.
marry	Susan and Tom were _____ on Saturday.

2. Plurals (with or without changes to the root word)

Print each word to mean more than one.

bone _____ fox _____

dish _____ dress _____

peach _____ deer _____

mouse _____ party _____

calf _____

3. Possessives

One word in each sentence needs an apostrophe (').

Print the sentence and put the apostrophe in the correct place.

Susans shoes are very dirty.

The judges robes are black and white.

The childrens toys are in the big box.

4. Contractions

Print the contraction beside its long form. Here are the contractions:

didn't she's they'll I'm what's

I am _____ she is _____

did not _____ they will _____

what is _____

Print the two words that make the contraction.

couldn't _____ _____

I'll _____ _____

you're _____ _____

Print the contraction for each pair of words.

they are _____

let us _____

will not _____

she would _____

5. Compound Words

Use one word from each list to make a compound word. Print the compound word in the blank to complete each sentence.

birth	nuts
fire	ball
hill	man
pea	side
basket	man
weather	day

My biggest brother plays _____.

The _____ said it would be a cloudy day.

_____ taste good.

Some interesting compound words.

snowman	lighthouse
football	armchair
afternoon	shoemaker
underline	sidewalk

6. Word Endings (with or without changes to the root word)

Add an ending to the word in the box to make a word to complete the sentence. Use these endings.

y er est ly

soft	The music is playing very _____.
wind	It is quite _____ today.
teach	Miss Smith is the grade one _____.
heavy	The old man leaned _____ on his cane.

(Evaluate the child's facility with prefixes and other suffixes in the same way.)

7. Root Words

Print the root word.

running	_____	liked	_____
cries	_____	stopped	_____
fishes	_____	cloudy	_____
taken	_____	helpful	_____
dishonest	_____	reviewing	_____

8. Syllables

Put a numeral in each box to show the number of syllables in each word.

hot	☐	sleepy	☐
summer	☐	think	☐
cabinet	☐	traveller	☐

DICTIONARY SKILLS

Print the letter that comes between the given letters.

t _____ v j _____ l

e _____ g r _____ t

Print the letters that come before and after the given letter.

_____ o _____ _____ m _____ _____ w _____

Print the missing letters.

a _____ _____ _____ _____ f _____ _____ _____ _____ k _____ m n

_____ _____ q _____ _____ _____ u _____ _____ _____ _____ _____

Print each group of letters in alphabetical order.

k m l _____ _____ _____

g f e _____ _____ _____

Print these words in alphabetical order.

egg ball coat door apple

____ _____ _____ _____ _____

rat dog sun wagon man

____ _____ _____ _____ _____

but broom big ball blue been bone

____ _____ _____ _____ _____ _____ _____

coat water octopus crown barn

____ _____ _____ _____ _____

DOLCH 220 BASIC SIGHT WORDS

The Dolch 220 Basic Sight Words make up 50% of all school reading material. Accurate and quick recognition of these commonly used "service words" greatly assists the primary child to read with interest and confidence.

them	long	sleep	myself	my
funny	own	sing	of	under
done	had	she	help	like
or	just	wish	call	old
now	made	bring	never	for
her	him	wet	on	little
around	gave	yes	from	must
look	eat	the	need	I
red	pretty	work	seven	has
new	which	five	saw	here
much	sit	play	its	better
into	over	so	we	please
may	start	pick	why	go
when	walk	have	not	no
up	ran	not	us	run
these	away	shall	full	want
were	some	small	grow	ask
would	show	got	cut	then
their	stop	your	ride	drink
one	give	again	kind	and
come	together	always	in	where
three	green	because	keep	find
at	cold	be	wash	see
round	all	down	first	six
an	do	try	soon	too
fast	open	eight	say	well
did	pull	what	live	out
that	you	draw	write	with
am	light	how	yellow	warm
by	this	get	there	thank
best	me	if	upon	tell
carry	only	to	for	white
who	hate	very	clean	before
going	hurt	they	think	found
fall	off	a	was	but
buy	any	are	both	put
use	big	black	two	hold
is	make	been	those	about
he	his	could	after	good
as	said	far	brown	fly
blue	once	will	came	goes
jump	many	laugh	does	it
don't	right	our	today	
can	take	know	every	

APPENDIX C

INTERNAL PUPIL-RECORDING SYSTEM

PRIMARY READING PROGRAM

Pupil's Name: _____ _____ _____
Surname First Middle

Date of Birth: _____ Place of Birth: _____

Year Entered School: _____

Kindergarten
School Year: _____
Guidebook Unit Completed: _____
Comments: _____
Name of Reading Program(s): ____
Teacher: _____

Kindergarten Repeaters
School Year: _____
Guidebook Unit Completed: _____
Comments: _____
Name of Reading Program(s): ____
Teacher: _____

Year: _____
School Year: _____
Years in School: _____
Name of Reading Program(s): ____
Teacher: _____

Term	Level Used At End of School Yr.	Text Used At End of School Yr.	Page Ended	Comments
1				
2				
3				

Year: _____
School Year: _____
Years in School: _____
Name of Reading Program(s): ____
Teacher: _____

Term	Level Used At End of School Yr.	Text Used At End of Term Yr.	Page Ended	Comments
1				
2				
3				

Year: _____
School Year: _____
Years in School: _____
Name of Reading Program(s): ____
Teacher: _____

Term	Level Used At End of Term Yr.	Text Used At End of Term Yr.	Page Ended	Comments
1				
2				
3				

Year: _____
School Year: _____
Years in School: _____
Name of Reading Program(s): ____
Teacher: _____

Term	Level Used At End of Term Yr.	Text Used At End of Term Yr.	Page Ended	Comments
1				
2				
3				

PRIMARY READING SKILLS
SKILL CHECK LIST

T - Taught
R - Reviewed
M - Mastered
O - Circle level reporting

NAME: _____

SCHOOL: _____

WORD ATTACK SKILLS

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
can enunciate words can communicate orally can hear rhyming words can rhyme words can hear and reproduce orally, initial consonants b__ c__ d__ f__ g__ h__ k__ l__ m__ n__ p__ r__ s__ t__ v__ w__ y__ z__ has established left-to-right habits can discriminate shapes can discriminate sizes can discriminate colours can discriminate letters can discriminate words tells stories from pictures	can hear, recognize, and reproduce initial & final consonant sounds: -b- -c- -d- -f- -g- -h- -j- -k- -l- -m- -n- -p- -r- -s- -t- -v- -w- -y- -z- can hear, recognize, and reproduce consonant blends bl__, br__, cl__, cr__, dr__, sm__, sw__, gr__ can hear, recognize, and reproduce rhyming words (word families - at __, ...all__, ...en__, ...an__, ...ill__, ...old__, ...ock__, ...ay__ medial sounds can hear, recognize, & reproduce the total word can discriminate likenesses and differences shapes ____ sizes____ colours____ letters _____	can recognize, reproduce, and use short vowels a__ e__ i__ o__ u__ can recognize, reproduce, and use long vowels a__ e__ i__ o__ u__ can hear, recognize, reproduce, and use (a) hard sounds (b) soft sounds can recognize, reproduce, and use similar sounds in words (rhyming words, etc.) can divide simple words into syllables can recognize root words can build new words using suffixes can build new words using prefixes can form compound words	has mastered work attack skills of previous year

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
	has established left to right habits uses picture clues to unlock words can use root words to discover new words can recognize and use word endings can form compound words can recognize individual words in compound words can identify little words within words, e.g. st(and) recognizes contractions understands possessives uses context clues to unlock words	can recognize individual words in compound words can identify little words within words can recognize and use contractions understands and uses possessives understands comparative endings uses context clues to unlock words	

WORD ATTACK SKILLS CONTINUED

LEVEL A Year ____	LEVEL B C D Year _____	LEVEL E F G Year ____	LEVEL H I J Year ____
	can hear, recognize, and reproduce vowel sounds: short a__, e__, i__, o__, u__ long a__, e__, i__, o__, u__ can hear, recognize, and reproduce digraphs: consonant ch__, sh__, wh__, th__ vowel oa__, ea__, ai__ can hear, recognize, and reproduce dipthongs ou__, oy__, ow__, ew__ can hear, recognize, and reproduce phonograms ar__, or__, er__, ir__, ur__		

PRIMARY READING SKILLS
SKILL CHECK LIST

T - Taught
R - Revised
M - Mastered
O - Circle level reporting

NAME: _____

SCHOOL: _____

COMPREHENSION SKILLS

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
can follow directions (a) single direction (b) multiple directions	can sequence - (a) shapes (b) sizes (c) words (d) sentences (story ideas)	can sequence story events	can sequence events
understands main area of a story		can recall details orally and written	can recall details (orally and written)
can recall details	understands main idea of a story	can perceive the main idea of a story	can perceive main ideas
can sequence ideas of a story		can predict the outcome	can predict outcomes
can predict outcomes	can recall details	can make inferences	can make inferences
can draw conclusions and prove statements	can predict outcomes	can follow written and oral directions	can follow directions
recognizes story mood	can draw conclusions (inferences)	can classify words and phrases	can classify words, phrases, and sentences
realizes real and make-believe stories	can prove statements	can read to prove statements	can prove statements
can sequence sizes and shapes	can follow written directions (simple) (multiple)	can recognize story mood	can recognize story mood
can classify		can recognize and use: (a) antonyms (b) synonyms (c) homonyms	can recognize and use: (a) antonyms (b) synonyms (c) homonyms

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
	can see relations can classify words and phrases Note: see Level A p. 235. recognizes story mood can: (a) recognize synonyms (b) use synonyms (c) recognize antonyms (d) recognize homonyms		

PRIMARY READING SKILLS
SKILL CHECK LIST

T - Taught
R - Reviewed
M - Mastered
O - Circle level reporting

NAME: _____

SCHOOL: _____

DICTIONARY SKILLS

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
uses a picture dictionary	is beginning to understand the use of a dictionary	can use a dictionary (See Grade 2 outline of skills) is developing a sense of word meaning can estimate the position of a word in the dictionary through a knowledge of alphabetical sequence	can use a dictionary effectively has developed a sense of word meaning can estimate the position of a word in the dictionary through a knowledge of alphabetical sequence can use guide words is developing a knowledge of the use of accent and pronunciation keys uses resource books effectively

PRIMARY READING SKILLS
SKILL CHECK LIST

T - Taught
R - Reviewed
M - Mastered
O - Circle level reporting

NAME: _____

SCHOOL: _____

ENCOURAGING ATTITUDES

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
wants to read enjoys listening to stories independent enjoyment of books knows how to handle books	wants to read enjoys listening to stories independent enjoyment of books knows how to handle books	has developed: (a) an independent interest and enjoyment in books and stories (b) an ability to use library and resource facilities	has developed: (a) an independent interest and enjoyment in books and stories (b) an ability to use library and resource facilities

PRIMARY READING SKILLS
SKILL CHECK LIST

T - Taught
R - Reviewed
M - Mastered
O - Circle level reporting

NAME: _____

SCHOOL: _____

OTHER SKILLS

LEVEL A Year ____	LEVEL B C D Year ____	LEVEL E F G Year ____	LEVEL H I J Year ____
uses complete sentences in oral language can communicate freely in oral language attention span developing ability to tell what characters in a story say	is developing attention span uses correct phrases (not word by word) can read with expression understands simple punctuation reads without: (a) vocalization (b) lip reading reads without head movement recognizes conversation recognizes real and make believe stories	has developed an attention span shows understanding of reading through (a) use of correct phrasing (b) good expression (c) understanding of simple punctuation reads without: (a) vocalization (b) lip reading (c) head movement recognizes conversation recognizes different kinds of stories can use a table of contents can use a glossary can use an outline can read simple maps	is developing a fluency in creative expression (oral and written) has developed an attention span shows understanding of reading through (a) use of phrasing (b) expresion (c) understanding of punctuation can recognize conversation can recognize and appreciate different kinds of stories can use table of contents can use a glossary can use outline can interpret simple maps and globes is developing the skill to skim materials

APPENDIX D

A LETTER REQUESTING INFORMATION FROM SCHOOL DISTRICTS

Dear

In the past few years, many schools in the Newfoundland educational system have adopted a new concept with respect to the organization of instruction. There has occurred an orientation from the graded to a nongraded structure, utilizing a Continuous Progress Plan. Schools which have adopted this plan are experiencing 'growing pains' in this transitory process.

The MacDonald Drive Elementary School was one of the first to totally accept the Continuous Progress Plan as its philosophy of education. Presently, it is in its second year with many of the necessary curricula and organizational procedures in their infancy. The school administration and teaching staff feel that a review of current practices in other nongraded schools might be helpful to them.

My job description for the academic year 1972-1973 is to co-ordinate the efforts of the school staff in the development of effective programs. Presently, the concern of the school may be focused on two areas:

1. the refinement of the language arts program

2. the establishment of an internal pupil-recording system

Dr. Maurie Hillson informs me that your school has been involved in a Continuous Progress Plan and suggests that MacDonald Drive School solicit your help in these task areas.

Any materials or suggestions that you might like to send will be treated with professional discretion.

Yours truly,

Clarence N. Matchim