AN INDIVIDUALIZED REMEDIAL READING PROGRAM FOR TEN GRADE THREE BOYS

PHYLLIS MARIE PERSAUD

AN INDIVIDUALIZED REMEDIAL READING PROGRAM FOR TEN GRADE THREE BOYS

A Report

Presented to

the Faculty of Education

Memorial University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

Phyllis Marie Persaud

August, 1976

ABSTRACT

This internship was concerned with developing and implementing an individualized remedial reading program for ten grade three boys. The students were selected for the program on the basis of their scores on a survey test, information obtained from their cumulative records, and their teachers' observation of their performance. The program was carried out during the school year September, 1975, to June, 1976, with the intern providing reading instruction for eighty minutes each day.

The major components of the program were self-selection of books, independent reading, skill instruction, follow-up activities, individual conferences, sharing time, and students' recording of the books they read. The daily schedule was always flexible. On some days it included all of the above activities but on other days only a few.

To provide the students with appropriate reading material, high interest-low vocabulary books, information books and selections from children's literature were borrowed from the school library and public libraries. From these they selected books for independent reading. Their comprehension of the books was revealed in their discussions with the intern during individual conferences and in their follow-up activities. Skill instruction was

provided both in small groups and individually to help the students improve their reading ability.

Changes in the students' reading achievement and attitude provided evidence that the internship had been effective. The mean scores obtained on the pretest and posttest administrations of two standardized tests showed gains of 1.2 years in reading comprehension and 1.6 years in word recognition. When compared with the anticipated gains, these were statistically significant at the .01 level. Observations by both the intern and parents indicated that the students had developed a more positive attitude towards reading and read more widely than they had done prior to the internship.

ACKNOWLEDGMENTS

The writer gratefully acknowledges the help of those who cooperated with her to make this internship possible. Appreciation is expressed to Mr. F. McGrath, her principal, for his interest and encouragement during the internship, and to her students with whom it was a pleasure to work.

In particular, the author wishes to express her gratitude to Dr. E. Janes, her supervisor, and to Dr. L. Brown, the other member of her committee, for their guidance and assistance throughout the internship and the writing of this report.

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

THE INTERNSHIP

This internship was carried out at St. Joseph's Elementary School, St. John's, from September, 1975, to June, 1976. It consisted of the development and implementation of a remedial reading program with an individualized approach. The students involved not only received instruction geared to their specific needs, but also selected for reading only books that they wanted to read and did follow-up activities that they enjoyed. They were involved in the planning of daily routines and were responsible for keeping a record of the books they read. The amount of group and individual skill instruction depended on the weaknesses displayed during initial diagnosis and daily evaluation. The internship consisted of a total reading program for the students; that is, they did not receive any other reading instruction.

PURPOSE

The main purpose of the internship was to provide an individualized remedial reading program for ten grade three boys who had serious reading problems. (Initially it was planned for eleven boys, but during the period of the internship one died). Each boy received reading

instruction designed according to his strengths, weaknesses and interests so that reading would become a more enjoyable and successful activity for him. The intern hoped that after the internship these students would have improved sufficiently to benefit from regular classroom reading instruction.

NEED FOR INTERNSHIP

In May, 1975, the Gates MacGinitie Survey Test, Form B, was administered to all but one of these students. (One student was absent on the day the test was administered). The results indicated that their reading scores ranged from 1.4 to 2.2 in vocabulary, and from 1.5 to 2.2 in comprehension (see Table 1). A review of their cumulative records and a discussion with their teachers revealed the following:

1. Seven repeated grade one, without much success. The following year they were advanced to grade two because it was felt there was no point in keeping them back any longer.

2. One spent a year in a special education class where he progressed from being a non-reader to reading at the 1.5 level. Another spent two years in a special education class where he progressed from being a non-reader to reading at the 1.9 level.

3. Three received one hour per week remedial reading during the year preceding the internship but showed little reading gain.
4. During the year preceding the internship they all began to fall behind in mathematics and spelling. Their teachers felt that all these students could do mathematics on their grade level if they had a little more interest and paid more careful attention to their work.
5. The only intelligence measurement available on most of these students was the score on the Primary Mental Abilities Test, administered in November, 1974. One student was absent on the day this test was administered, but he had been administered the WISC in March, 1974, which placed him in the normal range.

Based on this information, a decision was made to put them in a small class where they could receive instruction based on their specific needs in all subjects.

Since reading appeared to be the area in which all the students were weakest, the intern planned a reading program based on the principles of remedial reading and individualized reading. This program provided each student with the reading instruction he needed and the freedom to select for reading only those books he wished to read.

Table 1

Students' Ages, Scores on Primary Mental Abilities Test, and Scores on Gates MacGinitie Survey Test, Form B

Student	Age	Primary Mental Abilities	Gates MacGinitie Vocab. grade level	Gates MacGinitie Comp. grade level
A	9	93	1.5	1.5
B	9	82	1.5	1.8
C	8	97	1.7	1.8
D	9	-	1.8	1.5
E	9	94	1.4	1.9
F	11	91	2.0	1.9
G	9	89	2.2	1.6
H	8	87	1.7	1.6
I	11	83	-	-
J	8	87	1.7	2.2

OBJECTIVES

The objectives of the internship were:

1. To diagnose the strengths and weaknesses of each student to determine his instructional needs.
2. To develop and implement an individualized remedial program by (a) encouraging the self-selection of books and (b) pacing skill development to suit the needs of each student.
3. To help each to develop a more positive attitude towards reading by encouraging the use of reading as a source of enjoyment.
4. To encourage each to use his reading ability to gather information on topics of interest to him.

ORGANIZATION OF THE REPORT

This chapter has included a discussion of the subject under consideration, the purpose of the internship, the need for the internship and the objectives. Chapter 2 is concerned with a review of literature on remedial and individualized reading. The methodology used to carry out the internship is discussed in Chapter 3. An evaluation of the internship is presented in Chapter 4. The final chapter contains a summary, conclusions and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of related literature presented in this chapter is limited to the books and periodical articles on which the internship was based. It deals with certain authors' views on the rationale and principles of remedial reading, the selecting of students for and the setting up of a remedial program, and the individualizing of a remedial program. The last section of the chapter reviews some specific studies on the effectiveness of remedial reading.

RATIONALE FOR REMEDIAL READING

Bond and Tinker (1973:4) say that the ability to read constitutes one of the most valuable skills a person can acquire. Our world is a reading world and it is difficult to find an activity that does not demand some reading. They say that the importance of proficient reading becomes clearer when its role in various aspects of a person's life is considered, for example, in reading directions, signs, labels, newspapers and books.

According to Strang (1969:3), the inability to read is recognized as the most important single cause of school failure. She says that it is also related to other problems

since children may respond to this handicap in a variety of ways. Many give up trying to do the impossible tasks assigned. Some become emotionally disturbed, others express their frustration in delinquent behavior. Roswell and Natchez (1971:2) express similar feelings; they say that the child who cannot read suffers severe frustration in school and is usually hindered in all his school subjects.

Vernon and Kirk look at reading disability from a social point of view. Vernon (1971:1) says that the ability to read is generally regarded not only as the basis for education, but also as an essential possession of the citizens of a civilized country. They further state that it is right that everything should be done to teach reading to all children who are capable of learning. Kirk (1940:vii) points out that of all the skills acquired in school, reading is the most essential for developing and socializing the child. He says that it is justifiable to stress the teaching of reading so that the task of socializing the child may be performed as effectively as possible.

PRINCIPLES OF REMEDIAL READING

Researchers stress the importance of following certain basic principles when working with disabled readers. Usually these children have been facing failure for some time and

need to be treated properly in order to benefit from remedial help. Strang (1969:3-5) suggests that in setting up a remedial reading program careful consideration be given (1) to determining the level at which the child is functioning and to starting instruction slightly below that point, (2) to basing skill instruction on a thorough diagnosis of the child's strengths and weaknesses and to proceeding at a pace that he can cope with, (3) to developing a warm and friendly relationship with him, (4) to ensuring that he gets a feeling of success and to making him aware of his progress, and (5) to avoiding monotony by providing a motivating atmosphere at all times.

Roswell and Natchez (1971:70) suggest that the teacher treat each child's performance in a casual manner, as though it will eventually improve. They say that such an attitude on the part of the teacher often relieves the child's anxiety considerably so that he may be able to view his problem more objectively and to accept a reasonable responsibility for it.

SELECTING STUDENTS FOR REMEDIAL READING

Zintz (1972:24) says that those students whose functioning level in reading is below their capacity level are in need of remedial help. Therefore, more than the mental capacity of the child is important when determining

who is a disabled reader. Bond and Tinker (1973:105) suggest that consideration be given to his aural and verbal ability, his success in non-reading learnings and the opportunities he has had to learn to read. In general, they agree that any child who is at the lower end of the reading distribution when compared with other children of his age and general ability can be considered in need of special help in reading.

When faced with a large number of children from whom you must select, Otto and McMenemy (1973:38) suggest the following rule of thumb: for grade two select those whose achievement-capacity gap is six months, for grades three to four, one year, and for grades five to six, two years. Harris (1975:336) suggests that you choose the younger children first. He says that the earlier a child enters a remedial program the shorter the distance he has to go.

Kottmeyer (1959:1) sums up the opinions of educators concerning who needs remedial help in reading by saying that a pupil becomes a remedial case when he cannot participate profitably in classroom learning activities which involve the use of books.

SETTING UP THE REMEDIAL READING PROGRAM

Wilson (1967:106) notes that in a remedial program the child's first instruction should be at a level

we are certain will result in a successful, satisfying experience. In order to determine the level at which a child is functioning, a diagnosis is essential. Otto and McMenemy (1973:42-45) identify three levels of diagnosis a teacher can use to gain information about her students. The first level is survey diagnosis, which is a general survey of all students to seek out those who are having problems with reading. Standardized achievement tests may be used for this purpose. The second level is specific diagnosis, which consists of individual testing to isolate the areas of strengths and weaknesses. The third level is intensive diagnosis, which is an indepth look at a child's reading problem in an attempt to reveal the causes underlying it.

Strang (1969:1) says that there should be no gap between diagnosis and remediation. Once diagnosis has been done, remediation should begin immediately to reinforce the strengths and to correct the difficulties discovered. She strongly emphasizes the role of the teacher in ongoing diagnosis. Diagnostic information can be obtained informally by observing and listening while a child is working. Harris (1975:314) uses the slogan "test, teach, retest" to express the need for ongoing diagnosis and evaluation throughout the course of remedial instruction.

Once remediation is begun, it is essential to keep a

record of skills mastered and those still to be learned. Della Piana (1968:107) says that a child who is already behind in reading cannot afford to waste time doing exercises on skills he has already mastered. Ekwall (1970:1), too, recognizes the need for keeping a careful check on the reading difficulties of the child and emphasizes the need for basing instruction on the areas of weakness. Barbe (1961) has developed a graded list of reading skills to aid teachers in recording skills mastered.

Fry (1972:241) notes that the remedial teacher often has to build her own lesson plans, starting from scratch and without the help of a teacher's manual. He says that she should keep in mind the five basic areas of instruction - oral reading, silent reading, phonics, basic vocabulary and comprehension - and cover all five areas in at least every two lessons.

Bond and Tinker (1973:121) maintain that the selection of appropriate materials for remedial work in reading is one of the most important tasks for the remedial teacher. They say that materials used must be of such difficulty that the child can read them and of such maturity that he will be motivated to read them. Zintz (1972:121) says that reading can be made pleasurable to the pupil only when the choice of material fits his needs, interests and level of reading ability.

It is important to maintain a balance between the use of materials for skill development and the use of materials for functional and recreational reading. Otto and McMenemy (1973:148-149) point out that it is common for students to improve in their ability to do reading worksheet exercises, but that this improvement does not always transfer to their reading performance in functional and recreational reading.

Johnson and Kress (1968:594) state that one learns to read by reading and there should always be available to a child materials in which he is interested.

Concerning the use of all materials used for remedial reading, Cushenberry (1972:165) says that they should be continuously undergoing evaluation; those which are not accepted by students should be replaced by others.

INDIVIDUALIZING THE REMEDIAL READING PROGRAM

Harris (1975:338) makes the point that for some children with reading problems the best approach would be individual tutoring. Ideally this would be the best approach for any child with a serious reading problem. As Otto and McMenemy (1973:67) point out, however, because of the high cost of teaching individuals, most instruction will have to be individualized rather than literally individual.

Even though objective observers of the outcomes of the individualized approach are still somewhat cautious in

extending wholehearted approval to it, most reading educators endorse it as one of the best ways to teach reading. Barbe (1961:7) refers to it as a sound procedure from both a psychological and an educational point of view; fear of failure is no longer a threat to the child's ego so he does not hesitate to ask questions. Instruction can be at the child's level without making any particular issue about whether he should be performing better. He points out that no child is required to move from story to story in a basal reader, and then from reader to reader. Each learns to read from material of his own choice, with the teacher supplying individual and group skill instruction as it is needed.

Jacobs, in the preface to Individualizing Your Reading Program (Veatch, 1959:viii), maintains that individualizing reading practices safeguards the unique individuality of the child. He says that instruction is paced to the individual's needs, concerns, lacks and aspirations, with the selection of reading materials being a matter of a particular child's recognition that he has found a book he would like to read.

Individualized reading does not mean that every child has to be taught each skill individually. Veatch (1959:7) says that children can be grouped homogenously on the basis of one specific skill or part of a skill, or on a definitely isolated deficiency or interest for the period of time

necessary to improve upon the skill or interest or to ameliorate the deficiency. She refers to this as functional grouping for a defined purpose. Such grouping is only temporary.

Even though certain aspects of an individualized reading program may vary among teachers, Hunt (1972:184) notes that the usual procedures include book selection by the students, independent reading, pupil-teacher conferences, skill and interest grouping, record keeping, follow-up activities and sharing time.

Povey (1973:67) sees pupil-teacher conferences as the heart of the individualized reading program, since through the conference the teacher has an opportunity to make sure the objectives of the program are being carried out. The child is given an opportunity to demonstrate his competence by reading orally from the book he has just finished, and by discussing his book and what he would like to do as a follow-up activity.

Research has produced conflicting reports on the value of individualized reading. The major contribution seems to be that it develops in children a greater interest in reading. From a study on individualized reading, Jenkins (1957:90) reports that although students under the individualized approach made only slight gains in skill development over the students from the regular program, they

developed an abiding interest in reading, the ability to select suitable materials for reading and the habit of reading beyond those in the regular program. Vite (1961: 285-290) reports that of seven controlled studies, four showed significant test results favouring individualized reading, while three favoured ability grouping.

Lazar (1957:81-82) dismisses the idea that individualized reading is satisfactory for bright children but not for slow learners. She found that for classes or groups of slow learners that had been observed, during a New York City survey from September 1957 to June 1957, individualized reading was especially successful because the children were reading at their own pace and experienced fewer frustrations.

Other observers and users of this method with retarded readers have reported similar findings. Garretson (1959: 109-119) reports that, in her experience, teachers who used individualized reading found their slow or weak readers showed greater improvement than the other students in their classes. She found a definite increase in word mastery by slow learners. Raymond (1973:150) notes it is sometimes argued that a poor reader would improve if he would only read more, but that he is usually reading a book at his frustration level. In an individualized program, children choose their own books and, since no one voluntarily picks

a book that frustrates him, everyone seems to be happy. Space (1974:2) reports that Ridgeway found poor readers who are highly motivated to read can enjoy books that seem relatively difficult for them.

The interest factor, which is so apparent in children using this approach, seems to indicate that the individualized approach is good for children having reading problems. Harris (1975:315) comments that the most important problems in remedial work are those which are concerned with arousing interest and maintaining effort, since without good motivation a remedial program is sure to be ineffective.

THE EFFECTIVENESS OF REMEDIAL READING

Durrell (1940:329) says that remedial reading instruction should result in more than the average gains previously experienced by a child in reading achievement. He reports that at the Boston University Educational Clinic during the school year 1938-1939, individual students made gains of 2.1 to 3.8 years in an eight month period. These students received individual tutoring for the first semester and small group instruction during the second semester.

In a sample of 81 pupils in grades four to eight, drawn from two reading clinics, Blismer (1962:344-350) found that gains were much greater in reading during remedial

instruction than prior to it. In one clinic the remedial rate was approximately one and one-half times the pre-tutoring average yearly gain; in the second it was more than three times the pre-tutoring rate.

Bond and Fay (1950:385-390) did a study on a summer reading clinic in which 23 pupils from grades one to six were given daily instruction of two hours for a five-week period. The average gain over that period was five school months.

Even though research seems to indicate that remedial reading instruction is effective, some questions arise as to just how effective the gains are over a period of time after the termination of remedial help. Some studies have shown that while there is a slowing down in improvement rate after remedial help is discontinued, some improvement still continues. A study done by Lowell, Byrne and Richardson (1963:3-9) of 240 full time remedial class pupils showed their average gain was two years over a one-year instruction period. Sixteen months after their return to regular classes, they continued to improve but at a slower rate. They were dropping behind the average rate for their age group.

Johnson and Platts (1962:71) did a study of 284 pupils who were given individual or small group instruction. During this instruction, results showed that the pupils made gains two to three times their normal rate. Two years after

they returned to a regular classroom they were again falling behind the average pupils in their class.

At the Psycho Educational Clinic, University of Minnesota, Balow (1965:581-586) did a study in which he found that before remediation subjects were making progress at approximately half the rate of normal pupils. During remedial instruction they improved at a rate five to six times greater than before remediation. Follow-up studies showed that continuing growth in reading for disabled readers seems to depend on continuing attention to their reading problem.

A follow-up study done by Robinson and Smith (1962: 22-27) of 44 students ten years after they had had remedial help in reading showed that there had been long term effects, since most of them were still good readers.

Chapter 3

METHODOLOGY

SUBJECTS

The subjects for this internship were ten grade three boys who attend St. Joseph's Elementary School in the east end of St. John's. These students were reading from one to two years below their expectancy grade placement. Over the school year 1974-1975, they showed little or no improvement in spelling and mathematics, and they displayed little interest in reading. Their use of the school library was very limited, despite the fact that it contains a good selection of books at the primary reading level from which they could select those of their choice. All live within walking distance of at least one St. John's public Library, but none made use of these facilities.

PROCEDURES

Organization

Each day a total of eighty minutes was devoted to reading. This time was divided into two periods - one from 9:00 a.m. to 10:00 a.m., the other from 11:30 a.m. to 11:50 a.m. In addition to these daily sessions, a period was scheduled once a week for filmstrip viewing followed by discussion. This period was usually scheduled for Friday afternoon and

lasted approximately one hour.

The daily routine usually included the following:

Book selection

Independent reading

Follow-up activity (individual or group)

Skill instruction (individual or group)

Students' recording of books read

Individual conferences

Sharing time

Book selection. A large number of books on a variety of topics were always on display in the classroom. Every morning at the beginning of the reading period, each student who did not have a book browsed through those displayed and selected one to read. At any time during the reading period a student who wished to select a book was free to do so. Every week a few fresh books were added to the classroom library from either the school library or one of the city's public libraries, while those books that had been read by the students who wished to read them were removed.

Independent reading. Having selected a book, each student went to his seat and began reading independently. As the weeks passed, the reading levels varied greatly from student to student, since some of them improved more rapidly than others. The books selected for the classroom reflected these various reading levels. To ensure that a student

selected a book he could read independently, the intern encouraged him to look through the book and sample the reading on several pages before selecting it. This resulted in his needing very little help reading any book he selected. Most of the reading the students did throughout the internship was independent silent reading. Oral reading was confined to individual conferences or small group instruction. Sometimes a student read orally for the class a selection from a book he particularly enjoyed. Such oral reading was always voluntary.

Follow-up activities. Usually after a student had finished reading a book he did a related activity chosen in consultation with the intern. From a prepared list of follow-up activities (see Appendix D), she selected four or five from which the student could choose. Sometimes he suggested his own activity without any help from the intern, and sometimes he elected to read another book. This was a common procedure when a student found a particular type of book, or a series of books by the same author, that he enjoyed reading. He read two or more books and then did a project related to them. Another procedure the students particularly enjoyed was to have several students read different books on the same topic and then get together to do a joint project. As they became familiar with the program,

they needed less help from the intern in choosing and doing follow-up activities.

Skill instruction. At the beginning of the internship, a lot of large group instruction in word attack skills was necessary. All students, except one, were weak in word recognition, with most of them relying almost exclusively on their sight words. Within a few weeks the skill instruction groups became smaller since the learning rates of the students varied greatly. Some needed only a few skill sessions before moving to the next skill, whereas others needed much help before they were ready to proceed. A student stayed with a particular skill group only as long as was necessary. Towards the end of the internship most skill instruction was on an individual basis, with an occasional class review of some skills that were still presenting a problem. In order to ensure that essential skills were taught, the intern followed the Barbe Reading Skills Check List (see Appendix E) for grades up to and including grade three. A separate check list was kept for each student. As he mastered a skill, the relevant space on the check list was marked.

Students' recording of books read. Each student had a book in which he kept a record of all the books he read. Initially the intern expected the students to record only the name and author of the book. As their reading confidence and

achievement improved, she encouraged them to write a comment saying why they liked the book and what was their favourite character or incident in the story. They brought these records to each individual conference so that the intern could note the kind and number of books each had read.

Individual conference. At least every second day each student had a private conference with the intern. He discussed the book or books he had read and then read a selection orally. From the discussion the intern could determine the student's comprehension of what he had read. His oral reading provided her with an opportunity to determine what word attack skills he was using and to note areas of improvement and areas where help was still needed. At this time she also helped him select a follow-up activity if he had not already chosen one.

Sharing time. Every day sharing time took place from 11:30 a.m. to 11:50 a.m. This was a time when the class shared in and enjoyed each other's activities. The activities were usually language oriented with a lot of oral interaction among the students themselves and between the students and the intern. Sometimes written work followed these oral activities. Most students were low in language ability and had difficulty expressing themselves orally and in writing. This session provided them with an opportunity

to develop skills in both oral and written language. Some of the most popular activities were choral speaking by the group, dramatization by several students of a story they had read, a report by a student on a project he had done, and the reading of a story by the intern.

The reading period schedules were always flexible. Some days the timetable included all the components mentioned above, whereas on other days it included only a few. Every morning the students and intern spent the first five or ten minutes deciding on the schedule for the day so that each knew what he was to do.

Intern's recording of students' performance. The intern kept daily anecdotal records on each student. Some of this information she gathered during conferences and some from general observation of students as they worked. These records were helpful in planning skill sessions and suggesting activities.

Diagnosis

Before an individualized reading program can be implemented, the reading skills in which each student is lacking, as well as those he has mastered, must be identified and recorded. To gather this information the intern spent the first two weeks of the internship doing an initial diagnosis on each student by using two formal standardized

tests in addition to informal testing and observation. She administered the reading comprehension subtest of the Stanford Diagnostic Reading Test, Level 1, Form X, to determine the level of silent reading comprehension of each student. The results of this test showed that their silent reading scores ranged from below a grade level of 1.4 to a grade level of 2.2 (see Table 2). She administered the Slosson Oral Reading Test to determine the students' level of word recognition and to identify the word attack skills they used. This test consists of lists of words graded from primer to high school. It is administered individually and the score is based on the ability to pronounce words at different levels of difficulty. The students' scores on this test ranged from a grade level of 0.8 to a grade level of 2.7 (see Table 3). While administering this test the intern made note of how each student attacked a word he did not know when it was presented to him in isolation.

In addition to doing these formal tests, each student read several paragraphs from a basal reader which the intern estimated (from the results of the two formal tests) to be at his reading level. Using an oral reading performance guide (see Appendix F), which she compiled, the intern noted the oral reading skills and weaknesses of each student. Most of them read

Table 2

Students' Scores on the Reading Comprehension Subtest of Stanford Diagnostic Reading Test, Level 1, Form X

Student	Score
A	1.9
B	2.1
C	1.7
D[a]	Below 1.4
E[a]	Below 1.4
F	1.5
G	2.2
H	2.0
I	1.5
J[a]	Below 1.4

[a]These three students scored "below 1.4", the lowest converted score recorded on this test. For purposes of statistical analysis they have been awarded a score of 1.3.

Table 3

Students' Scores on the Slosson Oral Reading Test

Student	Score
A	1.7
B	1.7
C	2.4
D	1.3
E	1.3
F	1.0
G	2.7
H	2.0
I	0.8
J	1.9

very slowly and usually stopped when they came to a word they did not know. In order to get some information about the students' interests and hobbies, the intern had a short interview with each student in which she encouraged him to talk about himself. To stimulate discussion she asked him about his friends, hobbies, pets and favourite T.V. shows and story book characters. This information helped her in selecting books appropriate for the classroom library.

Prior to this program, these students were familiar with only the achievement grouping approach to reading. The intern discussed with them the new program in which they were participating. At first they appeared a little skeptical and felt self-conscious about being placed in a special class. This feeling disappeared, however, soon after the program began. Each developed a feeling of satisfaction about having a reading program designed to help him.

An essential part of any remedial program is the co-operation of the parents. During the first three weeks the intern got in touch with the parents by telephone, and arranged late-afternoon interviews. In most cases only the mothers came, since the fathers were working. All parents who came expressed concern about their children's reading problem and were very receptive to the idea of having them

involved in a different kind of program. They openly discussed the fears they had about such a program, but were willing to let their children participate in it and expressed their willingness to cooperate in any way they could.

These interviews proved to be very fruitful. They provided the intern with valuable information on each child and his home life, and gave her an opportunity to gain the confidence and cooperation of the parents. They provided the parents with an opportunity to discuss their children's problem and to see the program being designed to help alleviate the problem. The spirit of cooperation which grew out of these initial interviews prevailed throughout the year.

Skill Development

It became obvious during the initial diagnosis that all students were lacking in most of the basic reading skills. In general they used few phonic skills, had a low sight vocabulary, and did not use context clues effectively. One student was very good at word attack and had already mastered most of the phonic and structural analysis skills up to the grade three level, but his comprehension was very low. All showed weaknesses in other areas of language arts, such as poor spelling and poor oral and written expression.

To help them build more confidence in their present

reading ability, the intern had them read books at or below their independent reading level. The first books placed in the classroom were high-interest books with a grade one, or lower reading level, so that the students could select a book they could read with very little help. Some of the first books used were the Harper and Row Early I Can Read series, the first books in the Moonbeam, Sailor Jack, Cowboy Sam and Button Adventure series. (See Appendix A for a complete list of books used). After giving a brief introduction to the books, the intern helped the students browse through them and select one each to read.

As he read, each student began to build up his sight vocabulary by keeping a record of words that caused him trouble or were of particular interest to him. He kept these words on cards in an envelope and reviewed them whenever he wished. These words proved very helpful to him later on when he wished to write a few sentences about a book he had read or to write a story of his own.

Since most students were being seriously hampered by their inability to use word attack skills, a program was gradually developed to help them improve in this area. The first skill emphasized was the use of context clues to identify unknown words. Context clues can sometimes provide sufficient information to help a student recognize and

comprehend an unknown word. Whenever a student came to a difficult word in his reading, the intern encouraged him to look ahead at the rest of the sentence or to go back and reread some of what he had already read to see if he could guess the word. Goodman (1965:639-643) strongly endorses this method of word attack. He has shown that although children may be unable to decode words in isolation, they deal successfully with the same words in a running context. Goodman (1967:539-543) also says they do this by going back over what they have read and by gathering more information. To help the students develop and use this method of word attack, the intern provided them with exercises designed to encourage the use of context clues, for example,

A cowboy rides a ----------

tree horse farm

In summer we go ----------

sliding skiing swimming

A variety of materials were used to teach phonic and structural analysis of words (see Appendix C). The intern made her own skill kit by tearing the pages from seven different series of workbooks and coding them according to workbook name and grade level. A page coded PUB meant Phonics We Use, Book B. She kept an index of all the work-

books so that pages containing a specific skill were located quickly. The coding procedure facilitated the placing of each page in the appropriate book after it had been used. In practice, if a student, or group of students, needed help in a particular skill - for example, consonant blends - the intern looked in the index to identify the pages containing exercises to develop this skill. She pulled out these pages from the skill file and gave one to each student who needed it. After a short lesson on the skill, each student went to his own seat and worked the exercises independently. An advantage of using many workbooks was that a student could be given extra practice on some specific skill without having to do the same exercises more than once. To provide more variety, the intern sometimes used audio visual aids and tape recorded skill lessons. Individual conferences provided her with an opportunity to help a student practice using word attack skills whenever he came to a difficult word. If context clues alone did not help, she encouraged him to try sounding it out. As the students gained confidence and began reading widely, they became more proficient in their approach to word recognition and needed less prompting from the intern.

Comprehension of reading material depends largely on a child's interests and experiential background. By permitting a child the opportunity to select the books he reads, he will

usually select those that appeal to his interests and have meaning for him. Muskopf (1970:122) sees this as an important part of individualized reading. He says that a free choice of reading material maximizes the chances that the child will be more involved in the reading experience and increases his opportunities to practice good comprehension skills. Reasoner (1968:xiv), too, supports the self-selection of reading material. He says that no matter how well a teacher knows each of his students, the fact remains that the person who knows best what a child's reading interests are is the reader himself. From the beginning of the internship, the intern encouraged the students to select for reading only those books that appealed to them. She had them suggest topics they would like to read about so that she could choose books on those topics for the classroom library.

Self-selection of books was a totally new experience for the students and at first they needed help in making a selection. If a student felt he did not want to finish reading a book after he had started it, he was free to return it and select another. After a few weeks they settled down; they knew what they wanted to read about and they selected books that suited them. Initially, only high-interest, low-vocabulary books were placed in the classroom. As the students' reading ability improved, a wider selection of

books was chosen from good children's literature. The intern kept the basal readers from the Nelson, Ginn and Open Highways series in the classroom at all times for those students who wished to read selections from them. She also made use of these basal readers by getting old copies, tearing out the more appealing stories and making them into little booklets. Students who did not want to read a story from a big reader readily read a story such as Jack and the Beanstalk, or The Bremen Town Musicians when it was in a little booklet by itself.

As the students became familiar with certain types of books, and books by certain authors, they began asking for those. Some very popular books were the Griffin Pirate series, the Dragon Pirate series, the Billy and Blaze books along with fairy tales and animal stories. Their comprehension of all books read was revealed in their discussions with the intern and in their follow-up activities.

Research has shown that there is a relationship between language ability and reading achievement. Loban (1963:85), in a study of the language of elementary school children, found that those high in general language ability were also high in reading ability, whereas those low in language ability were also low in reading ability. The students involved in this internship experienced great difficulty in expressing themselves orally and sometimes were reluctant even to try.

Their written language was very poor and they expressed a great dislike of any kind of written work. To help the students develop better language skills, the intern devoted the session from 11:30 a.m. to 11:50 a.m. - sharing time - to language oriented activities. At that time individual activities and group projects were presented and discussed. Students were involved in activities such as dramatization, choral speaking and puppet shows. Interest groups were formed to find information on their particular interest and to present it to the rest of the class. These sharing time activities involved both oral and written language. Interest groups had to search for information and write it down in an organized manner for class presentation. The intern helped students in writing reports and participated with them in discussion of their topics. Vygotsky (1962:12) suggests that the availability of adults for dialogue with children is of great importance in language acquisition. Dialogue between the intern and students was not limited just to sharing time. She encouraged them to ask questions and to discuss problems whenever the need arose.

Development of a Positive Attitude

The students expressed the desire to learn to read better, but admitted they really disliked reading because they found it very difficult. Prior to the internship, to

them reading meant only something done in school for an hour every day and consisted of a reader and a workbook. They were reluctant to read anything beyond the assigned story in their reader. While commenting on the reluctant reader, Allen (1974:15) says that many students read so little they do not get the practice necessary to establish their reading skills; they need to read extensively in order to realize reading can be a tool to use as they choose.

With the students' initial attitude towards reading, they needed a good reason for wanting to learn to read. Reasoner (1968:ix) notes that a child's motivation for reading depends heavily on having appropriate materials - materials that appeal to his interests, curiosity, reading level and mood - available at the right time. Self-selection enables a child to choose a book that suits him at that particular time. The intern found that the students' motivation for reading sometimes changed from day to day. It appeared to be linked to their daily experiences. One day a student wanted books on rabbits. He had just gotten some pet rabbits. Another day a student brought a live snail to school. It captivated the attention of the whole class and the only books they wanted that day were books on snails. They wanted answers to questions such as: What do snails eat? Can they live on land and in water? How can we get it to come out of its shell? They searched through books in the classroom library and the school library

to find the answers. This kind of activity gave them a totally new outlook on reading. They began to realize that it provided a way of satisfying their curiosity about things of interest to them.

They were also influenced by the T.V. programs they watched. A tremendous interest in western movies with horses and stagecoaches motivated one student to read all the books in the Tom Logan Series. Sports car racing on T.V. motivated another student to ask for and read books on cars, while a program on airports and airplanes had another looking for books on different kinds of planes.

Cartoon and comic book characters were especially appealing to all students. Even though the position of comic books in children's reading has never been clarified, Carr (1951) recognizes their usefulness as a way of developing children's interest in reading. The intern used comic books in the way suggested by Whitehead (1968:27). He says that since children like to read comic books, this interest should be capitalized on to further growth and interest in reading. The intern found that the students liked cartoons and comics mostly because of the humor portrayed by the characters, so she used certain comic books to introduce students to similar characters in good children's books. She used the comic Casper the Ghost to lead the students to read

the books about Georgie, the Ghost by Robert Bright; she used Donald Duck to introduce the students to similar funny characters such as Curious George in the books by H. A. Rey, and Angus in the books by Marjorie Flack. To further their interest in humor, the Highlights Magazine was very helpful. They searched through old copies of the magazine for pages containing jokes and riddles, divided themselves into groups and took turns asking each other to guess the answer to the joke or riddle selected.

The students were not limited by their reading ability in their access to good children's literature or to books on topics of interest to them. At least twice a week the intern spent ten or fifteen minutes of sharing time reading to them. Sometimes they suggested a book they would like read and sometimes she selected one, gave a brief account of it and asked if they would like to hear more. This provided an opportunity to expand on the experience of the students which, as Ausubel (1967:544-548) contends, is so important in reading.

Another technique used to enrich the students' experience and to develop their interest in reading was the use of filmstrips and tapes. Once a week, usually on Friday afternoon, a session was devoted to viewing and discussing a filmstrip based on some book or interesting topic. (See Appendix B for the list of filmstrips used). The intern introduced the

students to some popular children's stories by using two Record and Book Series. They could listen to the stories while following them in the book. With the aid of a listening station, several students enjoyed reading and listening to the same story at the same time. In addition to these commercially produced series, the intern made tapes to go with books which two of the poorer readers expressed a desire to read but could not because the reading level was too difficult for them.

When selecting reading material for the students, the intern considered fully their interests and reading level. She encouraged them, however, to discuss with the other students books they had read and projects they had done and thus broaden their interests. After a few months the students began visiting the public libraries and borrowing books which they brought to school and shared with the rest of the class.

Reading as an Informative Activity

By using children's literature in a reading program, students can be easily introduced to reading as an informative activity. Commenting on children's literature as a way of learning, Shipley (1965:48) says that distinguished picture story books and good books of fact and fiction have become a significant way of knowing or learning about oneself

and others. He further states that the factual, realistic and imaginative literature of today can satisfy and extend a child's natural curiosity.

The first information books the intern used were Science I Can Read Series, Pelle's New Suit, Birth of an Island and You and the World Around You. These contain factual information in story form and are attractively designed, which makes them very appealing to young children. By reading these books, the students got, not only enjoyment but the authentic information contained in the story. They soon discovered that reading could be an avenue of information about the world they live in.

Having established in the students the concept that reading can be an informative activity, the intern introduced them to a more formal type of information books. The ones used most by the students were Childcraft-How and Why Library, the True Book Series, the MacDonald Starter Series, the MacDonald Zero Book and Disney's Wonderful World of Knowledge. These, along with several types of picture dictionaries, were contained in the school library and the students could use them whenever they needed to.

Chapter 4

EVALUATION

This chapter contains an evaluation of the internship. Empirical data, the intern's opinion based on general observation of the students, and parents' opinions are presented to illustrate the changes brought about in the students' reading performance and overall classroom performance during the internship period.

READING GAIN

As mentioned earlier in the report, the reading comprehension subtest of the Stanford Diagnostic Reading Test, Level 1, Form X, and the Slosson Oral Reading Test were administered at the beginning of the internship. At the end of the internship, the reading comprehension subtest of the Stanford Diagnostic Reading Test, Level 1, Form W. was administered and the Slosson Oral Reading Test was re-administered. (The authors of the Slosson Oral Reading Test say that it will produce reliable results when readministered to the same group of students, provided no coaching has been given for the words on the test).

The results of the Stanford Diagnostic Test are presented in Table 4.

Table 4

Students' Scores on the Reading Comprehension Subtest of the Stanford Diagnostic Reading Test Level 1, Forms X and W

Student	Score Form X	Form W
A	1.9	2.8
B	2.1	3.4
C	1.7	3.4
D	Below 1.4	2.9
E	Below 1.4	2.7
F	1.5	2.1
G	2.2	3.4
H	2.0	3.4
I	1.5	2.1
J	Below 1.4	2.9
Mean Score	1.7	2.9

Student C made the greatest gain in reading comprehension with his grade level score increasing from 1.7 to 3.4, a gain of 1.7 years. Student I made the smallest gain with his grade level score increasing from 1.5 to 2.1, a gain of 0.6 years. The mean grade score increased from 1.7 to 2.9, a gain of 1.2 years.

The results of the Slosson Oral Reading Test are presented in Table 5. Student G made the greatest gain in word recognition with his grade level score increasing from 2.7 to 5.2, a gain of 2.5 years. Student F made the smallest gain with his grade level score increasing from 1.0 to 1.7, a gain of 0.7 years. The mean grade score increased from 1.7 to 3.3, a gain of 1.6 years.

In order to determine whether these gains were significantly greater than those which would have normally been expected during this period without the internship, a statistical analysis developed by Libaw, Berres and Coleman (1962:582-584) was used. According to this method, a child's predicted score is compared with his actual score. The predicted score is obtained by dividing the pretest score, expressed in grade equivalent, by the expected grade placement (see Table 6) and multiplying it by one year, the period of the internship. The intern calculated the expected grade placement by first getting the mental age

Table 5

Students' Scores on the Slosson Oral Reading Test

Student	Score	
	Pretest	Posttest
A	1.7	3.0
B	1.7	3.6
C	2.4	4.1
D	1.3	3.3
E	1.3	2.9
F	1.0	1.7
G	2.7	5.2
H	2.0	4.5
I	0.8	1.7
J	1.9	2.9
Mean Score	1.7	3.3

Table 6

Students' Expected Grade Placement

Student	Expected Grade Placement
A	3.2
B	2.6
C	2.5
D	2.8
E	3.2
F	4.8
G	3.0
H	2.1
I	4.3
J	2.1

for each student by using the formula MA = CA x $\frac{IQ}{100}$ and then converting this mental age score to expected grade placement by using the Mental Age Grade Placement Table from the California Test of Mental Maturity Manual, 1957, as suggested by Fry (1972:257-259). The actual score is the score obtained on the posttest. The statistics for the reading comprehension subtest are presented in Table 7 and those for the Slosson Oral Reading Test are presented in Table 8. To determine whether the test results were significant, the intern used the sign test for correlated samples as suggested by Ferguson (1966:356-357). This test is based on whether the gain from pretest to posttest for each student is greater than that anticipated. If the gain is greater, the student is assigned a +, if it is less than anticipated he is assigned a -. The formula $Z = \frac{|D| - 1}{\sqrt{N}}$, where D is the difference between the +'s and -'s and N is the size of the sample, is used to determine if the overall results are significant. For both tests used in this internship the Z score is 2.85 which indicates significance at the .01 level.

INTERN'S EVALUATION

One of the most obvious results of the internship was a change in the students' attitude towards reading and

Table 7

Students' Predicted Gain Score and Actual Gain Score on the Reading Comprehension Subtest of the Stanford Diagnostic Reading Test

Student	Predicted Gain	Actual Gain
A	0.5	0.9
B	0.8	1.3
C	0.7	1.7
D	0.5	1.6
E	0.4	1.4
F	0.3	0.6
G	0.7	1.2
H	0.9	1.4
I	0.3	0.6
J	0.7	1.6
Mean Score	0.6	1.2

$Z = 2.85$ $P < .01$

Table 8

Students' Predicted Gain Score and Actual Gain Score on the Slosson Oral Reading Test

Student	Predicted Gain	Actual Gain
A	0.5	1.3
B	0.7	1.9
C	0.9	1.7
D	0.5	2.0
E	0.4	1.6
F	0.2	0.7
G	0.9	2.5
H	0.9	2.5
I	0.2	0.9
J	0.8	1.0
Mean Score	0.6	1.6
$Z = 2.85$	$P < .01$	

school work in general. They read widely and took home books for reading at night. Most of them procured library cards so that they could borrow books from a public library. Towards the end of the internship, most of the books in the classroom library were being supplied by students who had borrowed them and wished to share them with their classmates. As their confidence and reading ability improved, they displayed a very noticeable change in their attitude towards all their school work. They were more enthusiastic about all their school projects and participated well in both oral and written activities.

PARENTS' EVALUATION

Throughout the year the intern kept in close touch with the parents through telephone conversations and meetings. They reported that their children read books at home, enjoyed discussing the reading activities they did during the day, willingly did their homework and displayed a much greater interest in school than they had done before the internship.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the internship, a discussion of the major conclusions drawn from the results and recommendations for those who wish to develop and implement a similar program.

SUMMARY

This internship was designed to develop and implement an individualized remedial reading program for ten grade three boys. The students were selected for the program on the basis of their scores on a survey test, information obtained from their cumulative records, and their teachers' observation of their performance. The program was carried out during the period from September, 1975, to June, 1976, with the intern providing reading instruction for eighty minutes each day.

The major components of the program were self-selection of books, independent reading, skill instruction, follow-up activities, individual conferences, sharing time, and record keeping by both intern and students.

Standardized tests, and the intern's and parents' observations were used to evaluate the internship. The sign test which was applied to the results of the two standardized tests indicated that the students made significant gains

($p < .01$) in both reading comprehension and word recognition. Observations by both intern and parents indicated that the program had been enjoyable and effective.

CONCLUSIONS

Individualized reading can be used effectively with students having reading problems. When provided with appropriate books on their reading level, they can develop confidence in their reading ability and a desire to improve it.

This kind of program can present reading as an enjoyable and informative activity which students can use to pursue their interests or to satisfy their curiosity about the world around them.

RECOMMENDATIONS

The intern makes the following recommendations concerning the use of individualized reading with students having reading problems:

1. That school administrators encourage their remedial reading teachers to become involved in such a program.

2. That remedial students be involved in the planning of their program. This gives them the feeling that the program is being designed especially for them and helps them

develop a positive attitude toward it.

3. That students be provided with books of interest to them and on their reading level.

4. That a selection of follow-up activities be provided so that students can choose those that best suit them.

5. That a variety of skill development materials be used to avoid having students do the same skill exercise or activity more than once.

6. That students be provided with plenty of opportunities to read independently during the reading period and that they be encouraged to read at home.

7. That parents be kept up to date on the progress of their children. This can help them develop a more positive attitude toward, and a greater tolerance of, their children's reading problem.

REFERENCES CITED

Allen, Jean. "Reaching the Reluctant Reader", School and Community, LXI (December, 1974), 15.

Ausubel, David. "Cognitive Structure: Learning to Read", Education, LXXXVII (May, 1967), 544-548.

Balow, Bruce. "The Long Term Effects of Remedial Reading Instruction", The Reading Teacher, XVIII (April, 1965), 581-586.

Barbe, Walter. Educator's Guide to Personalized Reading. Englewood Cliffs, N.J. : Prentice Hall, 1961.

Blismer, Emory. "Evaluating Progress in Remedial Reading Programs", The Reading Teacher, XV (March, 1962), 344-350.

Bond, Guy and Miles Tinker. Reading Difficulties: Their Diagnosis and Correction. Englewood Cliffs, N.J. : Prentice Hall, Inc., 1973.

Bond, Guy and Leo Fay. "A Report of the University of Minnesota Reading Clinic", The Journal of Educational Research, XLIII (January, 1950), 385-390.

Carr, Constance. "Substitutes for the Comic Books I", Elementary English, XXVIII (April, 1951), 194-200, 214.

Carr, Constance. "Substitutes for the Comic Books II", Elementary English, XXVIII (May, 1951), 276-285.

Carter, Homer and Dorothy McGinnis. Diagnosis and Treatment of the Disabled Reader. Toronto: MacMillan Co., 1970.

Cushenberry, Donald. Remedial Reading in the Secondary School. New York: Parker Publishing Co. Inc., 1972.

Daniel, Mary Ann. "You Can Individualize Your Reading Program Too", Readings on Reading Instruction, eds. Albert Harris and Edward Sipay. New York: David McKay Co. Inc., 1972, pp. 187-189.

Dechant, Emerald. Diagnosis and Remediation of Reading Disability. New York: Parker Publishing Co. Inc., 1968.

Della-Piana, G.M. Reading Diagnosis and Prescription. New York: Holt, Rinehart and Winston Inc., 1968.

Durrell, Donald D. Improvement of Basic Reading Abilities. Yonkers-on-Hudson, New York: World Book Co., 1956.

Durrell, Donald D. Improving Reading Instruction. Yonkers-on-Hudson, New York: World Book Co., 1956.

Ekwall, Eldon. Locating and Correcting Reading Difficulties. Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.

Ferguson, George A. Statistical Analysis in Psychology and Education. Toronto: McGraw Hill, 1966.

Fry, Edward. Reading Instruction for Classroom and Clinic. Toronto: McGraw Hill, 1972.

Garretson, Grace. "How One School Board Read the Needs of the Slow Reader", Individualizing Your Reading Program, ed. Jeanette Veatch. New York: G.P. Putman's Sons, 1959, pp. 109-119.

Gates, A. I. and W. H. MacGinitie. Gates-MacGinitie Reading Test, Survey B. New York: Teachers College Press, Columbia University, 1965.

Goodman, K.S. "A Linguistic Study of Cues and Miscues in Reading", Elementary English, XLII (October, 1965), 639-643.

Goodman, K.S. "Word Perception: Linguistic Bases", Education, LXXXVII (May, 1967), 539-543.

Harris, Albert and Edward Sipay. How To Increase Reading Ability. New York: David McKay Co. Inc., 1975.

Hunt, Lyman. "Philosophy of Individualized Reading", Readings on Reading Instruction, eds. Albert Harris and Edward Sipay. New York: David McKay Co. Inc., 1972, pp. 184-187.

Jenkins, Marian. "Self Selection in Reading", The Reading Teacher, XI (December, 1957), 84-94.

Johnson, L. R. and D. Platts. "A Summary of a Study of the Reading Ages of Children Who Had Been Given Remedial Teaching," British Journal of Educational Psychology, XXXII (February, 1962), 66-71.

Johnson, Marjorie and Ray Kress. "Readers and Reading," The Reading Teacher, XXII (April, 1969), 594.

Karlsen, Bjorn, Richard Madden and Eric Gardner. Stanford Diagnostic Reading Rest, Level 1. New York: Harcourt, Brace and World, Inc., 1966.

Kirk, Samuel. Teaching Reading to Slow-Learning Children. Cambridge, Massachusetts: Houghton Mifflin Co., 1940.

Kottmeyer, William. Teacher's Guide for Remedial Reading. Toronto: McGraw Hill, 1959.

Lazar, Mary. "Individualized Reading: A Dynamic Approach," The Reading Teacher, XI (December, 1957), 75-83.

Libaw, Frieda, Frances Berres and James C. Coleman. "A New Method for Evaluating the Effectiveness of Treatment of Learning Difficulties", The Journal of Educational Research, LV (August, 1962), 582-584.

Loban, Walter D. The Language of Elementary School Children. Champaign, Illinois: National Council of Teachers of English, 1963.

Lovell, K. Byrne and B. Richardson. "A Further Study of the Educational Program of Children who had received Remedial Instruction", British Journal of Educational Psychology, XXXIII (February, 1963), 3-9.

Mouly, G. J. and Virginia Grant. "A Study of Growth To Be Expected of Retarded Readers", The Journal of Educational Research, XLIV (February, 1956), 461-465.

Muskopf, Allan. "Reactions to Affective Factors in Reading", Theoretical Models and Processes of Reading, eds. Harry Singer and Robert Ruddell. Newark, N.J.: IRA, 1970, pp. 120-123.

Otto, Wayne and Richard McMenemy. Corrective and Remedial Teaching. Boston: Houghton, Mifflin and Co., 1973.

Povey, Gail. Personalized Reading. International Center for Educational Development, California, 1972.

Raymond, Dorothy. Individualizing Reading in the Elementary School. New York: Parker Publishing Co. Inc., 1973.

Reasoner, Charles F. Releasing Children to Literature. New York: Dell Publishing Co., 1968.

Robinson, Helen and Helen Smith. "Reading Clinic Clients - Ten Years After", The Elementary School Journal, LXIII (October, 1962), 22-27.

Roswell, Florence and Gladys Natchez. Reading Disability Diagnosis and Treatment. New York: Basic Books, Inc., 1971.

Shipley, Ferne. "Relating Literature to Other School Learnings", Using Literature with Young Children, ed. Leland B. Jacobs. New York: Teachers College Press, 1965, pp. 48-52.

Slosson, Richard L. Slosson Oral Reading Test. New York: Slosson Educational Publications, 1963.

Spache, George. Good Reading for Poor Readers, Champaign, Illinois: Garrard Publishing Co., 1974.

Spache, George and Evelyn Spache. Reading in the Elementary School. Boston: Allyn and Bacon Inc., 1973.

Strang, Ruth. Diagnostic Teaching of Reading. New York: McGraw Hill, 1969.

Veatch, Jeanette. Individualizing Your Reading Program. New York: G. P. Putman's Sons, 1959.

Vernon, M. D. Reading and Its Difficulties. Cambridge: Cambridge University Press, 1971.

Vite, Irene. "Individualizing Reading - The Scorebook on Control Studies", Education, LXXXI (January, 1961), 285-290.

Vygotsky, Lev. S. Thought and Language. Cambridge, Mass: M I T Press, 1962.

Whitehead, Robert. Children's Literature: Strategies of Teaching. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1968.

Wilson, Richard. Individualized Reading. Dubuque, Iowa: Wm. C. Brown Book Co., 1965.

Wilson, Robert M. Diagnostic and Remedial Reading for Classroom and Clinic. Columbus: Charles E. Merrill, 1967.

Zintz, Miles V. Corrective Reading. Dubuque, Iowa: Wm. C. Brown Co., 1972.

APPENDIX A. BOOKS

CHILDREN'S BOOKS

Anderson, C. W. — The Billy and Blaze Books

Anderson, Hans Christian. — The Ugly Duckling

Ardizzone, Edward. — Johnny, the Clockmaker

Bannon, Laura. — Little People of the Night

Barr, Catherine. — Raffie

Benchley, Nathaniel. — Red Fox and His Canoe

Beresford, Elizabeth — The Snow Womble

Beresford, Elizabeth. — Tomsk and the Tired Tree

Berson, Harold. — A Moose is not a Mouse

Beskow, Elsa. — Pelle's New Suit

Bishop, Claire and Kurt Wiese. — The Five Chinese Brothers

Bright, Robert. — Georgie and the Magician

Bright, Robert. — Georgie's Hallowe'en

Broekel, Ray. — Hugo, the Huge

Burton, Virginia Lee. — The Little House

Burton, Virginia Lee. — Mike Mulligan and His Steam Shovel

Carroll, Ruth. — What Whiskers Did

Cerf, Bennett. — Book of Animal Riddles

Charlip, Remy. — What Good Luck! What Bad Luck!

Cretz, Susanna. — The Bears Who Stayed Indoors

Dalgliesh, Alice. — The Little Wooden Farmer

Daugherty, James.	Andy and the Lion
Delage, Ida.	Weeny Witch
Delage, Ida.	The Witchy Broom
Dennis, Wesley.	Flip
Disney, Walt.	The Aristocats
Disney, Walt.	The Sorcerer's Apprentice
du Bois, William Pené.	Bear Party
Duvoisin, Roger.	Petunia
Duvoisin, Roger.	Petunia's Christmas
Eastman, P. D.	Are You My Mother
Eastman, P. D.	The Best Nest
Elkin, Benjamin.	Six Foolish Fishermen
Ets, Marie Hall.	Elephant in the Well
Ets, Marie Hall.	Gilberto and the Wind
Ets, Marie Hall.	In the Forest
Ets, Marie Hall.	Just Me
Ets, Marie Hall.	Play With Me
Evans, Katherine.	A Bundle of Sticks
Fatio, Louise.	The Happy Lion's Treasure
Flack, Marjorie.	Angus and the Ducks
Flack, Marjorie.	Angus Lost
Flack, Marjorie.	Ask Mr. Bear
Flack, Marjorie.	Story About Ping
Freeman, Don.	Mop Top

Freeman, Don. Space Witch

Gag, Wanda. Millions of Cats

Gag, Wanda. Nothing at All

Galdone, Paul (illustrator) Old Dame Trot

Galdone, Paul (illustrator) The Horse, The Fox and The Lion

Galdone, Paul (illustrator) The Three Wishes

Garelick, May. Where Does the Butterfly Go When it Rains

Gramatky, Hardie. Little Toot

Gurney, Nancy and Eric. The King, The Mice and The Cheese

Hoban, Russell. Bread and Jam for Frances

Hoban, Russell. The Little Brute Family

Hoff, Syd. Mrs. Switch

Hoffman, Hilde. The City and Country Mother Goose

Hillert, Margaret. The Yellow Boat

Israel, Mariam. Apaches

Ivimey, John W. The Adventures of the Three Blind Mice

Kantrowitz, Mildred. When Violet Died.

Keats, Ezra Jack. Pet Show

Keats, Ezra Jack. The Snowy Day

Keats, Ezra Jack. Whistle for Willie

Kessler, Ethel and Leonard. Big Red Bus

Kessler, Ethel and Leonard. The Day Daddy Stayed Home

Kankle, Janet. Once There Was a Kitten

Krasilovsky, Phyllis. The Cow Who Fell in the Canal

Krasilovsky, Phyllis. The Man Who Didn't Wash His Dishes

Krasilovsky, Phyllis. The Very Little Boy

Leaf, Munro. Story of Ferdinand the Bull

Leaf, Munro. Wee Gillis

Lee, Carol. Raising and Training Your Pets

Leitner, Irving. Pear-Shaped Hill

Lenski, Lois. Cowboy Small

Lenski, Lois. The Little Airplane

Lenski Lois. The Little Farm

Lenski Lois. The Little Sail Boat

Leodhas, Sorche Nic. Always Room for One More

Lexau, Joan. Olaf Reads

Lionni, Leo. Pezzettino

Lionni, Leo. Frederick

L'Hommedieu, Dorothy. The Little Black Scottie

Low, Alice. Summer

MacDonald, Golden. The Little Island

McCloskey, Robert. Blueberries for Sal

McCloskey, Robert. Lentil

McCloskey, Robert. Make Way for Ducklings

McCloskey, Robert. One Morning in Maine

Miles, Betty. A House for Everyone

Morris, Johnny. Delilah

Nestrick, Nova (ed.) Old Man Rabbit's Dinner

Nestrick, Nova The Rooster, the Mouse and the Little Red Hen

O'Leary, Frank. Flap, the Racoon

Parish, Peggy. Granny, the Baby and the Big Gray Thing

Parish, Peggy. Granny and the Desperadoes

Patrick, Gloria. A Bug in a Jug and other Funny Rhymes

Peet, Bill. The Caboose Who Got Loose

Peet, Bill. Randy's Dandy Lions

Peet, Bill. The Wump World

Perkins, Al (adapted by). Chitty, Chitty, Bang Bang

Perkins, Al. The Diggingest Dog

Perkins, Al. The Travels of Dr. Doolittle

Phleger, F. and M. You Will Live Under The Sea

Pincus, Harriet (ed.) Little Red Riding Hood

Podendorf, Peggy. Pebbles and Shells

Potter, Beatrix. The Tale of Mrs. Tiggy Winkle

Potter, Beatrix. The Tale of Peter Rabbit

Prokofiev, Sergei. Peter and the Wolf

Reit, Seymour.	The King Who Learned to Smile
Rey, H.A.	Curious George Gets a Medal
Rey, H.A.	Curious George Rides a Bike
Robinson, Tom.	Buttons
Salten, Felix.	Bambi
Salten, Felix.	Bambi's Children
Sawyer, Ruth.	Journey Cake, Ho!
Schlein, Miriam.	City Boy, Country Boy
Selsam, Millicent.	Animals of the Sea
Selsam, Millicent.	Birth of an Island
Selsam, Millicent.	You and the World Around You
Seuss, Dr.	The Cat in the Hat Comes Back
Seuss, Dr.	The Foot Book
Seuss, Dr.	Hop on Pop
Sewal, Roberta.	The Grasshopper and the Ant and Other La Fontaine Fables
Sharmont, Marjorie.	A Hot Thirsty Day
Shulevitz, Uri.	Rain Rain Rivers
Simpkins.	Jasper and the Cubs
Slobodin, Louis.	Dinny and Danny
Smith, William Jay.	Grandmother Ostrich
Ungerer, Tomi.	Crictor
Vipont, Elfrida and Raymond Briggs.	The Elephant and Bad Baby

Vogel, Ilse-Margaret. *The Don't Be Scared Book*

Wilkie, Katherine. *Daniel Boone*

Wilkson, Barry. *What Can You Do With a Dithery-Doo?*

Willard, Mildred Wilds. *The Ice Cream Cone*

Williams, Jay. *The King with Six Friends*

Worm, Piet. *The Little Horses at the King's Palace*

Wright, Dare. *Look at a Colt*

Wright, Mildred Whatley. *Henri Goes to the Mardi Gras*

Yashimo, Taro. *Crow Boy*

Yashimo, Taro. *The Umbrella*

Yeoman, John. *Alphabet Soup*

HIGH-INTEREST, LOW-VOCABULARY BOOKS

Harper and Row *I Can Read* Series

I Can Read Series

Early I Can Read Series

Science I Can Read Series

Sports I Can Read Series

I Can Read Mysteries Series

Oxford Color Reading Series

Grade One : Red

Grade Two : Yellow

Grade Three: Blue

Webster Reading Series

Rescue Books

More Rescue Books

Rescue Adventures

Dragon Pirate Series

Griffin Pirate Series

Sea Hawk Series

Alley Alligator Series

Moonbeam Series

Sailor Jack Series

Cowboy Sam Series

Tom Logan Series

Button Family Series

Air Age Books

BASAL SERIES

Nelson Language Development Reading Program

Ginn Integrated Language Program

Open Highways Programs

EASY READING BOOKS

Rand McNally Tip Top Elf Books

Wonder Books

Lady Bird Easy Reading Books

Nelson Venture Books

GENERAL INFORMATION BOOKS

Disney's Wonderful World of Knowledge

True Book Series

Ginn First Interest Books

Childcraft - The How and Why Library

Adventures in Discovery Program

Highlights Magazine

Picture Dictionaries

MacDonald Starters Series

MacDonald Zero Books

RECORD AND BOOK SERIES

Disneyland Series

20,000 Leagues Under the Sea

Treasure Island

Mickey Mouse, Brave Little Tailor

Little Hiawatha

The Jungle Book

The Haunted House

Winnie the Pooh and Tigger Too

Robin Hood

The Whale Who Wanted to Sing at the Met

Peter Pan Series

Yogi Bear and his Jellystone Friends

Popeye - A Whale of a Tale

Bugs Bunny

APPENDIX B. FILMSTRIPS

FILMSTRIPS

Weston Wood Filmstrips

Mike Mulligan and His Steam Shovel

Millions of Cats

Hercules

Make Way for Ducklings

The Snowy Day

The Cow Who Fell in the Canal

The Happy Owls

The Three Robbers

Norman the Doorman

Umbrella

Just Me

Peter's Chair

Drummer Hoff

Blueberries for Sal

Don't Count Your Chicks

Harold and the Purple Crayon

Play With Me

Angus and the Ducks

Tale of Peter Rabbit

The Miller, His Son and Their Donkey

Sing A Song of Sixpence

Queen of Hearts

The Lion and the Rat

The Hare and the Tortoise

Alexander and the Car with the Missing Headlight

Gilberto and the Wind

Charley, Charlotte and the Golden Canary

Encyclopaedia Britannica Filmstrips

The Three Little Pigs

The Gingerbread Boy

The Bremen Town Musicians

The Emperor's New Clothes

The Little Red Hen

The Old Woman and Her Pig

The Three Billy Goats Gruff

Singer Filmstrips

Little Red Riding Hood

Goldilocks and the Three Bears

The Little Engine That Could

Rackety Rabbit and the Runaway Bunny

Rumpelstiltskin

Moreland-Latchford Filmstrips

Moving Day Mix-Up

The Old Map Mystery

Surprise Adventure

Absent-Minded Mr. Willoughby

Three in a Haunted House

The Seasons

Horses, Horses

Goats, Goats

Buffalos, Buffalos

APPENDIX C. SKILL DEVELOPMENT MATERIALS

SKILL DEVELOPMENT MATERIALS

Ginn Word Enrichment Program

Basic Goals in Spelling

The New Phonics We Use

Time for Phonics

Nelson Basal Reader Workbooks

Ginn Basal Reader Workbooks

Open Highways Workbooks

New Practice Readers, Book A

Reading for Concepts, Book A

Treasure Reading Workbooks

Treasure English Workbooks

SRA Skill Builders

Reader's Digest Skill Builders

Stott Programmed Reading Kit, No. I

Merill Linguistic Readers

Phonics - Sound in Words Series Syllables, Book 9

Ideal - Listen, Look and Learn Kit

(a) Initial and Final Consonants

(b) Vowel Enrichment

(c) Blends and Digraphs

(d) Syllable Rules and Accent Clues

APPENDIX D. FOLLOW-UP ACTIVITIES

FOLLOW-UP ACTIVITIES

Criticizing an incident from the story

Select some incident from the story and tell or write what you think of it. Do you think events should have happened the way they did? What could have been done to make events different?

Recognizing fact and fiction

Could this story really have happened? What incidents in the story make you think that it could or could not happen?

Commenting on the action of a character

Select a character from your study and tell about the things he did. Why do you think he did them? What would you have done if you were in his place?

Describing a character

Select a character and describe him the way you would if you were telling a friend about him.

Describing the actions of a character

Select a character and describe fully what he did by answering the following questions: What did he do? Where did he do it? When did he do it? Why did he do it?

Selecting an incident with emotional appeal

Describe the funniest, saddest or most exciting part of the story.

Reading orally to the class

Select a passage to read to the class and tell why you chose it.

Reading with a partner

Sit with a friend and read a selection from your book to him. Then listen as he reads a selection to you.

Discussing books

Sit with a group of from two to four students and discuss the books you have read, looking for similarities and differences in characters and actions.

Learning something new

Tell about something new you learned from reading the story.

Writing a different ending

Write a different ending for your story.

Researching

Go to other books and find information on the subject discussed in your book. Write a short report.

Writing riddles

Make up riddles about the characters in your book and have one of your classmates guess the answer.

Comparing books on the same subject

Select two books you have read about the same subject. Which one did you perfer and why did you prefer it?

Recognizing books by the same author

Make a list of books you have read by the same author. What do you find interesting about his books?

Comparing a book version with a filmstrip version of the same story

How do the book and filmstrip version differ? Which did you prefer and why did you prefer it?

Writing different titles

Write a different title for your book and tell why it would be a good title.

Dramatizing

Get together with several students who have read this book and dramatize a scene from it.

Putting on a puppet show

Make finger puppets for each character in your story and prepare a puppet show.

Illustrating a story

Draw, in sequence, pictures to illustrate your story.

Making a book jacket

Make a book jacket for the book you have read. Draw an appropriate picture on the outside and write a few sentences about the story on the inside.

Modelling

Using modelling clay, make models of the characters in your story, or make a model of a scene from the story.

Making a mural

Make a mural of your story.

Copying a description

Copy a good description from your book and paint a picture to illustrate it.

Making a picture dictionary

Make a picture dictionary of interesting words you found in your story.

Having a display

Prepare, for display, pictures or objects associated

with your story.

Making a poster

Make a poster to advertise your book.

Making a comic strip

Make your story into a comic strip.

Writing a story

Write a story about some incident from your own life similar to one in your book.

APPENDIX E. BARBE READING SKILLS CHECKLIST

BARBE READING SKILLS CHECK LIST
READINESS LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:

A. Word Recognition

1. Interested in words _____
2. Recognizes own name in print _____
3. Knows names of letters _____
4. Knows names of numbers _____
5. Can match letters _____
6. Can match numbers _____
7. Can match capital and small letters _____

B. Word Meaning

1. Speaking vocabulary adequate to convey ideas _____
2. Associates pictures to words _____
3. Identifies new words by picture clues _____

II. Perceptive Skills:

A. Auditory

1. Can reproduce pronounced two and three syllable words _____
2. Knows number of sounds in spoken words _____
3. Can hear differences in words _____
4. Able to hear length of word (Which is shorter? boy - elephant) _____
5. Able to hear sound:
   - At beginning of word _____
   - At end of word _____
   - In middle of word _____
6. Hears rhyming words _____
7. Aware of unusual words _____

B. Visual

1. Uses picture clues
2. Recognizes:
   - Colors _____
   - Sizes (big, little; tall, short) _____
   - Shapes (square, round, triangle) _____
3. Observes likenesses and differences
   - in words _____
   - in letters _____
4. Left-right eye movements _____

III. Comprehension:

A. Interest

1. Wants to learn to read _____
2. Likes to be read to _____
3. Attention span sufficiently long _____

B. Ability

1. Remembers from stories read aloud:
   - Names of characters _____
   - Main ideas _____
   - Conclusion _____
2. Can keep events in proper sequence _____
3. Uses complete sentences _____
4. Can work independently for short periods _____
5. Begins at front of book _____
6. Begins on left hand page _____
7. Knows sentence begins at left _____

IV. Oral Expression:

A. Expresses self spontaneously _____
B. Able to remember five word sentence _____
C. Able to make up simple endings for stories _____
D. Able to use new words _____

Teacher's Notes:

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:

A. Word Recognition

1. Recognizes words with both capital and small letters at beginning _____

2. Is able to identify in various settings the following words usually found in preprimers:

___ a	___ do	___ jump	___ show
___ airplane	___ dog	___ kitten	___ sleep
___ an	___ down	___ like	___ something
___ and	___ father	___ little	___ splash
___ apple	___ fast	___ look	___ stop
___ are	___ find	___ make	___ surprise
___ at	___ fine	___ may	___ table
___ away	___ fish	___ me	___ thank
___ baby	___ for	___ mitten	___ that
___ ball	___ funny	___ mother	___ the
___ be	___ get	___ morning	___ tree
___ bed	___ girl	___ my	___ to
___ big	___ give	___ near	___ toy
___ birthday	___ go	___ no	___ two
___ blue	___ good	___ not	___ up
___ boat	___ good-by	___ oh	___ want
___ bow-wow	___ green	___ on	___ we
___ cake	___ has	___ one	___ what
___ call	___ have	___ party	___ where
___ can	___ he	___ pie	___ will
___ cap	___ help	___ play	___ with
___ car	___ her	___ pretty	___ work
___ Christmas	___ here	___ puppy	___ yellow
___ come	___ hide	___ ran	___ you
___ cookies	___ home	___ red	___ your
___ cowboy	___ house	___ ride	
___ daddy	___ I	___ run	
___ did	___ in	___ said	
___ dinner	___ is	___ see	
___ dish	___ it	___ she	

Only additional words found in six of seven leading primers were:

___ about	___ fun	___ night	___ they
___ again	___ had	___ new	___ this
___ all	___ happy	___ now	___ too
___ am	___ him	___ of	___ us
___ as	___ his	___ put	___ walk
___ back	___ how	___ rabbit	___ was
___ black	___ just	___ sat	___ water
___ boy	___ know	___ saw	___ way
___ but	___ laugh	___ so	___ went
___ came	___ let	___ some	___ were
___ could	___ long	___ soon	___ when
___ cow	___ man	___ take	___ white
___ cat	___ many	___ them	___ wish
___ farm	___ Mr.	___ then	___ who
___ from	___ must	___ there	___ yes

(List prepared by Olive Reeve, Whitewater (Wisc.) State College.)

II. Word Analysis:

A. Phonics

1. Recognizes single initial consonants and can make their sound:

b ___	k ___	q ___	w ___
d ___	l ___	r ___	x ___
f ___	m ___	s ___	y ___
h ___	n ___	t ___	z ___
j ___	p ___	v ___	

_____

2. Knows single consonant sounds in final position (hat) _____

3. Knows single consonant sounds in middle position (seven) _____

4. Names of vowels are introduced _____

5. Knows sounds of initial consonant blends (listed in order of difficulty) _____

sh___	fr___	cl___	sw___
st___	wh___	gl___	tw___
bl___	th___	sp___	
pl___	ch___	sm___	
tr___	fl___	sn___	

B. Structural Analysis

1. Knows endings _____

ed sound as "ed" in wanted ___
ed sound as "d" in moved ___
ed sound as "t" in liked ___
ing ___
s ___

2. Recognizes compound words (into, upon) _____

3. Knows common word families:

all___	et___	an___	ay___
at___	en___	ill___	ake___
it___	in___	ell___	or___

C. Word Form Clues

1. Notices capital and small letters _____
2. Notices length of words _____
3. Notices double letters _____

III. Comprehension:

A. Understands that printed symbols represent objects or actions _____

B. Can follow printed directions (Find the boy's house.) _____

C. Can verify a statement (See if Sandy ran away.) _____

D. Can draw conclusions from given facts (What do you think happened then?) _____

E. Can recall what has been read aloud _____

F. Can recall what has been read silently _____

G. Can place events in sequence _____

H. Can remember where to find answers to questions _____

IV. Oral and Silent Reading Skills:

A. Oral Reading

1. Uses correct pronunciation _____
2. Uses correct phrasing (not word-by-word) _____
3. Uses proper voice intonation to give meaning _____
4. Has good posture and handles book appropriately _____
5. Understands simple punctuation:

period (.) ___
comma (,) ___
question mark (?) ___
exclamation mark (!) ___

B. Silent Reading

1. Reads without vocalization: _____

Lip movements ___
Whispering ___

2. Reads without head movements _____

BARBE READING SKILLS CHECK LIST
SECOND GRADE LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:

A. Word Recognition

1. Recognizes 220 Dolch Basic Sight Words (by end of year) _____

___ a	___as	___again	___about	___any
___ all	___away	___ate	___after	___better
___ am	___be	___black	___always	___both
___ an	___black	___but	___around	___bring
___ and	___brown	___cold	___ask	___carry
___ are	___by	___cut	___because	___clean
___ at	___came	___fast	___been	___could
___ big	___did	___first	___before	___done
___ blue	___eat	___five	___best	___don't
___ call	___fall	___fly	___buy	___draw
___ can	___find	___four	___does	___drink
___ come	___for	___give	___for	___eight
___ do	___get	___goes	___found	___every
___ down	___going	___going	___full	___hurt
___ funny	___have	___got	___gave	___know
___ go	___her	___green	___grow	___light
___ good	___him	___had	___hold	___myself
___ he	___his	___has	___how	___never
___ help	___if	___hot	___just	___own
___ here	___into	___its	___keep	___pick
___ I	___laugh	___long	___kind	___right
___ in	___let	___made	___much	___seven
___ is	___live	___many	___must	___shall
___ it	___may	___new	___now	___show
___ jump	___my	___not	___off	___their
___ like	___no	___of	___once	___them
___ little	___old	___open	___only	___then
___ look	___on	___please	___round	___there
___ make	___one	___or	___sleep	___these
___ me	___put	___our	___small	___think
___ out	___saw	___pail	___take	___those
___ play	___said	___read	___tell	___together
___ pretty	___she	___saw	___thank	___use
___ ran	___sit	___say	___that	___very
___ red	___some	___sing	___they	___want
___ ride	___stop	___six	___this	___warm
___ run	___three	___soon	___too	___wash
___ see	___today	___ten	___try	___went
___ so	___two	___upon	___under	___what
___ the	___was	___us	___walk	___when
___ to	___will	___who	___well	___where
___ up	___work	___why	___were	___which
___ we	___yes	___wish	___white	___would
___ you	___yellow	___your	___with	___write

2. Use word form clues
   a. Configuration _____
   b. Visual similarity of rhyming words (call, fall, ball) _____
3. Is familiar with structural analysis
   a. Little words in big words (many) _____
   b. Compound words (barnyard) _____
   c. Possessives and word endings:

's___	er___
d___	est___
ed___	y___
ing___	ly___
t___	

   d. Contractions: _____

I'm___	don't___
I'll___	won't___
can't___	

B. Word Meaning

1. Multiple meanings of words _____
2. Synonymous meanings (jolly-happy) _____
3. Opposites (up—down) _____
4. Words pronounced the same (rode—road) _____

II. Word Analysis:

A. Phonics

1. Knows consonant sounds taught in first grade (b, d, f, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z and st, tr, fr, sm, sn, sw, tw, bl, gl, fl, pl, cl, sh, ch, wh, th) _____
2. Applies these sounds and blends to:
   a. initial position in words (let) _____
   b. final position in words (bank) _____
   c. medial position in words (little) _____
3. Knows word families:

ou as in out___	er as in her___
ow as in show and cow___	ur as in fur___
	ir as in bird___
oi as in oil___	
oy as in boy___	
oo as in balloon___ and book___	eck as in neck___
	ick as in sick___
aw as in straw___	ack as in back___
ew as in new___	uck as in duck___
ight as in night___	ing as in sing___
ind as in find___	ike as in like___

4. Short vowel sounds (a, o, i, u, e) (taught in this order) _____
5. Long vowel sounds _____
6. Understands function of "y" as a consonant at beginning of word (yard) and vowel (bicycle) anywhere else _____
7. Knows two sounds of c and g:
   C followed by i, e or y makes s sound _____
   C followed by a, o or u makes k sound (examples: city, cent and cat, cot)
   G followed by i, e or y makes j sound _____
   G followed by a, o or u makes guh sound (examples: ginger, gym and game, gun)
8. Knows initial consonant sound includes all consonants up to first vowel _____
9. Knows three letter initial blends _____

str___	spr___
sch___	spl___
thr___	chr___

10. Phonics rules:
    a. A single vowel in a word or syllable is usually short (hat) _____
    b. A single e at the end of a word makes the preceding vowel long (hate) _____
    c. A single vowel at the end of a word is usually long (she) _____
    d. When there are two vowels together, the first is long and the second silent (pail, train) _____
    e. Vowels are influenced when followed by "r," "w" and "l"
       star___
       saw___
       all___

B. Structural Analysis

1. Recognizes root or base words (mines, mined, miner) _____
2. Recognizes word endings _____
   en as in waken ___
   ful as in careful ___
3. Knows contractions: _____

isn't___	you're___
I've___	let's___
I'm___	it's___
he's___	we've___

4. Knows possessives (Bill's) _____
5. Can disconnect printed fi and fl (fish and fly) _____

III. Comprehension:

A. Association of ideas of material read

1. Can draw conclusions _____
2. Can predict outcomes _____
3. Can find proof _____
4. Can associate text with pictures _____

B. Organization of ideas

1. Can follow printed directions _____
2. Can find main idea _____
3. Can follow plot sequence _____

C. Locating information

1. Can use: _____
   table of contents ___
   page number ___
   titles ___
2. Can find specific information _____

D. Appreciation

1. Able to dramatize stories read _____
2. Able to illustrate stories read _____
3. Able to tell a story which has been read previously _____
4. Owns at least several books which he particularly likes _____

IV. Oral Reading:

A. Reads clearly and distinctly _____
B. Reads with expression _____
C. Reads fluently _____
D. Reads so that listeners enjoy the story _____

BARBE READING SKILLS CHECK LIST
THIRD GRADE LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. Vocabulary:

A. Word Recognition

1. Recognizes Dolch 220 Basic Sight Words _____

___ a	___ as	___ again	___ about	___ any
___ all	___ away	___ ate	___ after	___ better
___ am	___ be	___ black	___ always	___ both
___ an	___ black	___ but	___ around	bring
___ and	___ brown	___ cold	___ ask	___ carry
___ are	___ by	___ cut	___ because	___ clean
___ at	___ came	___ fast	___ been	___ could
___ big	___ did	___ first	___ before	___ done
___ blue	___ eat	___ five	___ best	___ don't
___ call	___ fall	___ fly	___ buy	___ draw
___ can	___ find	___ four	___ does	___ drink
___ come	___ for	___ give	___ for	___ eight
___ do	___ get	___ goes	___ found	___ every
___ down	___ going	___ going	___ full	___ hurt
___ funny	___ have	___ got	___ gave	___ know
___ go	___ her	___ green	___ grow	___ light
___ good	___ him	___ had	___ hold	___ myself
___ he	___ his	___ has	___ how	___ never
___ help	___ if	___ hot	___ just	___ own
___ here	___ into	___ its	___ keep	___ pick
___ I	___ laugh	___ long	___ kind	___ right
___ in	___ let	___ made	___ much	___ seven
___ is	___ live	___ many	___ must	___ shall
___ it	___ may	___ new	___ now	___ show
___ jump	___ my	___ not	___ off	___ their
___ like	___ no	___ of	___ once	___ them
___ little	___ old	___ open	___ only	___ then
___ look	___ on	___ please	___ round	___ there
___ make	___ one	___ or	___ sleep	___ these
___ me	___ put	___ our	___ small	___ think
___ out	___ saw	___ pull	___ take	___ those
___ play	___ said	___ read	___ tell	___ together
___ pretty	___ she	___ saw	___ thank	___ use
___ ran	___ sit	___ say	___ that	___ very
___ red	___ some	___ sing	___ they	___ want
___ ride	___ stop	___ six	___ this	___ warm
___ run	___ three	___ soon	___ too	___ wash
___ see	___ today	___ ten	___ try	___ went
___ so	___ two	___ upon	___ under	___ what
___ the	___ was	___ us	___ walk	___ when
___ to	___ will	___ who	___ well	___ where
___ up	___ work	___ why	___ were	___ which
___ we	___ yes	___ wish	___ white	___ would
___ you	___ yellow	___ your	___ with	___ write

2. Refinement of skills previously taught _____

a. Compound words

b. Prefixes and suffixes:

a	___	dis	___	ful	___		
un	___	in	___	less	___		
ex	___	th	___	ness	___		
be	___	ty	___				

c. Identification of root words _____

d. Knows all initial consonant sounds (single sounds and blends—up to first vowel in word) _____

e. Can read all contractions _____

B. Word Meaning

1. Provided many experiences to increase speaking and reading vocabulary _____
2. Able to select descriptive and figurative words and phrases _____
3. Able to supply synonyms, antonyms and homonyms _____
4. Understands use of elementary school dictionary to find word meaning _____

II. Word Analysis:

A. Review and refine previously taught skills:

1. All initial consonant sounds _____
2. Short and long vowel sounds _____
3. Changes in words by:
   a. adding s, es, d, ed, ing, er, est _____
   b. dropping final e and adding ing _____
   c. doubling the consonant before adding ing _____
   d. changing y to i before adding es _____
4. Compound words _____
5. Contractions _____
6. Vowel rules
   a. vowel in one syllable word is short _____
   b. vowel in syllable or word ending in e is long _____
   c. two vowels together, first is long and second is silent _____
7. Possessive forms _____
8. C followed by i, e, y makes s sound _____
   C followed by a, o, u makes k sound _____
9. G followed by i, e, y makes j sound _____
   G followed by a, o, u makes guh sound _____
10. Silent letters in kn, wr, gn _____

B. Learns new skills of:

1. Forming plurals
   by adding s, es, ies _____
   by changing f to v and adding es _____
2. Similarities of sound such as x and cks (box—blocks) _____

C. Syllabication rules

1. There are usually as many syllables in a word as there are vowels _____
2. Where there is a single consonant between two vowels, the vowel goes with the first syllable (pu/pil) _____
3. When there is a double consonant, the syllable break is between the two consonants and one is silent (example: lit/tle) _____

D. Can hyphenate words using syllable rules _____

E. Understands use of primary accent mark _____

F. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable _____

III. Comprehension:

A. Can find main idea in story _____

B. Can keep events in proper sequence _____

C. Can draw logical conclusions _____

D. Is able to see relationships _____

E. Can predict outcomes _____

F. Can follow printed directions _____

G. Can read for a definite purpose:
   1. for pleasure _____
   2. to obtain answer to question _____
   3. to obtain general idea of content _____

H. Classify items _____

I. Use index _____

J. Alphabetize words by first two letters _____

K. Knows technique of skimming _____

L. Can determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.) _____

M. Use maps and charts _____

IV. Oral Reading:

A. Reads with a pleasing voice quality _____

B. Reads with adequate volume _____

C. Reads with clear and distinct enunciation _____

D. Accuracy in pronunciation _____

E. Ability to convey meaning to listeners _____

APPENDIX F. ORAL READING PERFORMANCE GUIDE

ORAL READING PERFORMANCE GUIDE

I. Word Attack

1. Refuses to attempt unknown words
2. Omits words or parts of words
3. Inserts words
4. Guesses words which
   (a) make sense
   (b) do not make sense
5. Repeats words or parts of words
6. Reverses letters or words
7. Spells out words
8. Sounds out words laboriously
9. Recognizes beginning sounds
10. Recognizes other sounds and tries pronunciation
11. Uses structural parts
12. Uses combination of methods
13. Checks pronunciation with meaning in sentences
14. Substitutes words of similar meaning
15. Fails to correct pronunciation errors when meaning is spoiled

II. Phrasing

1. Reads word by word
2. Reads in monotone
3. Ignores punctuation

4. Skips lines

5. Loses place

6. Hesitates