AN INTERNSHIP IN WHITBOURNE CENTRAL HIGH SCHOOL TO ASSIST IN READING PROGRAM DEVELOPMENT: GRADE EIGHT

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ABSTRACT

The principal and teachers of Whitbourne Central High School had requested that two graduate students in reading do their internship in the high school. The internship was concerned with improving the reading abilities of the students. For this intern, work was specifically oriented toward the grade eight students and teachers in order to improve the reading ability of these students.

Little was known, at first, other than these students had reading problems. Before setting specific objectives for the internship, this situation was further assessed in order to gain information about the students, their problems, and the present reading program. From using various sources of information, such as a formal reading test, interest inventory, and observation of the community and school resources, the problem was further identified.

Most of the grade eight students were reading below the appropriate grade level, had little reading material available to them, and had a negative attitude toward reading. There was no organized reading program in the school, and the teachers had little knowledge of reading, the basic skills in reading, or the reading and study skills related to the content areas. Selected as objectives for the internship were the promotion of recreational reading, the improvement of the students' vocabulary and comprehension skills, the improvement of reading instruction in the content areas, the encouragement of the planning of an organized reading program, and the provision of inservice education in

reading to the principal and teachers.

These objectives were implemented through such means as classroom demonstrations of lessons or skill activities, formal and informal meetings, written resource materials, and the placement of reading materials in the classroom appropriate to the reading levels of the students.

Very little planning of an organized reading program was done for the following year. However, the principal and teachers expressed their intention to begin this planning in September, as they felt that now, as a result of the internship, they knew more about reading and their students.

ACKNOWLEDGMENTS

The author wishes to acknowledge the co-operation received from both individuals and institutions during the internship. In particular, the author wishes to express her appreciation for the services provided by the Curriculum Centre of Memorial University and the Arts and Culture Centre Public Library. These institutions provided the many books placed in the classrooms of Whitbourne Central High School.

The author would also like to acknowledge the wonderful help given by the teachers and principal of Whitbourne Central High School, and the members of her committee, Dr. E.M. Janes, and Dr. L. Walker, who gave so much guidance and assistance during the internship.

The materials in the appendixes include many of the ideas suggested by these professors, or given to the student in class handouts. Particular mention should be made, however, of the ideas used in the appendixes which came directly from Schubert and Torgerson's Improving the Reading Program.

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CHAPTER I

INTRODUCTION

In March, 1973 the principal of Whitbourne Central High School approached the Department of Curriculum and Instruction at Memorial University for assistance in improving the reading abilities of his students.

This action resulted from concern expressed by the full teaching staff that the students in grades seven, eight, and nine were deficient in reading skills and because of this could not cope with much of the instruction and content of these grade levels.

It was requested that two graduate students in reading do their internship in Whitbourne Central High. This request was granted and two interns were to work in the school for a full semester, under the supervision of two university professors.

The grades selected in which to work were seven and eight. This was based upon the reasoning that these grades were the lowest in the school and any improvement in the students' reading would carry over into the higher grades.

It was decided after initial meetings, that although the graduate students would generally work with the entire staff, this intern would, in particular, work with the teachers and students of grade eight.

A flexible schedule was arranged where the student would work in the school for an average of three days a week. Work would be done within the framework of the existing timetable, and periods already set aside for reading instruction would be automatically available. These

periods included those being used for the SRA Reading Laboratories and Readers Digest Skill Builders, as well as periods in literature.

This intern would be working very closely with the literature and geography teachers, both of whom were also involved in the SRA and Readers Digest Skill Builders periods.

This was discussed and decided during fairly formal meetings where Central Board Office Personnel and university professors were present. Although the staff expressed their approval and consent, and offered their co-operation, there was some indication that they were not sure what, exactly, the role of the interns would be, and, indeed, seemed a little cautious about having two graduate students in their school.

Because of this, the initial steps of the internship were to define to the staff how the interns conceived their role, and to establish a rapport with the teachers.

Informal meetings were held with the staff where a definition of the role of the interns was discussed. It was stressed that the graduate students were there to help them improve the reading abilities of their students, and would, if possible, come into their classrooms to observe or demonstrate particular lessons and work with the teachers and students.

During the first week or so of the internship, these informal meetings centered for the most part around discussions and conversations on a one-to-one basis, or in small groups, in the hall or staffroom, at dinner and recess times. This resulted in the acceptance of the interns and an invitation from the teachers to come into their classrooms. With this, the internship could begin in earnest.

PURPOSE OF THE INTERNSHIP

The purpose of the internship was to provide a basis for the future planning of a systematic reading program designed to improve the reading ability of the high school students, and to assess the strengths and weaknesses of the present grade eight students and their reading program in order to help improve the reading abilities of these students by working with them and their teachers.

DESIGN OF THE REPORT

Chapter II will be concerned with an assessment of the problem. Various sources of information will be used in assessing the problem, including the community, the school, the teachers, and the students. Chapter III will present a definition and philosophy of reading, the criteria of a good reading program, and the rationale for having a secondary school reading program. Chapter IV will deal with the objectives of the internship, and Chapter V their implementation. An evaluation of the internship is given in Chapter VI followed by recommendations to the school and school board in Chapter VII.

CHAPTER II

ASSESSMENT OF THE PROBLEM

At this point we were aware that the students had experienced difficulties in reading. What, specifically, were these problems? In order to further identify the problem, information was gathered about the students' reading levels, needs, characteristics and interests, and the existing reading program, within the context of the school and community, their materials and resources.

The information gained as a result of these initial steps would help define the nature of the reading difficulties and provide the basis for the planning of strategies to improve the students' reading ability. These steps were essential in helping teachers adjust their instruction or teaching-learning activities to the existing needs and abilities of the students, and in selecting appropriate reading materials for students.

THE COMMUNITY

The school, its students, and the curriculum exist within the larger context of a community. Often, the resources of a community will affect the programs offered in the school, and the nature of a community and its people may suggest guidelines for the school's educational philosophy and its objectives for the students.

Whitbourne is a small town of fourteen hundred people situated on the Avalon Peninsula of Newfoundland, approximately sixty miles west of St. John's.

While it seems a fair number of people are welfare recipients, the majority of male adults(and some women) are employed in various occupations. These occupations include work with the Canadian National Railways--which is still quite active in Whitbourne-- the Community Fire Department, the Boys' Home, the Hospital, the Newfoundland Telephone Company, the Welfare Office, the Newfoundland and Labrador Power Commission, the Newfoundland and Labrador Department of Highways, and the Post Office. There are some local stores (for the most part dry goods and groceries), one or two small snack bars, and a gas station. Local citizens are employed in these establishments. Others commute to larger centres, like St. John's, to work.

In terms of resources and cultural agencies within the community, however, the picture is not as bright. The teenagers spend a lot of time at the snack bars, having nowhere else to go. There is no movie theatre, recreation centre, bowling alley, shopping mall, or cultural institution in the town. Some recreation exists for all the students in the way of organized sports in the winter and summer, and for the boys the Air Cadet Unit offers certain programs.

There is no public library where books, magazines, and other printed materials can be borrowed by teachers or students. Indeed, there are no agencies (not even a drugstore) in Whitbourne which sell printed materials, with the exception of the gas station and restaurant six miles outside the community. According to the management of this business, the books, magazines, and comics which they do sell are sold mostly to passing travellers. The nearest centres from which teachers can borrow materials to help them with their school work are

the Resource Center of the Central Board Office and the Public Library in Bay Roberts, about forty miles from Whitbourne.

THE SCHOOL: FACILITIES AND MATERIALS

Whitbourne Central High School has an enrollment of 187 students in grades seven to eleven. As it is a central high school, many students are bussed to it from communities within a twenty mile radius.

The school, which is four years old, has a gym, staffroom, six classrooms, an office, a small library, and a laboratory. The only space other than this is in the large washrooms and hallway. The classrooms had little unused space with forty desks in most, each of which was a single unit with seating capacity for one student. This classroom furniture was arranged in rows and did not lend itself very easily to adaptation or moving. There was little else in the classrooms apart from a bulletin board, a blackboard, and, of course, the teacher's desk. There were no bookshelves, bookcases, or print materials in the grade eight classroom; the only material present was a calendar and three posters on the rear wall.

The school library was very small with few books. The printed materials there were mostly hardcover books, including two or three sets of encyclopedias. These books did not cover a wide range of interest and reading levels as most were books supplementing the material covered in the different subjects in the curriculum. There were a few magazines and pamphlets, some paperbacks, no newspapers, and no high-interest, low-vocabulary books. The hardcover books included several borrowed from the Newfoundland Travelling Lending Library.

The audio-visual equipment was housed in the staffroom and included a rearview projector, film projector, record player, cassette tape recorder, and filmstrip projector. Few filmstrips, films, slides, tapes, were present in the school, although some were borrowed occasionally from the Department of Education in St. John's and the Resource Center of the School Board District Office located in Bay Roberts.

TEACHERS AND PROGRAM

The teachers had teaching certificates ranging from grade four to grade six. With the exception of one, their teaching experience ranged from three to approximately twenty years. The two grade eight social studies and literature teachers had fourth and sixth grades, respectively.

The curriculum of the school provided instruction in French, physical education, music, home economics, science, history, geography, religion, literature, language, spelling, and mathematics. This meant that the entire staff (ten including the principal) were teaching various subjects in most of the grades and, because of this, had a full workload. None had any background courses in reading, and all expressed their lack of knowledge regarding reading and how to teach it. Most seemed to think of reading as a separate subject in the curriculum, divorced from other subjects such as science, mathematics, literature, and history. The teachers were not aware that reading was a process that cut across all areas of the curriculum and was a tool necessary for learning in the content areas. They had little knowledge of what, generally, the skills in reading were, or, specifically, what

reading skills were related to each subject. From observation, however, the intern became aware that some of these skills were being taught without the teachers' awareness that they were, in fact, reading and study skills.

Such teaching of reading was fairly incidental as there was no organized reading program in the school; organized reading instruction had ended at grade six. The existing program in reading for grade eight centered around two periods each a week for the Readers Digest Skill Builders and SRA Reading Laboratories which had been introduced to try and help decrease the students' reading difficulties. For two periods the boys were given work in either the SRA Laboratories or the Readers Digest Skill Builders while the girls went for physical education, and when these periods for reading instruction were given the girls, the boys had physical education.

Most teachers expressed dissatisfaction with this arrangement and thought that they were not using these materials effectively. Because the children had been exposed to these materials extensively in previous years and during this school year, they had become disinterested.

There was no provision in the timetable for recreational reading or independent work. There were no projects which required the use of the library and its supplementary materials. Within the classroom there was no corrective reading instruction, and outside the classroom there was no provision for remedial groups. All of the students were being taught through the one textbook in all subjects, with very little supplementary material being used. This was partially due to the lack of appropriate reading materials available, and the teachers' lack of

knowledge of the different types of materials to use. Activities and assignments were given to the class as a whole. There was little oral language, due perhaps to the teachers' preservice training which did not involve courses in the area of language arts.

THE STUDENTS

Formal and informal sources of information were used to assess the characteristics, the reading levels, and the needs of the students. These measures served to: (1) compare reading achievement of students, (2) identify the class areas of skill weaknesses which needed to be emphasized in a reading program, (3) determine the appropriate level of materials and instruction for individuals and groups, and (4) screen out those students with severe difficulties.

Informal Sources of Information

Observation. According to the observations of the teachers, the grade eight students (thirty-six in all) could not be motivated to read the literature and social studies textbooks because these were much too difficult for them. They did, however, enjoy having literature stories read to them, and could comprehend them better when the teacher explained the difficult words as she read. Even the best readers in the class, the teachers felt, needed work in vocabulary. Because of this, it was the desire of the teachers that any work done during the internship be with the entire class.

Many of the students had come previously from one-or two-room schools, were from families of low socioeconomic backgrounds, and had grown up with few reading materials in homes where reading had neither

been highly valued nor become a habit.

Interest inventory. Each grade eight student filled out an interest inventory designed to obtain information about his reading interests, attitudes, hobbies, and home background in relation to the reading materials available. (See Appendix A.)

Investigating home background in terms of the reading materials available was considered important as many studies have shown that there is a relationship between reading abilities of students and reading materials in the home. For example, W.B. Sheldon and L. Carrillo[1] did a study of the relationship of the number of books in the home and the reading ability of students. The study clearly indicated that as the number of books in the home increased, the percentage of poor readers decreased.

The results of the inventories showed that approximately half of the students liked reading and half did not. Interestingly enough, those who did not like reading were reading at lower levels than those who did, according to the scores obtained from the formal diagnostic reading test given them.

There was some indication of reading materials in the homes, but for the most part these were few. Most of the students came from fairly large families and showed indications of not having extensive experiential backgrounds. This meant that students could not fully

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[1]William B. Sheldon and L. Carrillo, "The Relation of Parents, Home, and Certain Developmental Characteristics of Children's Reading Ability," Elementary School Journal, 52 (1952), 262.

understand those concepts met in reading which were related to experiences they had never had. Most students stated that they had never been to a movie theatre. Those who had enjoyed this experience had done so on very few occasions.

The information in the inventories showed also that several students (mostly poor readers) had repeated one or more grades and were, therefore, much older than the others in the class.

Formal Sources of Information

Cumulative records. The cumulative records of the students showed that they had been given, a year previously, an intelligence test, the Lorge-Thorndike, Level IV; a general achievement test, the Canadian Test of Basic Skills; and a survey test in reading, the Traxler Silent Reading Test.

Scores ranged widely from low to high on the intelligence test as they did on the general reading test and achievement test. These scores showed the range of reading ability within the class but did not give information about the strengths and weaknesses of the students in relation to particular reading skills. It was decided , therefore, to give the students a group diagnostic reading test which would give specific information about the students' reading skills.

The Stanford Diagnostic Reading Test, Level II was chosen to be administered to the whole grade eight class. This test would give information about the achievement of the students in specific reading areas as its subtests included measurement of literal and inferential comprehension,

sound discrimination, blending, syllabication, vocabulary, and rate of reading.

This test was chosen because it could be given to a group at one time (in three sittings) and because it had been reviewed, evaluated and given a good recommendation in the Buros Mental Measurement Yearbook which states, "The Stanford Diagnostic Reading Test is designed to diagnose individual reading difficulties and to group pupils according to their instruction levels," and further describes the test as having ". . . definite possibilities for use in developmental or corrective reading classrooms."[2]

This test was also recommended by the Reading Consultant of the Avalon North Consolidated School Board,who had personally evaluated the test and found it satisfactory.

The test was acquired immediately through the Avalon North Consolidated School Board and given to each student in the presence of the intern.

Table I shows the number of students in the stanine categories of the subtests comprising the Stanford Diagnostic Reading Test. The stanine of five is considered average; any students obtaining scores in stanines below five would be considered below average in that particular subtest.

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[2]O.K. Buros (ed.), The Seventh Mental Measurement Yearbook (New Jersey: Gryphon Press, 1972), p. 725.

TABLE 1

Number of students in Stanine Categories for the subtests of the STANFORD DIAGNOSTIC READING TEST, Level II

Stanine	Reading Comprehension Literal	Inferential	Total	Vocabulary	Syllabication	Sound Discrimination	Blending	Rate
9	1	3	2	-	-	-	-	-
8	3	2	2	-	-	-	-	-
7	-	-	2	2	2	2	2	-
6	4	2	1	2	4	3	4	-
5	6	3	3	4	7	2	7	2
4	10	8	10	6	10	5	7	7
3	8	12	9	9	4	9	8	12
2	1	2	3	10	3	9	6	13
1	3	4	3	3	2	6	-	2
Median Stanine	4	3	4	3	4	3	4	3

A careful analysis of the test information showed that the students were all below average (stanine five) in the subtest Rate of Reading, with the exception of two. These results might seem natural as the students' reading achievement in all areas was low, thus affecting their rate of reading.

Approximately two-thirds of the children were below average in all of the subtests measuring different reading skills.

Of those reading skills, sound discrimination proved to be the weakest area, followed very closely by vocabulary and comprehension. Syllabication, a structural analysis skill, and blending were the strongest areas of the students' reading abilities.

Further analysis of the test showed that the students' overall reading grades ranged form 3.2 to beyond 12.6, and the students fell into roughly three categories: eight who were reading at or above the appropriate reading level of 8.5; fifteen who were reading between the reading level of 6.1 and 8.5; and thirteen reading at or below 6.0. Those students belonging to the third category were weakest in sound discrimination indicating a need for further diagnosis.

SUMMARY

The students at Whitbourne Central High have grown up without the advantage of cultural institutions and recreational or entertainment facilities, and, because of this, and the lack of reading materials within the community, have had limited experiences. Many of the students attending the high school come from one- or two-room schools

and homes where few reading materials were available. The resources in the school--furniture, space, software, and hardware--were not adequate. Reading materials were very few and not appropriate to the reading levels of the students.

These factors all contributed to the attitudes of the students towards reading, and affected the nature of the programmes offered. Most of the grade eight students were not interested in reading and had little reading material available to them. The reading material which they did meet was far too difficult for them, as the majority were reading below the appropriate level and were weak in all areas of reading, with the possible exception of the syllabication and blending skills.

There was no organized reading program as the teachers had little knowledge of the reading process or the reading and study skills peculiar to each subject which must be taught in order for students to become mature readers.

Such an organized reading program is characterized by a philosophy of reading from which a set of criteria for a good reading program evolves. The following section is concerned with the explication of such a philosophy and the derivation of those criteria against which a sound reading program is evaluated.

CHAPTER III

READING AND THE READING PROGRAM

If a systematic program was to be planned and eventually implemented, the basis being provided by the internship, it was necessary to first establish the criteria for the program. Anderson and Dearborn clearly state the need for these criteria when they write, "Criteria are basic to any planning that is done, for they are the guideposts which mark the way."[3] The goals of any reading program are naturally influenced by, and a product of, the reading philosophy and criteria behind it.

Language is the medium through which children communicate, and learning to communicate is a matter of using all four skills involved in this process. These are the closely related skills, significant in their own right, of reading, writing, listening, and speaking, usually referred to as the language arts.

In particular, a child's oral language development affects his development in the other communication skills. The relationship between oral language development and reading achievement is evidenced either directly or tangentially from a number of investigations.

For example, the longitudinal study of children's language

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[3] Irving H. Anderson and Walter F. Dearborn, "Reading Ability as Related to College Achievement," Journal of Psychology, XI (April, 1941), 391.

development by Loban[4] revealed that children who were advanced in general language ability were also advanced in reading ability. The inverse was found to be true for those low in general language ability. Loban concluded that competence in spoken language appears to be a necessary base for competence in reading.

Reading, then, is one of the language arts, a communication skill. As Smith says, "Reading is essentially an act of communication in which information is transmitted to a receiver."[5] This information is in the written language which uses a graphic system as its medium of expression. The written language contains a message from the author (transmitter) to the reader (receiver). The author has used the graphic symbols (printed letters) to encode his message. The reader must decode the message from the printed symbols and reconstruct the meaning.

Success in decoding meaning depends to a great extent on the reader's oral language competence and on the meaning he can bring to the printed symbols. If, for example, he has had some direct experiences with cars, or indirect experiences from reading about the mechanical elements of cars, when he meets the term, 'carburetor,' in his reading, he will probably arrive at the meaning because he can relate it to

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[4]Walter D. Loban, The Language of Elementary School Children (Champaign, Illinois: National Council of Teachers of English, 1963).

[5]Frank Smith, Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read (New York: Holt, Rinehart and Winston Company, 1971), p. 12

something he already knows. It follows, then, that the more extensive a child's background is the more meaning he can bring to his reading and the more facility he will have with decoding and comprehension.

The reader decodes and reconstructs the meaning by using cues which may be a pattern of letters, phrases, sentences, or words. Words have different meanings in different contexts and the reader chooses the right meaning by using the implication of context, phonetic and structural analysis, awareness of syntactic arrangement (patterns of sentences and positions of words), and knowledge of vocabulary.

The beginning reader may need to utilize all of this information to reconstruct the meaning, especially where his experiential background has not developed and become very extensive at this stage. As he develops in his ability to read he needs less and less of the graphic information because he is able to use the syntactic and semantic information more effectively. When he becomes a mature reader he has an extensive background of knowledge and experiences which enable him to bring meaning to what he is reading and decode meaning from the printed symbols quickly. He has developed language competence, or intuitive knowledge of language, to the extent that he recognizes more easily the pattern of sentences and the positions of words within the sentences. Because of this, he needs to sample and choose only those cues which enable him to predict accurately or guess the meaning. For example, in the following sentence a mature reader may read only those cues underlined to derive the meaning. 'The <u>dog</u> at the <u>gate</u> was <u>barking</u>.'

The mature reader's dependence on structural and phonetic

analysis and context has diminished to such an extent that often he is not aware of consciously using any information while reading. The more reading he does, the more extensive his experiential background becomes and the more practice he gets in applying his reading skills. This results in his becoming a better reader, for reading is not just a set of skills to be learned but also a set of habits that must become automatic to be functional. Therefore, a vast amount of practice or application of skills in enjoyable conditions is highly desirable. This means that the reader must want to read and be interested in reading. If this attitude is present he will naturally spend more time reading for both personal satisfaction and information. While reading he will encounter many different types of reading material having varying levels of difficulty which he will read with many different purposes in mind. The mature reader is flexible in his reading and can handle different materials at increasingly difficult levels as he further matures. He can adjust his approach to these reading materials and apply the reading skills these materials require. He can organize his reading, sorting new ideas encountered and relating them to his existing background of knowledge and experience.

Developing a mature reader, who is interested in reading and who can read various types of materials at the rate appropriate to each type and to his purpose, is the major goal of a reading program.

The reading program, therefore, would include instruction in those skills needed in order to derive meaning from the printed symbols of written language. These skills are commonly grouped under word attack skills, vocabulary, and comprehension.

Skills included under word attack are the development of sight vocabulary, use of context clues, ability in phonetic and structural analysis, and awareness of syntactic arrangement. Vocabulary refers to more than just the recognition of words; it refers to knowledge of word meanings. Comprehension is usually thought of as having three levels:

(1) Literal--This level of comprehension means getting the direct or actual 'literal' meaning of a passage.

(2) Interpretative--At this level of comprehension, deeper meanings than the literal are gained, and such skills as predicting outcomes, seeing cause and effect relationships, and drawing conclusions are included.

(3) Critical--This level of comprehension includes both of the above but goes further in that the reader evaluates what he reads; that is, he passes judgment on the quality, value, accuracy, or truthfulness of what is read.

Too often questions are asked in class which only call for slight mental effort on the part of the students, where the student is required to give the literal recall of a fact or situation. Children should be required to think about what they read and thus develop the ability of gleaning different types of meaning from reading. Interpretative and critical levels of comprehension must be taught in order for thinking to grow on the parts of boys and girls.

Instruction in basic skills is only one aspect of a good reading program. The reader will meet many different reading materials in each of the subject areas within the school curriculum and most of these subjects demand that the student read well in order for him

to achieve success academically.

Fay studied the relationship of reading ability to different achievement areas. He reported that students of superior reading ability achieved significantly better in social studies than students who did not read as well.[6]

The general reading ability gained from skill instruction in a reading program does not mean there will be success in all of the academic areas because each subject demands specific reading skills. Training in general reading skills does not necessarily transfer readily or result in obvious improved academic success in content fields.

Shores attempted to find the relationship between certain study and reading skills and the reading comprehension of scientific and historic materials and found that, "general reading ability does not apply. . . students must be equipped with specific skills."[7] Sochor stresses as a result of tests he gave in social studies, science and arithmetic. . . "the need for teaching specific reading skills peculiar to each subject."[8]

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[6]Leo C. Fay, "The Relationship Between Special Reading Skills and Selected Areas of Sixth Grade Achievement," Journal of Educational Research, 43 (March, 1956), 541-47.

[7]Harlan J. Shores, "Skills Related to the Ability to Read History and Science," Journal of Educational Research, 36 (April,1943), 584-93.

[8]Elona Sochor, "Special Skills are Needed in Social Studies, Science, Arithmetic, "The Reading Teacher, 6 (March, 1953), 4-11.

Teachers must teach reading skills specific to their subject areas. For example, in arithmetic, children must be taught to read graphs; in science students must be taught how to read charts and diagrams; and in social studies, students must be able to read maps or globes. Each subject carries its own specialized vocabulary which must be taught to the students. Success in arithmetic relies on one's ability to read information for problem solving; science may demand the reading of detailed information heavily packed with scientific facts; and social studies may require critical reading of materials where propaganda is used.

The effectiveness of combining reading instruction with instruction in content areas has been demonstrated in many studies including those of Hunt[9] and Triggs[10] which showed that instruction in reading in the content areas led to students' improvement in reading ability.

Content areas also require the teaching of study skills that are related to each subject. These skills used when studying the content of any subject in order to obtain information should receive emphasis in a reading program. Study skills are usually grouped as follows:

(1) Skills of Selecting and Evaluating Information

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[9]Edward G. Hunt, "An Evolving Program of Reading Improvement," The Bulletin of the National Association of Secondary School Principals, 42 (October, 1958), 88-92.

[10]Francis O. Triggs, "Promoting Growth in Critical Reading," The Reading Teacher, 12 (1959), 158.

(2) Skills of Organizing Information--including such skills as summarizing, notetaking, outlining.

(3) Skills of Locating Information--including the use of reference materials such as indexes, encyclopedias, card catalogues, in order to obtain information.

Once students have acquired the necessary skills in order to read they should develop the habit of reading. If teachers can create the desire and interest on the part of students to read, students can be motivated to read in their leisure time for enjoyment and to supplement their knowledge gained from the reading of textbooks with extra reading related to content areas. The more reading they do the better readers students become, as they are gaining practice in reading and their experiential backgrounds and concepts are further developing. From reading they gain more information about people and places, develop vocabulary and generally learn.

In order to create this interest for reading, time must be provided within the school day for students to read stories in which they are interested, and materials covering a wide range of interests and difficulty levels must be provided. Because a wide range of reading ability, intellect, and background of experiences exists among the students in any classroom, a student must have opportunities to read widely from materials which he can read. A reading program must attempt to match materials and readers, and instruction must be geared to these same individual differences.

To accomplish all of this, a reading program must be continuous from kindergarten to grade eleven. Instruction should not end at grade

six, as students encounter more and more difficult materials and concepts as they proceed through junior and senior high school. In order to read these materials of increasing difficulty and handle instruction at these levels, a planned developmental reading program is needed.

H. Alan Robinson stated that in terms of the learner, the secondary school reading program should ". . . be considered a complete set of reading skills and attitudes needed in order to contend with all of the materials to be read."[11] In such a program the focus of instruction is upon the sequential development of reading skills in conjunction with expanding reading tasks. Schiffman has given the following definition of a developmental program in reading:

> The developmental program involves systematic instruction at all school levels, and in all content areas for those who are developing language abilities commensurate with general capacity levels. This developmental program is the responsibility of every teacher, affects all pupils, is provided for in the regular curriculum, and is a continuous ongoing process. A balanced program includes instruction in basic, curricular, and recreational reading areas.[12]

Emphasis has been on the developmental reading program. There are, however, two other aspects of a reading program which must be offered to students in order to meet the wide range of ability within

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[11]H. Alan Robinson, "Reading in the Total School Curriculum." Reading and Realism, ed. J. Figurel (Delaware: International Reading Association, 1969), p. 2.

[12]Gilbert Schiffman, "Program Administration Within a School System," The Disabled Reader, ed. John Money (Baltimore: John Hopkins Press, 1966), p. 241.

the classroom and individual differences. These are corrective and remedial in nature and must be considered part of the total reading program.

Corrective instruction is offered to those readers who are not significantly retarded in their reading ability. They are not reading at the general expectancy level of the other children in the class but there is nothing unusual or limiting in their ability to read. These children's needs and weaknesses in reading must be immediately assessed by the classroom teacher who will attempt to adjust materials and instruction to these needs within the regular classroom.

For those students who have severe deficiencies in reading skills and abilities which limit their reading growth, a planned program of remedial instruction must be given. This instruction is intensive and not generally given by the regular classroom teacher but provided outside the regular class by a special teacher. When these students have overcome their deficiencies they return to the regular classroom.

A complete reading program focuses upon the developmental, corrective and remedial aspects. For any of these to be successfully implemented, or for any reading program to achieve its goal of developing readers to their fullest capacity, it must be planned with specific objectives and have the full cooperation and support of the principal and teaching staff.

SUMMARY

The emphasis has been on developing a reading program based on certain criteria growing out of a philosophy of reading. These criteria are the bases for building the program and evaluating it. The following is a summary of the criteria of a sound reading program in the secondary school.

(1) A sound reading program is planned by the total staff who have first set objectives.

(2) It fosters in students an interest in, and positive attitude toward, reading.

(3) It provides adequate and appropriate reading materials which meet the individual needs of the students.

(4) It adjusts instruction to individual differences in the regular classroom based on adequate continuous diagnosis.

(5) It provides instruction in basic reading skills.

(6) It provides instruction in functional reading, involving instruction in those reading and study skills peculiar to each subject.

(7) It develops the experiential backgrounds of students through provision of direct and indirect experiences.

(8) It makes special provision, in terms of materials and instruction, for particular students outside the regular classroom, based on adequate diagnosis.

(9) It promotes students' oral language development.

(10) It makes use of questioning techniques in order to develop students' thinking ability.

Students were weak in basic reading skills and did not have a positive attitude toward reading. Neither did they have the opportunity to read widely from different materials as there were few available, and those available were too difficult.

The teachers were not aware of the basic reading skills or the

reading and study skills related to each subject. Consequently, no objectives for reading and language arts had been established, and there was no organized reading program for the students.

Based on this situation, related information, a philosophy of reading, and the criteria of a good reading program, objectives were selected for the internship.

CHAPTER IV

SELECTION OF OBJECTIVES

The internship had, as its general goal, the provision of a basis for, and the encouragement of, planning for a future systematic reading program to improve the reading ability of the high school students. Its more specific purpose was to assess the strengths and weaknesses of the grade eight students and their reading program, and then to improve the present reading abilities of these students as much as possible. In carrying out the general goal of the internship both interns worked together to provide inservice education in reading to the teachers, which was necessary for any future planning.

The information gathered about the grade eight students indicated that many did not have a positive attitude toward reading and had few appropriate reading materials available to them either at home, in the community, or in school. The majority of these students were weak in all areas of reading, according to teacher observation and formal testing.

As shown in Chapter II, there was no organized reading instruction for the grade eight students, nor any school-wide program in reading, mostly because the teachers were unsure of what exactly was involved in reading, having had little previous experience or training related to reading.

No objectives had ever been set for reading or language arts.

These language arts-- listening, speaking, reading, and writing--are dependent upon,and closely related to,each other and are all forms of communication. A student's growth in one affects his growth in another, and development in all results in his being able to communicate effectively. A reading program must be developed within the framework of the teachers' philosophy concerning reading and the language arts.

Based on the information gained about the students' needs, the present reading program, the criteria of a good reading program, the need to provide for and encourage future planning, and the need to provide inservice education in reading to the teachers, the following were selected as the specific objectives of the internship:

THE PROMOTION OF RECREATIONAL READING

A student's attitude toward reading determines the extent to which he reads. The more he reads, the better reader he becomes.

The grade eight students were not reading. Factors contributing to this were the lack of appropriate materials, provision of too difficult reading materials, and no provision or emphasis on recreational reading within the curriculum.

THE IMPROVEMENT OF THE GRADE EIGHT STUDENTS' VOCABULARY AND COMPREHENSION SKILLS

As Tinker and McCullough point out, "The fundamental goal in seeking to produce mature readers is to have them able to comprehend whatever materials will serve their purpose, no matter how difficult

these materials be."[13]

Because comprehension is so important, emphasis was given to it. In order to improve the students' comprehension it was decided to try and extend the students' vocabulary. This would help improve comprehension as very often a meager vocabulary will affect a student's understanding of what he is reading and his rate of reading. He cannot read with understanding if he is not familiar with words and their meanings.

THE IMPROVEMENT OF STUDENTS' FUNCTIONAL READING THROUGH IMPROVED READING INSTRUCTION IN CONTENT AREAS

Reading is not an isolated subject, but a tool needed for learning in every area of curriculum. Teachers must teach reading in the content areas as each subject has its own reading materials which students must be able to read for informational purposes. This demands that students have mastery of those reading and study skills related to each subject.

At the outset of the internship, any teaching of reading was incidental. Teachers were not aware of what reading and study skills were involved in the content areas. For there to be improvement in the students' reading ability, every teacher must be a teacher of reading.

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[13] Miles Tinker and Constance McCullough, Teaching Elementary Reading (New York: Appleton-Century-Crofts, 1962), p. 185.

THE ENCOURAGEMENT OF THE PLANNING OF AN ORGANIZED READING PROGRAM TO IMPROVE STUDENTS' READING ABILITY

Formal and informal measures used to assess the problem clearly indicated that there was no organized reading program but such a program was definitely needed as most students were reading below grade level.

Such planning requires that all teachers be aware of the skills involved in the reading process, the need for reading instruction in the content areas, what reading and study skills are related to these content areas, the importance of setting objectives for a reading program within a framework of a reading and language arts philosophy, and the needs of the students. Determining the needs of the students requires that teachers can use formal and informal means to find the reading levels of their students in order to individualize instruction, and that teachers are aware of what appropriate materials are available in relation to the students' interests and reading levels.

THE PROVISION OF INSERVICE EDUCATION IN READING TO THE TEACHING STAFF

Providing inservice education in reading to the principal and teachers was a continuous process in the internship. It was necessary simply because the teachers had no background in reading, and thus any work done to carry out the major goals of the internship would be in the form of inservice activities.

Inservice education provided the means through which the objectives were implemented. Therefore, it will not be dealt with as

a separate entity, but will become evident throughout the implementation of the objectives concerned with recreational reading, skill development, functional reading, and planning.

CHAPTER V

IMPLEMENTATION OF OBJECTIVES

In trying to implement those objectives selected for the internship, this intern worked with the students and teachers of grade eight. In particular, this included working with the teacher responsible for language, literature, spelling, and home economics; the teacher responsible for geography, science, mathematics; and the teacher responsible for history.

Both interns worked together in providing inservice education to all of the teachers and the principal with regard to what was involved in reading, and what the reading and study skills were in each content area. The teaching of those skills to all students in every subject was encouraged by the interns who stressed as well the need to plan for the following year.

Inservice education in the form of classroom demonstrations, formal and informal meetings with the entire staff, particular individuals, groups, the compilation and use of printed resource materials, provided the means through which the objectives were implemented.

THE PROMOTION OF RECREATIONAL READING

The grade eight students had had little opportunity for reading. There were few books accessible to them at home or in the community. The school library had some books but many of these were too difficult for the students. Teachers had little knowledge of their students'

interests which could have provided one way of motivating them to read, and the teachers did not know what appropriate materials were available for use.

The interest inventory had given information about the kinds of books the students liked to read, what their interests or hobbies were, what subjects they liked, and what kinds of books they had in their homes. The Stanford Diagnostic Reading Test had given information about the students' reading levels.

Using this information, reading materials were placed in the classroom along with bookcases to hold them, and these materials could be taken out at any time by the students. These materials had been borrowed from the St. John's Arts and Culture Center Public Library and the Curriculum Center of the Education Library at Memorial University. The books--hardcovers and paperbacks--included a wide range of topics related to the students' specific interests and the general interests of teenagers, and a selection of high-interest, low-vocabulary books. These high-interest, low-vocabulary books covered a wide range of reading levels appropriate to the abilities of the students. (See Appendix C.)

Several students organized the classroom library and handled the check-out system. Time within the regular class timetable was provided for recreational reading, decided in conjunction with the teachers and principal. This involved the last period on Tuesday when normally English would have been taught, and the activity period on Thursday when those who wished to do so could read. Occasionally, discussion was stimulated about the interests of the students and their

reading, but,for the most part, the students read what they wanted during these periods with no other activity imposed upon them.

Apart from the high-interest, low-vocabulary series which were introduced into the classroom, other books at the appropriate grade level including stories of sports, cars, hunting, fashion, love and romance, mysteries, and animal stories were selected and placed in the classroom.

THE IMPROVEMENT OF THE GRADE EIGHT STUDENTS' VOCABULARY AND COMPREHENSION SKILLS

Many of the students were continually frustrated as the textbooks they were forced to read were too difficult. Many had shown they were reading below the grade eight level,which would automatically mean that they would find reading grade eight materials difficult. They could comprehend little of their literature textbook, but, according to teacher observation, understood and enjoyed the stories much more when the teacher read them orally explaining the difficult words as she read. Many students told the intern that they could understand the stories in Focus only when the teacher placed the difficult words on the board and explained them before they read the stories.

The viewpoint of the publishers and authors of Focus was fairly acceptable. They said that when representative book selections were tested with students, "Even the less able students responded with enthusiasm and sensitive understanding. . ."[14] The authors concluded

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[14]Stephen Dunning, Elsie Katterjohn, and Olive Stafford Niles, Guidebook to Accompany Focus (Glenview, Illinois: Scott, Foresman and Company, 1970), p. 6.

that in judging whether a selection was suitable for these junior high students, the crucial question was not "How many hard words does it contain?" but rather "Does it deal in honest and understandable terms with real human experiences?"

The results of their testing was substantiated by the fact that many of the grade eight students in Whitbourne Central High enjoyed the stories, but only when these were read orally. These students could not understand many of the words. Therefore, while the emphasis on giving students stories dealing in honest and understandable terms with real human experiences is worthwhile, the stories were frustrating to many students who tried to read them and could not, because many of the hard words contained therein were not part of their meager vocabularies.

Several passages were chosen from Focus to which the Rudolf Flesch Readability Formula was applied. The results showed these passages had a reading level ranging from grade eight to grade ten. For complete validity, many more samples should have been selected but the fact remains that these passages showed readability levels of grades eight, nine, and ten. Those students reading below the appropriate grade level could be expected to have problems reading this material.

The first step was to give these students a literature book which they could read and, through reading and understanding what they read, gradually to build their comprehension.

Open Highways, Book Eight,[15] was chosen to give those students experiencing difficulty in reading. This book is designed especially

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[15] Marion Monroe and others, Open Highways, Book Eight (Glenview, Illinois: Scott, Foresman and Company, 1968).

> to meet the needs of those pupils who have encountered roadblocks in learning to read. Book Eight is for those students entering grade eight whose reading achievement shows a need for systematic review and teaching or reteaching of skills.[16]

This book begins at a grade four reading level and ends at a high grade six reading level. The stories are enjoyable as they are appropriate to the interests and abilities of the students The reader contains a variety of different written forms: plays, jokes, cartoons, newspaper articles, and stories, and is accompanied by a workbook for each student which has exercises on different skills in reading related to each story in the reader. In addition, there are duplicating materials which contain a variety of exercises dealing with skills in reading, in particular, vocabulary and word attack skills.

A guidebook is available for the teacher which offers suggestions for teaching the various stories and gives emphasis to different reading skills. Teachers may use the programme flexibly as the stories are graded in reading difficulty.

Students will be reading and understanding what they read as the material in Open Highways, Book Eight is appropriate to their reading level. This will gradually cause their vocabulary and comprehension to develop as they get more and more practice in reading. Students' attitudes may change, too, and become more positive now that they are meeting less frustration in their reading.

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[16]Marion Monroe and others, Guidebook to Open Highways, Book Eight (Glenview, Illinois: Scott, Foresman and Company, 1968), p. 8.

Eighteen students were selected for the Open Highways programme. According to the Stanford Diagnostic Reading Test, Level II, these students had reading levels ranging from 3.2 to 6.4. In addition to the information provided by this test, teacher observation was used in the selection.

In the beginning, the intern went into the classroom and did the first lesson in the Open Highways programme while the regular teacher worked with the second group who were carrying on with Focus. It soon became apparent that it was impossible for two teachers in a crowded classroom to teach different lessons to two groups at one time. Therefore, the regular classroom teacher quickly decided to teach both groups. This required much planning and organizing of the sequencing of instruction and activities in order for her to be with the right group at the right time.

At first, many students seemed to find the stories and accompanying work in Open Highways too easy, with little or no challenge, and began to complain to this effect. This was verified by the teacher's own observations, and after a discussion with the intern the teacher reacted by skipping ahead to another section. The students reacted very positively to this; it seemed they had found their instructional level in reading.

Besides giving these students reading materials which they could read, some reading periods were taken for the teaching of comprehension skills. This included work in reading to find the main idea, a skill necessary to all levels of comprehension. Newspapers and newspaper

clippings were brought into the classroom for activities during these periods when students were divided into groups.

For example, the students could select an article and then construct a sentence which represented the main idea of the subject matter. Clippings were given to different groups where the students constructed a sentence on the main idea, and then compared it with the original headline of the article.

Other periods were taken where emphasis was to get the students to think about what they read. They were given problem-solving exercises which involved oral discussion, guided by questioning techniques of the teacher in the intern's presence. This was demonstrated first by the intern, and then carried further by the classroom teacher.

Oral language development received attention as well. Several of the SRA and Readers Digest periods were used to encourage the students to express themselves orally. One activity had the students write on slips of paper topics which interested them. These were then jumbled together and a student selected a topic, and stood up to speak about it. This was the first experience for the students in this kind of activity. It was done on a voluntary basis, with both the teacher and the intern present, asking questions to further motivate and encourage discussion involving the whole class. During the session with the boys only two did not participate, and with the girls six did not take part.

At a meeting held with the grade eight teachers, it was decided that within the remaining time of the internship work would center

around extending the students' vocabulary. This would result in improvement of their comprehension ability, as would the previous work in oral language and problem solving, and was felt to be the most effective way to use the time left to improve the students' reading ability. Very little could be gained by trying to do work in all skill areas.

Therefore, for the remainder of the internship, those periods set aside for the SRA Reading Laboratories and Readers Digest Skill Builders were devoted to work in vocabulary. This involved four periods a week, two for the boys and two for the girls. A timetable was given the teachers incorporating this information, and at a subsequent meeting the teachers were given resource materials compiled by the interns containing many ideas and much information about developing vocabulary and comprehension. These materials provided a source to which teachers could refer for activities to use within these periods. (See Appendix B, part I.)

The first periods were conducted by the intern in order to give the teachers an example of what was involved. Gradually the teachers took over these periods using the resource materials for ideas. The work done to extend the students' vocabulary included emphasis on prefixes, suffixes, antonyms, synonyms, and word meanings. Students were divided into small groups during these periods.

One student who was reading at the lowest level in the class caused great concern to the teachers. The intern worked with this individual outside the regular classroom. Work with this student involved exercises and activities in syllabication and sound discrimination. Much

more attention must be given this student from a teacher who is a reading specialist. There was little improvement as a result of the remedial work done by the intern.

THE IMPROVEMENT OF STUDENTS' FUNCTIONAL READING THROUGH IMPROVED READING INSTRUCTION IN CONTENT AREAS

As observed by the Committee on Reading of the National Society for the Study of Education, "The greatest opportunity for progress in reading . . . lies in an intelligent attack on the reading problems that arise in the content areas."[17] Teachers must be aware of those reading and study skills related to their subjects before they can teach these skills.

Formal and informal meetings were held with all teachers to discuss those reading and study skills of different content areas. This was supplemented by distribution of written materials containing information about reading in the content areas. After the teachers read the material, the interns and staff again met to discuss various aspects of reading in the content areas.

The importance of using questioning techniques to motivate students to read and to think about their reading, and to serve as a check on the conceptual backgrounds of students before introducing different topics to them was brought to the teachers' attention.

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[17]Nelson B. Henry (ed.), Reading in the High School and College Forty-Seventh Yearbook of the National Society for the Study of Education, II (Chicago: University of Chicago Press, 1948), p. 247.

The grade eight students were not given assignments which demanded the use of the library and its materials, and very little supplementary material related to topics and units in the social studies programmes was available. It was suggested to the geography teacher that he and the students might like to do a project on the current unit in geography, Australia. This met with interest and approval from the teacher and students, and the intern brought in supplementary materials at various reading levels related to the unit, as well as samples of projects of Australia done by other grade eight students.

The students used the school library to get information during some of the periods usually allotted for geography. During other periods the students worked within the classroom on their individual projects, which would be worth ten percent of their final mark in that subject.

THE ENCOURAGEMENT OF THE PLANNING OF AN ORGANIZED READING PROGRAM TO IMPROVE STUDENTS' READING ABILITY

The planning of an organized reading program was necessary for strategies to be implemented to improve the students' reading abilities. Providing for the eventual implementation of these strategies required the planning of a program to meet the needs of all students, particularly the students in grade eight. Such a program must be organized and based on objectives set by the staff.

Planning a Program for Students

Teachers had little background in reading. Before they could plan a secondary reading program they needed information about reading, and the skills involved in reading.

Many meetings, both formal and informal, took place where both interns discussed and explained various aspects of reading and used written materials which they had developed to supplement the meetings. The principal was present at all meetings and was also given materials related to reading. The teachers read the materials and reacted to them in another meeting where they asked questions, and more discussion and explanation by the interns took place.

Teachers were not aware of how to determine the reading levels and needs of the students, which they needed to know in order to provide appropriate reading materials and instruction for these pupils. Therefore, it was stressed to the teachers the importance of being able to do this. Little emphasis was needed, however, as the teachers seemed very concerned about their inability in this area. To give them as much background as possible, several measures were taken:

To provide information about formal evaluation of students' reading levels, the geography teacher gave the Stanford Diagnostic Reading Test, Level II to the grade eight class. This was inservice education for the teacher concerning the nature of testing, its uses, limitations, and administration. It was done only after informal sessions with the intern where the techniques of test administration were discussed and demonstrated, the importance of following directions emphasized, and the specific use and nature of the test explained. The intern observed the administration of the test, at the request of the teacher, and administered the test later to all those who had been absent.

Such instruments as the Schonell Graded Word Reading Test,

a sample interest inventory, the San Diego Quick Reading Assessment Test, checks for auditory and visual discrimination, information about the different reading levels and how to determine them, a reading inventory and checklist, and information concerning possible reasons for particular mistakes, were given the teachers accompanied by discussion and explanation. The grade eight teacher responsible for geography, science, and mathematics observed the intern using many of these with particular students and volunteered to be responsible for explaining and demonstrating their use to the teachers in the future.

Future planning for the present grade eight students necessitated that the teachers have information about these students. The teachers had been verbally informed of the results of the Stanford Diagnostic Reading Test, Level II. To facilitate any program planning for these students, information was compiled about each, including suggestions of what might help in developing their reading ability. This information was presented to the teachers and principal in typed form with an introduction dealing with the limitations of tests, how the reading potential of each student had been derived, and a warning that this was to serve only as a guide. The following is an example of the information given about each student.

> Student: Number five
> Overall Reading Grade: 6.7
> Subtest Scores: Literal Comprehension, stanine 4. Inferential Comprehension, stanine 4. Rate of Reading, stanine, 2. Vocabulary, stanine, 3. Syllabication, stanine 4. Sound Discrimination, stanine 4. Blending, stanine 8.
>
> Questions should be given on material which the student reads in order to encourage thinking about what is read. Also, questions should be given before an assignment in reading is

made so that the reader reads with these questions and purposes in mind. Recreational reading, oral language development, and work in the skills of vocabulary and comprehension are suggested.

Reading Potential: 8.5

For those grade eight students who seemed to be experiencing the most difficulties in reading, the intern used informal instruments to further assess their needs. In particular, the Schonell Graded Word Test, the San Diego Quick Reading Assessment Test, and an auditory discrimination check were given. The latter was given because the information from the Stanford Diagnostic Reading Test had shown that sound discrimination had been their weakest area in reading. Information resulting from these measures was also provided the principal and teachers.

Need for a Planned Organized Reading Program Based on Objectives

The teachers had not expressed any real philosophy of reading or language arts and had not set any objectives for either. The importance of setting objectives was stressed and suggested throughout the internship. At several formal meetings, the topic was discussed by the interns and the importance stated. Unless teachers developed a philosophy of reading and language arts, and decided upon what their objectives of a program would be, it was unlikely that very much organized effort would result, and any improvement in the students' reading ability would be minimal.

Along with this, the whole concept of organizing a reading program was emphasized. Incidental teaching of reading skills would result in little improvement. Each teacher needed to teach those

reading skills related to his subject and plan an approach for teaching them the following year. The teachers, as a staff, needed to plan a reading program and set objectives based on the needs of the students. The interns had provided information about the students, and in every formal and informal meeting had reiterated the need and importance of doing the above. Written materials showing examples of language arts objectives were distributed to the teachers to serve as guides, and a list of reading materials was given the teachers to aid them in ordering or selecting appropriate reading materials for the students. (See Appendix B.)

CHAPTER VI

EVALUATION OF THE INTERNSHIP

There was no formal evaluation of the students in terms of a standardized reading test given them to measure any change in their reading levels. Reading gains could only have been slight, due to the limited amount of time spent on improving reading skills.

The internship had been concerned with assessing the problem, providing teachers with information needed for planning, encouraging planning, and creating in the students a positive attitude toward reading, the first step in getting them to read.

Therefore, evaluation of the internship was in terms of any change in students' attitudes toward reading as shown by what and how much they read, any future planning, and reaction to and results of changes and suggestions made during the internship.

STUDENTS' ATTITUDES TOWARD READING

Only two students in the class did not take out at least one book. Both of these students were, according to teacher observation and the reading test, the poorest readers in the class, reading at grade levels of 3.2 and 4.4. The number of books read per student ranged from one to twenty-four. Table II gives the reading level of each student ranging from low to high and the total number of books borrowed by each student.

These results are certainly encouraging and would seem to

TABLE II

Number of Books Borrowed by Each Student

as Identified by Reading Level

Student's Reading Level	Books Borrowed	Student's Reading Level	Books Borrowed	Student's Reading Level	Books Borrowed
3.2	0	6.0	5	6.9	9
4.4	0	6.0	24	7.2	2
4.5	2	6.2	2	7.5	9
4.6	8	6.4	8	7.5	1
4.8	2	6.4	5	7.8	2
5.1	1	6.7	6	8.5	2
5.7	2	6.7	19	9.0	3
5.7	5	6.7	11	10.6	2
5.7	2	6.7	4	10.6	1
5.8	3	6.7	2	12.1	1
5.8	3	6.7	3	12.6	2
5.8	5	6.9	4	12.6	10

indicate a positive attitude toward reading. Those students reading at fairly low reading levels borrowed many books which seems to show that they were not meeting frustration in their reading. From the discussions and questions which did take place during the recreational reading periods, students displayed knowledge of different books. Whether or not each book was completely read is debatable, but from teacher observation during classes, students were, indeed, reading.

The Morgan Bay Mystery Series, romance stories, Charlie Brown Books, and Teenage Tales Series were the most popular with the students, followed closely by general mystery stories, adventure stories, books on fishing, and books about cars.

REACTION TO, AND RESULTS OF, CHANGES AND SUGGESTIONS MADE DURING THE INTERNSHIP

Classroom organization, with two groups, each using a different literature textbook, handled by the same classroom teacher worked very well. The teacher found no difficulty in managing the two groups, although she had never done it before, and expressed her opinion that it was the best way to help those students and give them individual attention. Because of this experience, she felt that in the future the class could be divided into groups as the need arose.

A literature examination was given the class at the end of the semester. For the group doing the Open Highways, Book Eight the exam was in two parts, the first concerning work done previously in the regular literature program, Focus, and the second part dealing with work done in Open Highways. The results of the exam showed that the

students did far better on the Open Highways section than on the Focus section.

Teachers and students all reacted very positively toward the activities done during the skill periods. In particular, the oral language periods had been extremely successful. Most students had volunteered to speak and all had displayed enthusiasm and interest. They expressed their liking as well for the work done in comprehension and vocabulary periods, where the class was often divided into groups.

The teachers involved in these periods often remarked on the students' interest and liking for the work carried on and felt these periods had been worthwhile and enjoyable to them as well as the students. At first, the intern made suggestions for the activities to use in these periods, but gradually the teachers began to take the initiative and create their own to use or refer to resource materials for ideas to bring into these periods. Every suggestion made by this intern was met with cooperation from the grade eight teachers.

In the content areas suggestions made by the intern were met with interest and approval. The project done in the grade eight class appeared to meet with success, as those who were poorer readers put forth a great effort and did as well as those readers reading at a grade level between 6.0 and 8.5.

Although questioning and directed reading had been emphasized as important tools in helping students to read with understanding, very little of this took place. Neither was there any more teaching of the reading skills within the content areas of geography, science, mathmatics, or history. Some attention had been given the use of the

library and study skills of writing footnotes and bibliographies, but there had been no organization for the teaching of any other reading or study skills in particular subjects.

The teachers, however, did feel that they knew more now about reading in the content areas and the skills involved in the reading process.

FUTURE PLANNING

For the coming school year a group of students were selected on the basis of a decision made by teachers, interns, and the principal to receive remedial instruction from a new teacher who would be hired in September. Three of these students came from the present grade eight class. Reading materials for these and other students appropriate to their reading levels were ordered to supplement instruction to be given them and the teachers expressed their intention to have more reading materials in their classrooms in the future.

No language arts objectives had been set or any specific planning done of an organized reading program to begin in the coming September. The entire staff stated their intention to plan and set these objectives in September based on the information provided from the internship and the knowledge they felt they had gained about reading and the needs of their students. At present, however, this has not been done.

SUMMARY

Throughout the internship the teachers and principal had cooperated fully, and at a meeting held towards the end of the semester

expressed their opinion that the internship had been beneficial to all concerned, that they were more aware of their students' problems in reading and what was involved in reading. Again, they stated their intention to plan and organize a reading program in September, using the foundation resulting from the internship. Such planning still remains to be done, and only then can the internship be completely evaluated.

CHAPTER VII

RECOMMENDATIONS

It is difficult to make recommendations due to the limited time involved in the internsip., However, some suggestions might be helpful and aid the Central Board Office and the School in the implementation of future strategies to improve the students' reading abilities. Therefore, it is recommended that the Central Office make provisions for:

(1) Inservice training in reading for the teachers on a continuous basis.

(2) Intervisitation with other schools and teachers for the purpose of observing different ideas and programs in practice.

(3) A reading consultant at the secondary school level.

(4) Assistance to the teachers and principal of Whitbourne Central High School in planning and organizing a reading program.

For the principal and teachers at Whitbourne Central High School the following are suggested recommendations:

(1) The provision of as many materials as possible in the school library, including magazines, newspapers, paperback books, and pamphlets.

(2) To borrow reading materials whenever possible to place in the classroom.

(3) The encouragement of recreational reading.

(4) The provision of time within the regular timetable for recreational reading.

(5) The use of grouping as a means of meeting individual differences.

(6) The adjustment of instruction, where possible, to the abilities and interests of the students.

(7) The use of differentiated assignments as a means of meeting individual needs and differences.

(8) The continual use of formal and informal diagnosis to assess the needs of the students.

(9) The planning of those reading and study skills to be taught within each content area.

(10) The setting of language arts objectives.

(11) The building of a professional library containing materials on reading, including such journals as English Journal, Reading Teacher, and Elementary English.

(12) The promotion of students' oral language development.

(13) The setting of program objectives for a school-wide program in reading.

(14) The use of a unified theme approach in social studies.

(15) The provision of different textbooks in each subject.

(16) The provision of inservice education in reading on a continuous basis for the teachers.

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APPENDIX A. Interest inventory

Name _____ Age _____

Grade _____

1. What do you like to do in your spare time? _____
2. What do you usually do right after school? _____
3. What do you do in the evenings? _____

   On Saturdays _____ On Sundays _____
4. How many brothers do you have? _____ Sisters? _____
5. Are there any jobs you are supposed to do at home? _____

   If so, what are they? _____
6. To which clubs do you belong? _____
7. Do you take any special lessons? _____ In what? _____

   _____
8. What tools do you have at home? _____
9. What hobbies do you enjoy? _____
10. What do you do with your money? _____
11. How often do you go to the movies? _____
12. With whom do you go to the movies? _____
13. Name two or three of your favourite actors _____ Actresses _____

    _____
14. Name two or three of your favourite movies? _____
15. Do you have a T.V.? _____ What are your favourite television programs? _____
16. How much time do you spend watching television in a day? _____
17. How much time do you spend listening to the radio? _____
18. What are your favourite radio programs? _____

19. Have you ever taken a boat, plane, train, bus, or car trip? _____

20. Where did you go? _____

21. What subjects do you like? _____

22. What subjects do you dislike? _____

23. Do you read at home? _____ If so, what kinds of books do you like to read? _____

24. What kinds of books do you have at home? _____

25. Which of the following do you like best? History stories, plays, travel stories, adventure stories, essays, fairy tales, detective stories, mystery stories, poetry, science fiction, romantic stories, western stories, or comics? _____

26. Do you get magazines at home? _____ What are they? _____

27. Do your parents read very much? _____

28. Does a newspaper come to your home? _____

29. What other kinds of books can be found in your home? _____

30. What would you like to do when you finish school? _____

31. What would your parents like you to do when you finish school? _____

_____

32. Name a few of the books you have read and enjoyed _____

33. Do you like reading? _____ Why? _____

34. Which grade did you like best? _____ Why? _____

APPENDIX B. Inservice Materials

I. IMPROVING VOCABULARY

Practice on common words and an introduction to new words take place most naturally when children engage in easy, pleasurable reading. For the teacher this means a knowledge of books and an understanding of the child's interests arerequired. The following principles must be followed:

1. Utilize the child's present interests. No matter how immature his present interests are, it is essential to begin by introducing materials which are related to them. If the child is given material which he sees as vital and interesting, his interest will grow.
2. Provide reading materials which are on, or slightly below, the pupil's reading level. Easy material is essential for success. And success generates interest.
3. Acquaint yourself with booklists and bibliographies of children's books. Two excellent references here are A Place to Start and Good Reading for Poor Readers.

One of the most fascinating approaches to vocabulary enrichment involves a study of etymology, the origin of words. Pupils usually find it interesting. One book which would prove to be a good resource is Wilfred Funk's, Word Origins and Their Romantic Stories, published by Grosset and Dunlap Incorporated.

Since a large number of words in the English Language start with prefixes, a knowledge of them is helpful when unfamiliar words are encountered. Knowing these does help the reader attack new words, and so suggestions are provided in the area of structural analysis which is so closely related to vocabulary improvement.

Children improve their vocabulary, too, when they participate in games or exercises dealing with synonyms and antonyms. An excellent source here is Fernald's English Synonyms, Antonyms, and Prepositions. This book employs these words in sentences and thus fine differentiations between words are readily discernible.

Scott Foresman Company has published two student Thesauri which are quite good. In Other Words I. . . A Beginning Thesaurus offers over one thousand substitute words for one hundred they use and overuse. Pupils who read at a third grade level or above can use this book independently. In Other Words II . . . A Junior Thesaurus gives pupils reading at fifth grade level or above the means whereby they can add three thousand words to their working vocabularies.

Activities

1. "Mr. Webster Says"

Five judges are appointed to a team from the members of the class. The remainder of the class is divided into two teams. The leader of Team I announces a word. The leader on the second team must define the word and use it in a sentence which is acceptable. For example, the word decrepit may be defined as old and physically broken down. Sentence: His model T runs but is very decrepit.

The source of selection could be glossaries in the texts,

reader, speller and so on.

The judges decide whether the player on the second team scores a point, each team has the same amount of time ,or players from both teams can take turns.

2. "Surprise Box"

Have a "Surprise Box" in the classroom; as any child hears a new word used, he writes it on a slip of paper, signs his name and drops it in. During the same day the child familiarizes himself with the word. At the close of the day the box is opened. (Teachers may want to make this the close of two or more days). Each child in the class (or however many turns the teacher decides) draws a slip from the box. He must then pronounce the word and use it in a sentence to illustrate its meaning. The child who put the word in is responsible for accepting the pronunciation and sentence.

A chart can be made showing each child's name and day of the week. A check is used to show how many times a child responded correctly.

3. "A Guessing Game"

The child rules or folds a sheet of paper into four sections. In each section he draws a picture and puts the first letter of the word descriptive of the drawing. For example, a drawing of a caveman and a dinosaur with the letter p---------- in one corner. Another child guesses the word. (This may seem elementary but can be adapted for older children, using the form of crosswords or jumble words.)

4. Semantics

A list of words each of which has a number of different meanings, for example, draw, match, is written on the board. The child writes a number of sentences showing different meanings of the word. Each shows a sematic variation of the word. The sentences are then read orally.

5. Prefixes

The prefix is announced. Example, auto. Each child gives a word beginning with it, as automobile, autocrat, automatic.

6. Suffixes

A root word is announced, for example, electric. A child gives as many words as he can that are formed from the root word. For example, electrical, electrician, electrify. He scores a point for each word given. If another child can add to the list, one point must be deducted from the original score for each word given by the other members of the class.

7. "Dictionary Fun"

Each child opens his dictionary at random or to a specified letter. He selects a new word, reads its definition, selects one meaning, and uses the word in a sentence to show the meaning given in the definition selected. If done correctly he scores for his team.

8. Antonyms

Teams are formed of five or six members each. The teacher announces a word, as relinquish, then uses it in a sentence similar to the way it was used in recent classroom work. Each child on a team, in

turn, gives words that are opposite in meaning, as retain, grasp, maintain, restrain. A point is scored for each member of the team that supplies an antonym. If a member of another team can supply additional ones, two points for each word may be credited to his team.

9. Synonyms

Conduct this activity in the same way as the one described under Antonyms. The words accepted must mean about the same as the word announced.

10. Association

A child announces a word: as lawyer. Each child names a word associated with it, as will, court, trial. Teams may be arranged and the activity carried on as described under Antonyms.

11. Classification

A child announces a word, as time. Each child names an item that belongs to that category. Examples: hour, second, century.

12. Latest Words

A chart of words in current news may be kept.

13. Crossword Puzzles

The teacher or several of the advanced pupils can construct puzzles for others to work.

14. Word Hunt

The teacher writes a word, as alternate; then she uses it in a sentence. The children are to listen to what people around them say and

notice whether they hear the same word. After twenty-four hours each child relates when, where and how he heard or saw the word used. It has been said that a new word will be heard three times in the next twenty-four hours after it is first seen or heard. Some children find pleasure in testing that statement.

15. Malapropisms

The teacher prepares sentences on slips of paper, using the incorrect form of a word. The child draws a slip and reads orally the sentence he draws. He pronounces the incorrect word and then reads the sentence using the intended word. If approved, a point can be scored for his side.

16. Letter Out

The teacher lists, on the board, words with one letter left out. Examples: inf-red, mild-y. The first child tells the letter omitted, pronounces the word and uses it in a sentence to reveal a correct meaning. Scores may be given.

17. Change a Letter

Write a word, for example, Bride,on the board. The first child changes one letter in bride so that the word formed will mean just plain salt water, brine. The leader gives each definition in turn. Each player changes only one letter in the last word to form the new word that matches the definition.

Just plain salt water	brine
On the edge of things	brink
To wink the eyes	blink

18. Add On

Lists of three words belonging to a category are followed by blank spaces. Pupils are encouraged to think of other words that fit the same classification. Examples:

a. small, minute, little, _____, _____
b. dog, cat, horse, _____, _____
c. coat, hat, shoes, _____, _____

Probable answers can appear on the back of the exercise. Groups of children can work on this activity.

19. Classifying Words

Present lists of words which pupils must classify under three or more headings. Examples:

				Vegetables	Fruit	Meats
a.	carrots	d.	celery			
b.	apples	e.	oranges			
c.	pork	f.	lamb			

20. Cross It Out

Lists of words which belong to a specific classification are presented along with one word which is completely foreign to the group. Pupils are told to cross out the word which does not belong with the others. Examples:

a. run, jump, walk, sleep, crawl
b. cold, hot, windy, chilly, torrid
c. milk, turpentine, cocoa, coffee, tea

21. Label Me

On a piece of tagboard paste a large picture of any scene relating to the unit being taught. Provide small word cards and put these in an accompanying envelope. Pupils are directed to place the word cards on or near the proper items in the picture. Correct answers in the form of

pictures can appear on the back of the individual word cards. (For use with remedial cases; potentially self-directive.)

22. Matching

Prepare parallel columns of synonyms or antonyms and direct pupils to match the two. Examples:

a. strong - a. gigantic
b. large - b. powerful

23. Picture Dictionaries

For those pupils who are extremely weak, building a dictionary of words may help to improve their vocabulary. Old books, magazines, could be brought into the classroom for use by the pupils.

24. Prefixes, Suffixes, and Word Stems

Devise exercises consisting of three prefixes, suffixes, or word stems, for which examples of usage are given. Pupils will think of additional words. For example:

a. pre (before): preheat, preschool, _____,_____
b. re (again, back): relay, refill, _____,_____

25. Puzzle Words

Furnish pupils with space blanks designed to accomodate words which are defined. The definitions should be in mixed order. Example:

a. The wife of an American Indian (squaw) _____

_____

b. A racoon (coon) _____

In addition to this, encourage children to cut out the crossword section in the newspaper, and bring to do in skill periods. Make sure

dictionaries are available in the classroom which children can read. Discuss afterward the different words and their different meanings, putting them into sentences.

26. Riddles

Riddles can be used to stimulate dictionary usage and interest in new words. Example:

a. There are many of us in Norway. We are frequently long and narrow. Steep, rocky banks come right down to the water of which we are made. We are called _____.

27. See, Hear, or Smell?

List words which fall in one of these sensory categories. Pupils are expected to classify words. Examples:

a. Tulips b. Blocks c. Sunsets

28. Seeing Relationships

List of sample words having a certain relationship to each other are followed by several words in parentheses, two of which have the same relationships as the sample words. Examples:

a. baker, bread (sailor, tailor, mason, teacher, clothes)

b. cup, coffee, (bookcase, table, store, dresser, books)

29. Think of Words

Sentences containing word groups for which an individual word can be substituted are presented. The pupil writes the word needed and then consults a dictionary if necessary. Examples:

a. The man was <u>being very careful</u> because the ice underfoot was thin. (cautious)

b. The general was afraid the enemy would <u>gain a victory over</u> them. (defeat)

30. Stick Me

Paste pictures of objects on a suitably sized square of corkboard. Type words on small squares of oaktag and penetrate each with a common pin. When a pupil who engages in this activity finds a picture which matches a word card, he labels it by pushing the pin through the picture into the corkboard beneath. (This could be used successfully with those children who are retarded readers)

31. Which Is It?

Sentences are prepared, with two inserted words in a parenthesis. The pupil chooses the one he considers correct. Examples:

a. The man was (right, write) about expelling him.

b. The boy (road, rode) the horse home.

32. Yes or No

Numbered lists of words are followed by statements relating to the words. Pupils answer each statement with 'yes' or 'no'. Examples:

a. onion (This is something that makes your eyes water.)
b. cucumber (Your father drives this to work.)
c. bathe (You do this in a bathtub.)

33. As was suggested in the introduction to vocabulary development many pupils have found tracing the etymology of words interesting. The following are suggestions which could be used here:

a. Making lists of words and phrases derived from specialized sources: Examples, Mercurial, Olympian, plutocrat, thermos, pyrex, jello, deep-freeze, kodak, valentine, boycott, women's

lib, Unesco, burke.

b. Making lists of words that have changed their meanings greatly over a period of time: gossip.

c. Making lists of words or expressions that have evolved from slang usage: Examples: slob, has-been, yuk, blurb, etc.

d. Making lists of words that have different meanings in different localities: tonic, soft drink, elevator.

e. Getting children to write down expressions peculiar to their community. Getting them to interview older citizens in the community to find out about Newfoundland expressions and vocabulary of old, as well as tales, traditions, and superstitions.

f. Making lists of words that have come from a particular foreign source or language: Greek-pathetic; Psychology-ego; German-frankfurter.

g. Making lists of words that have come from American frontier and pioneer days: bobsled, bullfrog.

34. The following are some exercises in antonyms and synonyms which may be helpful:

a. In the first exercise the following steps could be taken first. Give the pupils several examples of opposites. Ask the pupils for examples. Distribute copies of the exercise to the pupil. Show the pupils how to do the example. Do another example with the pupils if necessary. Discuss the responses in order to clarify concepts. (Pupils may use some of the words in sentences.)

Exercise I.

Look at the word that is underlined. Find a word in the same row that is opposite in meaning: Circle the word. Example:

HIGH: hot, up, sad, low

(1) UP: fast, down, above, sky

(2) GO: air, stop, move, take

(3) LIGHT: day, dark, white, sun

(4) INSIDE: on, above, outside, under

(5) MORNING: light, night, sleep

(6) FUNNY: joke, smile, laugh, sad

In the blank write the opposites of the underlined word:

Example: old, new

(1) good: _____

(2) boy: _____

(3) cold: _____

Exercise II:

From these words choose the antonym of the underlined word in each sentence and put its number in the blank space.

1. synthetic 2. thrive 3. refreshed 4. ignite

1. We were exhausted by the long walk back to camp. _____
2. How many men were needed to extinguish the blaze? _____
3. We thought the dress was made of some natural fibers. _____
4. Tobacco plants fail in cool, dry climates. _____

Exercise III

Read each sentence and note the underlined word. From the group of words corresponding to the number of the sentence, choose the one you think is closest meaning to the underlined word. Be prepared to explain your choice.

1. After the game and the fight that followed we were all weak and confused.
2. The enemy planes never reached their vital target.
3. Mr. Steele bought an entire block of seats for the show.
4. Put your numbers in the blank space before each sentence.

Exercise IV. Circle the words in each row that are opposite in meaning.

1. hard, mean, tight, soft
2. few, many, little, most
3. light, empty, heavy, bare

Exercise V. Circle the word with similar meanings. There may be more than two in one group.

1. free, release, hold, give
2. warm, cold, heat, fire
3. clear, contain, hold, possess

The following exercises from number 35 to 39 are more specifically concerned with structural analysis, a word attack skill, but are also very helpful in building children's awareness of words and sight vocabulary.

35. Authors with Endings

Words are printed on corners of cards - four cards to a set. A set consists of four words that have the same ending. This set can be highlighted by underlining the endings in red. Each child is dealt four cards and one child begins the game by calling for a word with a given ending. If he gets the word, he may continue to call for words. When his opponent indicates that he does not have the ending called for, the child draws from the deck of cards that are face down on the table. The child who acquires the most sets wins.

36. Baseball

Two groups of children are chosen. The pitcher flashes a word. If the batter can tell the number of syllables in the word, he has made a hit and moves to first base. If he has made a hit and the next batter also scores a hit, he moves to first base and the previous batter moves to second, soon the runs begin to come in. Teams exchange sides as soon as three outs (wrong answers) have been given. The team with the most 'runs' wins.

37. Suffixes

A. The child is given a list of words containing suffixes. He identifies the root word in each word.

B. The child is given a list of words containing suffixes. He uses the root word in a sentence.

C. The child is given a list of unknown words. He separates the suffix from the word and pronounces both the suffixes and the root word.

D. The child is given a list of words with definitions under

or after each word. He adds one of a given group of suffixes to the words so that the newly formed word complies with the definition of the word.

E. The child is given a list of words. He makes new words by adding given suffixes to the words on the list.

38. Prefixes

A. The child is given a list of words. He writes a given prefix before the words and gives the meaning of the new words.

B. A series of sentences with one word missing in each is given to the child. He adds one of the prefixes from the group to each word so it corresponds to the definition written after each word.

C. A group of prefixes and a list of words with definitions are given to the child. He adds one of the prefixes from the group to each word so it corresponds to the definition written after each word.

D. A list of words with prefixes is given to the child. He writes the words without the prefix and indicates how the meaning has been changed.

E. The child is given a list of unknown words with a known prefix. He finds the meaning of the new word.

F. The child is given a list of words with prefixes and underlines the prefixes.

G. The child is given a list of words containing common prefixes and underlines the root word.

39.. Exercise on 'Dis'

Present the following sentences for reading by pupils. Call attention to the underlined words with the similar elements. Have them identify the root words without the prefixes.

1. Scientists disagree about the cause of lightning.
2. My father was displeased when he saw the low grades on my report card.
3. Our teacher disapproves of rough games.

Ask the students how the meaning of the sentences will be changed if the prefixes are left off of the words. Have the pupils complete the following:

When added to a word the prefix 'dis' causes the word to take on its Opposite meaning. The prefix 'dis' often means NOT.

Using those words (or any others) illustrate that 'dis' is often just a negative prefix to which no single general meaning can be attached. Have pupils identify the root words and dicsuss the meaning when the prefix is included and when it is omitted.

1. The police captured the bandits and disarmed them.
2. My room is always disorderly.

Additional example words: disappear, disaffirm, disgrace, dislike, disband.

In the blank space provided put a word containing the prefix dis that has the same meaning as the word or phrase following the sentence:

1. As we watch, the sun will _____over the horizon. (go out of sight.)

2. We were afraid the spilled water might _____ the beauty of the painting. (mar the figure or appearance)
3. The judge showed great and proper _____ in refusing the bribe. (lack of self-interest)

Use the following words in one good sentence: disunity, displace.

Other prefixes and suffixes can be taught in a similar manner so long as the pupils have some words in their vocabulary containing the affix to be taught. Like all inductive teaching, this pattern depends upon what the pupil knows.

After several common prefixes and suffixes have been presented, pupils may be benefited by grouping them on the basis of meaning similarities:

dis: disagree, dislike

in, im: inactive, impossible

un: unable, uncertain

These are prefixes that reverse the meaning of the root word.

Prefixes also intensify the meaning of the root word, such as:

ad, ac: accelerate

ex: exalt

ultra: ultraconfident

Suffixes meaning 'full of' 'having' or 'characterized by' are:

able, ible: edible, moveable

y: gloomy, sleasy

ous: curious, furious

ed: bearded, slanted.

After any Greek or Latin form has been learned, deductive

exercises become a challenge:

Example. If arch means 'chief' or 'beginning' what do the following words mean?

1. archangel
2. architect.

Have a card file kept by the students of the different suffixes and prefixes and their meanings used in a sentence.

MATERIALS FOR IMPROVING SIGHT VOCABULARY

A. Commercial Material: Games

1. Grab

   A sight vocabulary game for remedial or classroom teaching. Three levels: Grab Junior (Sets I and II); Grab Senior (Sets III and IV); Advanced Grab (Sets V and VI). (For use with two to four children, potentially self-directive, $1.75, Teachers Supplies).

2. Group Word Teaching Game.

   A Bingo-type game designed to teach the twenty-two basic sight words evolved by Dolch. (These words consitute more than fifty percent of all words encountered in ordinary reading). $2.50, Garrard.

3. Read to Read Puzzles

   A set of four puzzles that provide drill in matching word forms, associating words with pictures, and building a sight vocabulary of common primer words. (This would be used with those pupils who were very weak in basic word attack skills) (Garrard Publishing Compahy)

B. Commercial Material: Workbooks or Skill Development Books

1. A World of Words by I.F. Forst, G. Goldsberg, and A.L. Bock, Philadelphia, Winston. This workbook has as its principal objective the building of vocabulary of junior high students.
2. Think and Do by W.S. Gray, A.S. Artley, and M. Monroe, Chicago, Scott Foresman and Company. A series of workbooks covering grades one to eight which can be used by pupils who need carefully planned practices.
3. Reading for Meaning available from the School Supplies Division at Department of Education. Books seven, eight, and nine are available. These books have accompanying workbooks which include thirty-two units for comprehension skills, vocabulary development study skills.
4. New Modern Reading Skilltext available from Ontario, Charles E. Merrill Company, 125 Norfinch Drive, Downsview. Books one and two have included with them three workbooks with exercises in comprehension, vocabulary, and study skills.
5. Be a Better Reader series deals with all skills including that of vocabulary development related to the areas of maths, science, social studies, and literature. Prentice-Hall, Publisher, 1870 Birchmont Road, Scarborough, Ontario.

II. COMPREHENSION

The end product of an effective reading program is getting pupils to grasp meaning of the printed word, which they perceive upon reading. Unless they understand the printed words, their reading becomes a mechanical process and is of little use to them in understanding everyday reading experiences.

Some Guidelines for Teaching the Comprehension Skills

(1) Comprehension is a sum total of many skills; to help each child develop the ability to read with many degrees of comprehension - to generalize when needed, to read for details, to secure an isolated fact, or to read to discern whether a statement is a fact or an opinion.

(2) Do not attempt to teach all aspects of comprehension at the same time. Take one aspect and make certain that the child can do this adequately before proceeding to another related aspect.

(3) If comprehension skills are to be developed adequately, instruction must be of sequential, direct, nature.

(4) Break down the teaching of comprehension into manageable portions. For example, when teaching main idea, start this by making certain that the children understand the full meaning of a sentence. Then continue until they can select the main idea from three paragraphs, and then the most important idea from a longer selection.

(5) Meaningful practice must be provided and continued once a skill has been taught.

(6) To teach comprehension skills, reading material at the pupil's level must be used. (For example, this instruction would be at his instructional level, where the pupil should be able to pronounce at least 95% of the running words of a given selection.)

(7) Link reading comprehension, wherever possible, with other language activities, particularly writing. Full reading comprehension is not obtained until the reader can formulate the author's ideas in his own words. Example, the teaching of the selection of main ideas in reading can well be linked with the teaching of how to write a paragraph.

(8) One of the most valuable ways of improving comprehension is through the discussion of mistakes made by pupils whether in a group or individually.

(9) The posing of provocative questions by the teacher about the reading is still one of the most effective ways of stimulating children to think as they read, and to think about what they read. If children in a particular classroom are always asked questions as "How many goats did Uncle Ben have?" they will soon understand they are always to read for facts and for no other practical purpose. Children must be taught to read for many purposes and to use a number of techniques.

(10) Comprehension skills must be taught by every teacher in every content area.

The Content Area Teacher and the Teaching of Comprehension.

The content area teacher cannot excuse himself from the respon-

sibility of teaching reading by saying that he has not had formal training in the methods of teaching reading. If he will follow the following outline, the comprehension skills of each of his pupils will be strengthened.

(A) Building a Background of Readiness. The teacher builds a background of understanding for the material by introducing and explaining concepts and words which may be difficult or strange to the majority of the pupils. A discussion is held relative to any experiences which any of the students might have had with regard to the topic to be discussed.

(B) Constructing Guiding Questions: In order for the comprehension skills to be developed adequately, each student must have a purpose for reading. A list of guiding questions which have been supplied by the textbook author, the pupils and/or the teacher should be understood thoroughly by all class members before any silent reading is assigned.

(C) Undertaking silent reading. After the guiding questions have been established, each child should be asked to read the material silently (provided it is on his instructional level).

(D) Discussing the Assigned Reading. Following the silent reading, a discussion should be conducted in light of the questions which are posed previous to the silent reading. If answers could not be found for the questions, additional source material should be suggested by the teacher.

Creating Further Interest.

Additional meaning and understanding of a particular subject can be gained through the use of audiovisual aids such as pictures, films, and

filmstrips. Projects involving art and drama techniques may be undertaken to stimulate further interest.

SOME SUGGESTED ACTIVITIES FOR TEACHING THE COMPREHENSION SKILLS

The pupils must be made to understand that the term, 'comprehension," is a blanket term which is composed of at least nine segments. Pupils should be taught to read for any of the following purposes: to find the main idea; to select pertinent details; to summarize and organize; to follow directions; to predict outcomes; to differentiate between fact and opinion; to follow the writer's plan and intent; to read charts, tables, maps, graphs; to grasp the sequence of events, etc.

1. Reading to Get the Main Idea. This skill is basic to several comprehension skills such as reading to generalize or to differentiate between fact and opinion.

(A) Suggested Steps in Teaching the Main Idea:

Step I: Recognizing Key Words in Sentences

A. Reducing sentences to telegraph form

B. Underlining key words in sentences

Step II: Recognizing Key Sentences in Paragraphs

Step III: Recognizing the Main Thought of a Paragraph

A. When the main thought is expressed in a key sentence at the beginning of a paragraph

B. When the main thought is expressed in a key sentence at the end of a paragraph

C. When the main thought is not explicitly stated but must be inferred.

Step IV: Application of the Steps Above to Continuous Material from Content Area Textbooks

(B) Ask pupils to read a selection of three or four paragraphs and select from several titles which one would be most suitable. After completing the exercise discuss the reasons why certain titles would not be satisfactory.

(C) List the title of a chapter along with various sub-titles and ask each child to summarize in two or three sentences what he thinks the author has discussed.

(D) Provide each student with a copy of a three paragraph nonfiction selection. List four sentences below the selection, one of which represents the main idea. Ask him to choose the main idea and to tell why the other sentences are not appropriate.

(E) Give the children a copy of a newspaper or magazine which is written on their instructional level. Select an article and have them construct a sentence which represents the main idea of the writer.

(F) Another variation of exercise E is to delete the title given the story or article by the editor and ask the pupils to write an appropriate title of their choosing.

(G) Use additional examples of the following:

Which statement does not relate to the topic sentence?

Topic Sentence: Shoes are made largely by machines

(a) Leather is cut out by machines into the shapes for the different parts of shoes.

(b) Some parts of the shoes are tacked together by machines.

(c) Machines with strong needles sew other parts together.

(d) Leather gloves are also sewn by the machines.

(H) Read the following sentences.

(a) If burning firewoods or other materials contain boron,

the flame will be green.

(b) If they contain sodium, the light will be yellow.

(c) Calcium produces a red light.

Which of the following topics are those sentences most closely related to?

(a) Fireworks burn with different colors.

(b) Certain chemicals burn with a particular color.

(c) Chemists often burn material to test it.

(I) Read the following paragraph and choose the best topic sentence from the three choices below it.

Snow falls in some parts of Alaska when the temperature is fifty degrees below zero. In Eastern Siberia, snow has fallen in temperatures of 40 below; in that part of Siberia that has recorded temperatures of 94 below, snow has fallen.

(a) Is it ever too cold to snow?

(b) Siberia is the coldest place in the world.

(c) Cold weather makes it difficult to live in Siberia.

2. Reading to select pertinent details. This skill is essential in all of the subject matter areas. Pupils can be helped to develop this important ability by providing exercises such as the following:

(a) Have the pupils read a factual selection silently which is about three paragraphs in length. Ask each of them to turn over the sheet and to record as many different facts from the selection as possible. The class should be told of the plan before silent reading is undertaken.

(b) Using the same type of exercise as described in No. A, ask the students to underline all phrases which are keys to important details. An exercise such as the following is useful for this purpose.

Directions: Underline all words and phrases which are keys to important details. The first sentence is done for you.

The first president of the United States was George Washington. He was born in 1732 and was destined to be a surveyor and a military leader. He was a tall man and came from a wealthy family. He died in 1799.

(c) List the main points of an article and ask each child to record all of the details which are related to each of the main points.

(d) After the pupils have read a section of material which contains a large number of details, provide them with additional copies of the same material in which blanks have been left on which they are to record significant details such as names, places, and dates. Give them the original copy and let them check their papers in order that they might understand the types of details which need more training emphasis.

(e) Let the pupils look at a picture which contains a large number of objects. Ask them to describe the picture using as many factual words and phrases as possible.

(f) Asking pupils to write a news report stressing the concepts "who", "what", "when", "why", and "where" is a

good way to impress upon them the need for remembering details.

3. Reading to Summarize and Organize. One of the more intricate skills in comprehension is the ability to gather together all of the details and subsequent main ideas and compile a summary of the information. To be able to make the summary the reader must be able to see the relationship between the details and the main ideas and how to make these clear to another person who is reading the same summary. Summaries would be especially helpful in such subjects as social science and literature.

Exercises such as the following may be used to promote proficiency in the summarizing skills:

(a) Have students read a poem or short non-fiction selection and ask them to select the statement which best represents the summation of the information presented.

(b) Indicate to pupils the importance of such words as 'first', 'second', 'initially', and 'finally'. These words aid or give a hint to important statements and thus help in the formation of a summary. Attention should be given to the words whether they are used in print or spoken.

(c) Provide copies of a summary and the selection from which the summaries are made. Make a deliberate effort to include statements in the summary which are not pertinent. Ask the pupils to draw a line through the irrelevant sentences.

(d) An interesting alternative to No. 3 is to use an overhead projector and show an outline of a topic on the screen. Purposely place different aspects of the topic in an incorrect order and ask the pupils to tell why the outline is incorrect.

(e) Provide each student with a news article and ask him to supply a suitable headline. Compare the headlines with the original headline which was supplied by the newspaper editor.

(f) Ask each pupil to read a fable and to select the most logical moral from a list of possible morals which are listed at the conclusion of the story.

(g) Have the pupils tell what a story was about in one or two sentences. Have the best summaries read to the class and explain why they are good.

NOTE: The teacher should require pupils to attempt summarizing often, providing the best possible guidance. Provide positive criticism of weak summaries, and give general pointers to the group on summary writing, such as explaining that summaries omit anecdotes, examples, and illustrations. Frequent guided practice with summary writing will pay dividends in many other areas of language development. It is one of the most important areas or skills to be developed, especially for the pupil at the intermediate and upper grade levels.

4. Reading to Grasp the Sequence of Events. The reader must be able to catalogue events in order to understand the 'who', 'what,' and 'where' of given situations. The use of time lines and charts to plot the

sequence of events may be a meaningful manner for showing the importance of this skill. By making use of time lines, for example, the entire sequence of events can be continuously charted as the school year progresses. Additional suggestions such as the following may also be employed.

(a) After reading a story to the class members, ask them to chart the events of that story showing what happened first, second, etc.

(b) As indicated earlier, time lines can be constructed which would employ pictures as well as line facts. The line can be planned for a period of one week, six weeks, etc.

(c) Many incidental questions can be asked which will stimulate proficiency in this area. For example, while studying the different aspects of World War I, one might ask,"Was Newfoundland a province at that time?" or "Was Lester Pearson Prime Minister after or before this event?"

(d) Present different segments of a story in scrambled form, and ask the class members to rearrange the parts in proper sequence.

5. Reading to Make Comparisons. This skill is important in many content areas. Probably the best way to help students develop this skill is through questions asked by teachers:

(1) How is _____ like _____?

(2) Is _____ the same as _____? Why not? _____

(3) Which three _____ are most alike? _____

(4) Compare _____ with _____ in _____.

(5) How does _____ resemble _____ in _____?

(6) How is _____ different at the end of the story? Why?

6. Predicting Outcomes. The mature reader is one who not only comprehends fairly well, but can assimilate a few important details, think ahead, and guess the outcome of a particular selection, or situation.

Pupils can learn to become "active" readers by developing this skill. A variety of guiding questions can be used; some times they should be given at the outset of the selection to encourage students to guess what is going to happen, while at other times, it is more constructive to have them read several paragraphs of a selection and then predict how the story is concluded.

Some of the following suggestions may be used for developing this skill.

(a) Provide pupils with the first three paragraphs of a story. The third paragraph should build to a climax. Ask them to complete the story in three more paragraphs.

(b) Multiple-Choice statements can be constructed which will develop the skill of predicting outcomes. As an example, one might write, "If black paint and white paint are mixed, the resulting color will be: (1) green, (2) gray, (3) blue, (4) yellow.

(c) The skill can be practiced profitably in arithmetic by asking pupils to estimate answers to certain problems. If they are able to estimate accurately, they can ascertain the correctness of a given answer with a greater degree of accuracy.

7. Cause and Effect. Recognizing the events leading to a happening. This skill may be developed through teacher questions either before and/or after the reading of a selection. Examples of the type of questions:

(1) What did the boy make _____ ?

(2) How did the boy _____ happen?

(3) When the girl _____ what had to happen?

(4) What two things led up to _____ ?

(5) Why did _____ happen?

8. Reading to Differentiate Between Fact and Opinion. Of all the skills, critical reading may well be one of the most important neglected areas in language arts instruction. All forms of communication bombard both children and adults to take sides in an issue or to buy a particular product. Students should be asked and indeed encouraged to express opinions regarding the truthfulness of given statements which they find in various selections. They should be taught the difference between reality and fantasy and be able to recognize each in its proper context.

In order to be a good critical reader, a pupil must read in a questioning manner in order to forestall any incorrect impression which might be brought about by the writer's prejudices or biases. He thinks with the writer and attempts to answer the questions which are included below.

Reading critically is a relatively slow, phrase by phrase, sentence by sentence operation and requires the careful attention and concentration of the reader. He is alert to the several propaganda techniques and deals with them accordingly.

Pupils can be aided materially in learning to read critically.

A mere knowledge of the importance of critical reading is not enough, to insure that they know how to apply the skill. The children need direct training as suggested by the following exercises:

(a) Every child should be taught to read printed material with the following questions in mind:

(1) Who wrote the material and what are his qualifications?

(2) When was the material written?

(3) How does the information supplied by this author compare with information on the subject by others?

(4) What is the author's chief purpose for compiling the material?

(5) Does the writer support his point of view with appropriate evidence?

(b) Give each child a sheet on which the following statements have been printed. Discuss each statement with them in light of the questions indicated above.

(1) Mr. George Brown, a farmer, said that all commercial planes should not travel faster than 300 miles per hour.

(2) The best news broadcast is on radio station BLZ.

(3) A recent survey indicated that FOZ was the most popular of all soft drinks now on the market.

(4) Buy a Timeright watch -- It's later than you think.

(5) The leading cause of automobile wrecks in Canada is excessive speed.

(6) Brazil has a higher population than France, according

to a Knowitall encyclopedia.

(7) A number of leading citizens from X country have been convicted for committing serious crimes in this country. Canadians would do well to avoid visiting X country in the future.

(8) The most beautiful place in Newfoundland is Bonne Bay.

(9) The author of our social studies book says that Montreal is the largest city in Canada.

(10) A candidate for election to the House of Assembly indicated that unemployment in Newfoundland is at an all time high.

(c) Construct three or four paragraphs relating to a given subject. Purposely place several irrelevant statements in the selection. Ask the pupils to draw a line through all such statements.

(d) After studying different propaganda techniques such as the use of testimonials, use advertisements to analyze techniques employed.

(e) Have pupils underline words and phrases in a selection which are employed by the writer to evoke anger or emotion.

(f) Encourage students to bring statements from a newspaper or book which indicate opposite viewpoints on a given subject.

9. Evaluating Content. An important skill probably best taught through proper teacher questions:

(1) Did you enjoy your story? For what reason?

(2) What do you think of _____ in this story?

(3) In the textbook, the author tells us that _____ felt _____. Is this a fact or the author's opinion?

(4) This story has a very happy ending. Should all stories end happily? Why or why not?

(5) Write a short story about your favorite person in history. Tell why this person is your favorite.

(6) The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the Colonists?

III. STUDY SKILLS

There is a great need for instruction in study skills in the upper elementary grades and beyond because the amount of expository material pupils read at school begins to increase rapidly at this point. Guidance in the skills necessary for good comprehension of content materials must become an integral part of reading instruction. One major weakness in the reading program of many schools is the segregation of reading from the subject matter areas as if they were unrelated. Teachers in the current subject areas must constantly remind themselves that when they teach mathematics, science, or social studies, they are still teaching (or should be teaching) basic reading and study skills.

(1) SQ3R Study Method. The SQ3R method is a somewhat sophisticated yet psychologically sound technique to enhance pupils' understanding and retention of expository material. The following description is a simplification of the approach:

(a) Survey--A preview of the material is made by reading the summary, examining pictures, maps, or charts, and reading the headings and sub-headings. In the absence of separate headings or for a more inclusive survey, topic sentences are read. The survey provides a type of readiness by revealing the nature of the content of the textbook and the manner of its organization and presentation.

(b) Question - As he surveys, the reader frames questions for himself to answer later. As he gains insights into the topic in the survey, he should try to bring his previous knowledge to bear upon it, thinking always in terms of what he already knows and what he needs to know. Many of the author's headings may be simply turned into questions and either written down or kept in mind.

(c) Read - The reader returns to the beginning of the chapter and begins to read the material carefully, one segment of one section at a time, focusing on finding the answers to his questions and looking for other pertinent information that he did not anticipate through the survey.

(d) Recite - As he pauses after each segment on one topic, the reader 'tells himself' what he read. He answers the appropriate questions and specifies other main points in the material before proceeding to the next section. This 'thinking over' of the content while reading in short unified sections is one of the most valuable features of the SQ3R.

(e) Review - After completing the entire reading assignment, the reader now pulls together all of the loose ends, attempting to make a unified whole out of the many separate segments and answers to questions.

By delaying this total review until time for class

discussion or just prior to an examination, retention may be significantly enhanced.

One major benefit from applying the SQ3R is that pupils learn that reading and studying are not identical processes, that merely reading an assignment from beginning to end may leave gaps in their knowledge. Learning about this technique should convince them that thinking about the material in a special way before, during, and after the reading is as important as the reading itself. (For further explanation of SQ3R check the teacher's manual of an SRA Reading Lab).

(2) Summarizing (see number 3 under Comprehension Skills).

(3) Outlining Skills. Many students find subjects such as social studies and science difficult because they do not know how to organize information to facilitate retention and recall. Learning outlining skills makes the mass of information more manageable because students can organize material into main ideas and supporting details which are easier to remember.

Trying to teach the outline too quickly can be just as bad as not teaching it at all. It is far better to take the time to teach it well so that students learn each step thoroughly. The time spent will pay dividends when students use their newly developed skill to increase their learning ability.

The following sequence is suggested for teaching outlining:

Step I: Motivation through organizing lists of words. The teacher might begin by having students look carefully at a list of words for

two minutes. Then cover the words and ask the students to write down as many words as they can remember. Since it is probable students will remember few of the words, the teacher should ask them to rearrange the words into groups that have something in common. After the words have been classified into groups, have students study the words for two minutes, keeping in mind their association with each other. Have the students, again, write down as many words as they can remember. There should be an improvement. Have students discuss the value of organization as an aid to memory.

Step II: Organizing a paragraph-forming main topics. (See No. 1, reading to get main ideas, under comprehension skills).

Step III: Organizing a paragraph-forming main and sub-topics. The teacher may begin by writing a paragraph on the board as illustrated below. Then students could work together to find the main topics and sub-topics. (Ex. on the right below)

Key Sentence	Main topics
1. A porcupine is well protected by nature.	Porcupine protected by nature.
Confirming sentences	Sub-topics
2. Its color makes it quite inconspicuous in the forest.	Color inconspicuous in forest.
3. When in danger, it crouches close to the ground, or to the tree on which it is climbing.	In danger, crouches close to ground or tree.
4. Its quills will adhere to the body of its attacker and can cause painful injury.	Quills wound attackers.

The teacher should then present the pupils with other paragraphs to insure that they become proficent in forming main and sub-topics.

Step IV: Correcting an Outline. Students are presented with an outline and a paragraph which do not agree in all respects. The purpose is to see if students can recognize sub-topics which have been omitted or which are unnecessary.

Step V: Selecting the Best Outline. The students should be presented with a selection which contains at least four paragraphs. Each paragraph should be followed by several outlines. The students, individually or in groups, are to select the outline which is the most appropriate for each paragraph, i.e., the outline which gives the most complete and accurate information.

Step VI: Outlining details to support sub-topics. The teacher should explain to students that some paragraphs will include details that explain or lend support to some of the sub-topics.

The teacher should then place the following paragraph on the board with part of an outline which shows the topic and sub-topics. The class as a whole should complete the outline by filling in the details given in the paragraph. Example: It is known that some insects such as mosquitoes may carry malaria and yellow fever. House flies carry typhoid fever, tuberculosis, and many other diseases.

I. Some insects that carry diseases:

A. Mosquitoes

1.

2.

B. House Flies

1.

2.

3.

The students should then be presented with other sample paragraphs and partially-filled outlines to complete either individually or in groups.

Step VII: Learning the Outline Form. This seemingly simple process is very important because improperly taught and learned it can become a source of bewilderment which results in outlining not being used.

The lesson may begin with the teacher placing a standard form for an outline on the blackboard.

I. The first main topic

A. First sub-topic

1. Detail

2. Detail

B. Second sub-topic

1. Detail

2. Detail

C.

II. Second main topic

A. First sub-topic

1. Detail

2. Detail

B. Sub-topic No. 2

1. Detail

The students should then discuss why it is important to use a basic outline form. They should come to the conclusion that the

basic form helps keep ideas in the right order, and one can tell at a glance whether or not an idea is a main topic or just sub-topic or a detail.

The teacher could use the outline on the board to get across the following points:

1. A Roman numeral stands before a main topic.
2. A capital letter stands before a sub-topic.
3. An Arabic numeral stands before a detail.
4. All Roman numerals must be lined up directly under each other. The same holds true for capital letters and the Arabic numerals.
5. Whenever a main topic is cut into sub-topics there must be at least two sub-topics.

Students should be given paragraphs to practice the basic outline form.

Step VIII: Encourage the Students to use Outlining to Facilitate Study in the Content Areas

(4) Location Skills. The trend in education toward independent and self-directed study makes it vital that pupils learn to use basic reference tools, efficiently. They should be taught and should be required to use a table of contents, an index, library card catalogue, and such basic reference tools as an encyclopedia and an almanac.

Perhaps more than other study skill, the location skills should be taught when the need for their use arises. There is ample opportunity in every grade beyond the third for individual or group

research, which should create the need. No special commercial materials are necessary; pupils should be surrounded by the reference tools they must learn to use. The most effective way of teaching location skills occurs when one pupil or a small group asks the teacher, "How can we find out....?" It is particularly important that then the teacher remember that guided learning is much more efficient than trial and error. He should not be tempted to say, "Why don't you go hunt?"

Keeping the following points in mind should improve the effectiveness of instruction in location skills:

1. Use guided discovery whenever possible in teaching the use of a reference tool. With the resource before them, ask the pupils questions that will enable them to draw conclusions about its use.
2. Explain any necessary terms, abbreviations, or unique features of a resource tool, but don't bog down with meaningless drill on nonfunctional things like memorizing the subjects designated by the Dewey Decimal System.
3. Whenever possible, take pupils directly to the tool rather than providing a workbook page. For example, small groups go to the library to introduce library or catalogue skills.
4. Give meaningful assignments that will require the use of various reference tools to improve and maintain pupils' location skills.

(5) Following Directions. During an average lifetime, a given individual is required to demonstrate his ability to follow printed

directions. A large number of adults have not developed this skill. Various individuals have need for completing income tax forms, studying recipe books, reading directions in a manual and reading 'fine points' in a contract.

In order to prepare citizens for these tasks, each pupil must be provided with systematic training in this very important skill. As a basis for the training, the children must be taught to listen carefully in order to construct a mental picture of what is to be remembered. Practice in learning to follow directions must make use of the materials and subjects which are a part of every day assignments in the content areas. Each pupil should gain the feeling that to learn to follow directions enables him to participate more fully in class activities.

One must insist that each pupil read the full directions for an assignment himself if he is to feel a complete responsibility for interpreting written directions correctly. The teacher's attitude with respect to the skill is important.

If she is satisfied with 'nearly' correct responses or condones 'careless' attitudes, the pupils can hardly be expected to develop efficiency in this area. They must understand that the directions for completing a standardized test or workbook page must be done accurately if they are to receive full credit for their work.

Practice materials used for developing skill here must be on the instructional reading levels of the pupils. A reader cannot follow directions if he is unable to recognize certain key words. Students should be asked to circle or underline the occasional word

which they cannot pronounce. Appropriate help should be given at a later time with respect to the difficult task.

Some Activities:

(a) Ask various pupils to read announcements to their fellow classmates and observe which pupils are able to follow the directions contained in the announcements.

(b) A number of individual directions should be printed on one large sheet. Each pupil is to find the direction relating to him and perform the duty required.

(c) Except for a brief introduction of the purpose for a given exercise the pupils should always be expected to read and follow the directions. If the directions state that a 'T' should be placed before all true statements and a child places a plus sign instead, all of these statements should be scored as being incorrect. Initially the pupil may feel this is a harsh practice; however, an impression will be made regarding the importance of following directions precisely.

(d) Learning to follow directions accurately can be emphasized through the use of game activities such as the following:

Read all of the following directions accurately before completing any exercise.

(i) Write the third letter of your last name in the following space._____

(ii) Stand and say your first and last name; continue with more items and the last item may be 'Make no marks on this side of the paper but write your name on the back and give it in to your teacher.'

(e) The directions for a given activity may be printed in 'scrambled' sequence. Each student should be asked to place the statements in proper order.

(f) Brief directions can be given orally for performing an experiment or making a project. Pupils should be asked to write the directions from memory. Papers should be exchanged and various students should be asked if they can follow the directions which are written.

(6) Following the Writer's Plan and Intent. An efficient reader must determine if the material is factual, fictional, or satirical in nature. Pupils need to be alerted with respect to the organizational procedures employed by the writer such as his use of headings, sub-headings, marginal notes, summaries, and questions. Most writers are consistent in their use of these devices. An understanding of these aspects helps the reader to achieve overall comprehension of the topics and to read with greater ease.

Some Activities:

(a) Ask pupils to outline materials in light of the writer's organizational procedures.

(b) Demonstrate the plan of attack used for the first and last chapters of a given book in order to demonstrate

the consistency of the author in presenting the body of material.

(c) Ask various students to present different kinds of informational type books and to comment on the different organizational approaches used by the writers.

(d) Give each pupil a two or three page bulletin. Ask them to determine if the body of material is informational, factual, or satirical in nature. An appropriate discussion should be included.

(7) Understanding Charts, Tables, Maps, and Graphs. In the areas of Social Studies and Science, teachers find that the use of a map, a graph, a table, or a chart is the most appropriate way to convey certain graphic information to the reader. Teaching pupils how to interpret these is very important. In all too many instances children have not been taught the value of these tools. Some pupils have the habit of skipping past this kind of material without realizing the relationship of the aid and the accompanying explanation.

When a table or graph is first introduced in a book, it is necessary to instruct the pupils on how to interpret it. A study of the special terms which accompany a map or chart must be undertaken in order that each student will understand the meaning of such terms as 'latitude,' longitude, and average.

Attention should be directed to the value of pictures and how information may be derived from studying and 'reading' such pictures. The association between the charts and graphs and pictures must be made clear.

Instruction in this important area should be of both the incidental and planned variety. A careful evaluation should be made early in the school year of each pupil's aptitude in this area and consequent plans made for corrective teaching in order to remove limitations. The incidental use of any or all of the following suggestions should be of value:

(a) After calling attention to a graph or chart, ask pupils to respond to such questions as "What is the average temperature for the month of January in St. John's?" or "What country has the highest population?"

(b) Supply the pupils with a body of statistics and ask them to make a graph or chart which will include this information. Constructive criticism of each pupil's project should follow. The information used for this project should be meaningful. The number of pupils enrolled in each grade in the school might well be an initial starting activity for students to investigate.

(c) Ask the pupils to make a map of the school neighborhood. Teach the importance and use of colors to denote population density and/or altitude. Check each map to see that each child understands the use of proportion with respect to distances among objects.

(d) With the use of a map, require each pupil to find an example of each of the following: long river, sea, capital, valley, mountain and ocean.

(e) Multiple-choice type questions can be employed to evaluate a child's understanding of a chart, map or graph. After showing a contour of U.S. one might construct an exercise such as the following:

(i) The highest mountain in the United States is:

_____Mt. McKinley

_____Mt. Everest

_____Mt. Mailton

_____Pikes Peak

(ii) St. Louis is situated by which of the following rivers?

_____Missouri

_____Mississippi

_____Arkansas

_____Red

(iii) Which of the following states has the highest average elevation?

_____Kansas

_____Vermont

_____Colorado

_____Florida

(f) Encourage each pupil to give explanatory talks concerning vacation trips which they have taken. Maps should be used by the speaker. Ask the various speakers to explain if the map represents the topography of the area correctly.

IV READING IN THE CONTENT AREAS

Many pupils encounter a considerable amount of difficulty when mastering the various texts and source-books in the areas of science, mathematics, and social studies. If children are to read content materials successfully, provision must be made for specific instruction to insure this objective.

A. Reading in the Social Studies. Since the social studies area contains its own special vocabulary, time must be spent in presenting the new words and phrases which may be strange and difficult.

(i) Some suggestions to help develop vocabulary.

(a) Place the new words on the board and help the pupils understand the correct pronunciation for each word or phrase. Illustrate the meaning of the words and phrases by providing study sheets which contain sentences in which the meanings are clearly indicated.

(b) Encourage pupils to construct and use a personal file of new vocabulary words which have been encountered. Using this and his own dictionary, he should indicate the correct pronunciation of each word, the several meanings which the word might have (particularly within the scope of the social studies topics) and how it might be used in a sentence.

(c) Serious dictionary study may well be developed around a study topic in social studies. During the study, pupils should be asked to select the one meaning which applies to a particular word found in a contextual situation. Many

authors of social studies materials provide glossaries which should be used as a major tool in dictionary word study--in fact, glossaries may well be used as a primary source and the dictionary as a secondary source.

(ii) Suggestions to help develop concepts and comprehension

(a) Relate new concepts to pupils' own experiences whenever possible. The teacher might lead his pupils to a better understanding of "Nationalism," for example, by first discussing school spirit, pride, family loyalty, or any other related matter that pupils know firsthand. When it is not possible to relate a concept to their background of experience, provide vicarious experiences through discussion, films, photos, or models.

(b) Determine the general organizational pattern followed in the pupils' textbook and lead them to an analysis of it. Help them answer such questions as the following: Does the book use a chronological order of development? Is there an emphasis upon cause-effect relationships? How extensively does the author use headings and sub-headings? How are separate subjects and chapters related? How inclusive are the summaries? Does the author provide clues to main points through questions following the chapter?

(c) Aid pupils to detect the author's general approach to his subject. Does he emphasize people or events? Is he an objective reporter of the facts? How extensively does he interpret events? Does he carefully qualify his conclusions and assumptions? Is he consistent?

(d) Require a frequent breakdown of content into premises and conclusions in order to examine their relationship and evaluate their logic.

(e) Occasionally extract material, such as several of the author's conclusions, and present them for students to designate as fact, opinion, or generalization. Have them return to the textbook context to verify their judgment.

(f) After a discussion of the techniques of slanting and propaganda, have pupils bring in examples collected from the newspapers, magazines, or television.

(g) As a basis for an occasional discussion, choose an article from each of several newspapers or news magazines that treat the same subject or event from different points of view. Guide the students through an examination of how each position is treated and defended.

(h) When social studies material is colorless, a catalogue of events enlivened only by an occasional anecdote or political cartoon, pupil interest quickly fades. Perhaps more than any other subject social studies needs considerable enrichment, both in the teacher's presentations and in the use of interesting supplementary materials. A classroom library of paperback books, newspapers, magazines, and historical novels is almost a necessity in maintaining the pupils' interest.

(i) Reading graphs, tables, and maps to help understand contain facts in social studies is a vital skill which

should be thoroughly and carefully taught by teachers.

(j) The teaching of social studies should encourage more than a perfunctory reading of material. Understanding at the comprehension level can be achieved in three ways:

(1) Translating - being able to state something accurately in your own words is a sign of comprehension.

(a) Translate a problem from the abstract to more concrete terms.

(b) Translate a lengthy part of a communication into briefer or more abstract terms.

(c) Translate an abstraction such as a generalization by giving an illustration or example.

(2) Interpretation - a person is required to understand the basic ideas in a communication and go a step further to understanding the relationships of these ideas; he must grasp the significance, the point, of the selection he is reading:

(a) Regularly ask questions which will require some particular type of interpretative response from the pupils, ie.,

(i) Reasoning from effect to cause.

(Accept any good, logical possible

answers and also encourage any divergent thinking.)

-Why are cars many different colors?

-Why do people read newspapers?

-Why do we sit at desks rather than stand all day?

(ii) Conclusions about possible effects

-What would happen if everyone talked at one time?

-What would happen if there wasn't any sunshine?

-What would happen if the bus had a flat tire on the way to school?

-What would happen if school closed?

-What would happen if there was a flood?

(iii) Problem-Solving

-How could you find your way home from a strange town?

-How could you find out how high the flag pole is?

-How could you find out how far it is to Mars?

(b) Provide pupils with a conclusion and have them reason about how it might have been determined:

-Is it going to rain today? (What clues might have led to this statement?)

-That man is different looking.

-That man over there is a fireman!

-Spring is here.

(c) Make it a regular practice to assign a purpose for reading

some selection that will focus pupils' attention on reading to interpret, for example, "Read this story to find out what Bobby did when he found the horse caught in the fence. Decide what else he might have done that would have saved the horse."

(d) After pupils have read a selection, be sure to stimulate discussions with questions which call for interpretative thinking. Focus particularly on questions that ask pupils to explain their personal feelings and the conclusions they have reached. They should be asked to tell how or why they arrived at these findings.

(e) Interpretations may depend often upon connotative use of language. Therefore, teachers should occasionally focus the students' attention upon a particular word or phrase that conveys strong emotional coloring. Discuss this effect and how it is achieved.

(3) Extrapolation - A person extrapolates when he makes inferences, draws conclusions, or predicts outcomes on the basis of some logical data. Pupils need much practice in this skill if they are to acquire the ability and propensity to use it. Many types of reading material should be given the students which they are required to read. After they have read it the teacher may use questioning techniques to cause the pupils to think about what they have read. Sometimes it is worthwhile to give the students questions before they actually read. These would be kept in the back of their minds while they are actually reading. Discussions should accompany this work in order that the teacher can get some degree of

insight into the reasoning processes of his students.

B. Reading in Mathematics:

1. Vocabulary skills in Mathematics.

(a) Teach pupils to recognize the differences in words which are commonly found in arithmetic and in other subjects. The word, 'principal,' for example, has an entirely different meaning when computing problems dealing with loans than when the term is used referring to school officials.

(b) Alert students to the importance of using the glossary for pronunciation, spelling, and the meaning of such mathematical terms as 'percentage,' 'multiplicand,' 'sum.'

(c) Help students to understand the full meanings of such abbreviations as 'mi.,' 'hr.,' 'ft.,' 'sec.,' Using the board, list all of the common abbreviations with their full word opposites. Use a brief teacher-made examination to evaluate each child's competency in this area.

(d) After having studied several words and phrases which are relatively new to the pupils, ask each of them to explain a mathematical procedure using all of the words in the explanation.

2. Helping students to understand word problems:

(a) Each pupil should be made to understand that in solving problems, he must determine (1) what numbers and other facts are given, (2) what kinds of answers he is trying to derive, (3) what arithmetic procedure should be used, (4) the sequence

of the steps to be employed for solving the problem.

(b) The value of the slow careful reading of each problem should be emphasized. While reading, the pupil should be concerned with the basic parts of each sentence, including important words or word cues and facts and figures which are important ingredients in solving the problem.

(c) Give students a list of basic facts and figures and let them construct word problems which will require the reader to use any one of several arithmetical procedures to solve the problems. One should emphasize that all necessary information must be included in each problem if it is to be understood and solved in a reasonable length of time.

(d) Encourage the development of the skill in recognizing a sensible answer to a problem. If they feel that the answer is not reasonable, they should be motivated to reread the problem to see if they have failed to read significant parts of the problem.

(e) Ask pupils to write the directions for understanding the meaning of certain kinds of mathematical tables. Other students should be requested to read the directions which have been given.

C. Reading in Science:

The efficient reader of science material should be able to make use of large numbers of sources in addition to the regular textbook. He should be able to understand the specialized con-

struction of each source book including the table of contents, glossary, and index. His rate of reading should be adjusted according to the type and difficulty,and his purpose for reading. Some types of reading material can be read at a rather rapid rate; explanations regarding the conduct of certain types of experiments must be read at a slow, deliberate rate in order to grasp all of the details. Adequate comprehension of materials in science is quite often difficult for many pupils due to the number of technical terms which are introduced. New words and concepts must be carefully presented and emphasized through the use of graphs, models, charts, and scientific instruments of various kinds. Word, by themselves, have no meaning, unless some experience is connected with them. The more intense the association with the word, the more meaningful the word becomes for the reader.

Suggestions for Improving Comprehension Skills in Science:

(a) List the new words and symbols which are included in the unit on the board. Explain the pronunciation and meaning of each new word or symbol. Ask pupils to use these terms in written assignments which are meaningful.

(b) Develop crossword puzzles which involve the use of new concepts. Encourage the students to construct similar puzzles and to exchange them with others.

(c) Plan a thorough study of different kinds of graphs and whichever charts appear regularly in the materials.

(d) Call attention to the use of the science glossary as a means of understanding the new concepts.

Request the pupils to interpret selected charts and graphs in terms of principles and/or conclusions which might be properly drawn from the plotted information.

(e) Conduct chalkboard demonstrations which will help the students to understand scientific formulas. Ask them to explain a given formula in sentence form on a piece of paper. On other occasions, give a written explanation of a principle and ask the pupils to construct a formula which would convey the same information as the written version.

(f) Accompany pupils on field trips to such places as observatories and weather stations. Brief the person at the location relative to the objectives of the science unit in order that he or she can clarify various points which may be difficult to understand from the textbook or other source materials.

(g) Invite guest speakers to come to the classroom for demonstrations and explanations of various scientific topics.

(h) Bring as much related resource materials (at various reading levels) as possible into the classroom and leave there for use by the students.

(i) Plan assignments which will require students to use other materials than their textbooks.

V. SKILLS FROM GRADES 7-12

A. Recognition Level

1. Word analysis skills

a. Phonetic

(1) Identification of vowel sounds (short, long)

(2) Identification of consonant sounds

(3) Identification of blends

(4) Identification of other sounds

(5) Identification of accent marks

b. Structural

(1) Identification of roots, prefixes, suffixes

(2) Identification of compound words

(3) Syllabication

2. Word meaning skills

a. Specific word meanings

(1) Use in context

(2) Use through modification by prefixes, suffixes

(3) Use through interpretation from roots

(4) Reference to dictionary

(5) Study of word origins

(6) Study of synonyms, antonyms, homonyms

b. Multiple word meanings

(1) Use in context

(2) Use through modification by suffixes and prefixes

(3) Use through interpretation from root words

(4) Use through reference to dictionary

(5) Use through study of word origins

(6) Use through study of synonyms, antonyms, homonyms

c. Words evoking emotional moods

(1) Use in context

(2) Use through study of word origins

(3) Roget's Thesaurus

B. Comprehension Level

1. Reading for the Main Idea

a. Identification of main idea in the topic sentence of a paragraph

b. Matching of a given set of main ideas with paragraph

c. Distinguishing between main idea and titles through paragraph analysis

2. Reading for Detail

a. Finding the main idea and major details

(1) Through underlining

(2) Through outlining

(3) Through use of block diagram

b. Finding major and minor details in paragraphs

(1) Through use of block diagram

(2) Through outlining

(3) Through underlining

3. Organizational Skills

(1) Arrangement of related words or phrases into groups

(2) Sorting and arrangement of ideas into main and subtopics

b. Outlining

(1) Finding the main idea and subordinate ideas of a paragraph and placing these in modified outline structures

(2) Finding the main idea and subordinate ideas of a longer selection involving several paragraphs and arranging these in extended outline form.

4. Recall (Literal level of comprehension, simply recall of facts, etc.)

5. Study skills

a. SQ3R method

(1) Survey

(2) Question

(3) Read

(4) Review

(5) Recite

b. Reading to follow directions

c. Skimming

(1) Skimming to preview

(2) Skimming for main idea

(3) Skimming for details

(4) Skimming for key words

d. Location of information

(1) Use of table of contents

(2) Use of dictionary

(3) Use of Reader's Guide

(4) Use of almanacs

(5) Use of encyclopedias

(6) Use of biographical dictionaries

(7) Use of maps, charts, and graphs

e. Use of Library

(1) Card catalogue

(a) Author cards

(b) Title or subject cards

(2) Dewey Decimal Classification System

f. Rate

(1) Use of reading material one or two reading levels below pupil's reading achievement level

(2) Grasping word groups

C. Interpretation Level

(1) Reading to Draw Conclusions

(a) Statements of the author

(b) Statements of reader made on the basis of evaluation of the author's remarks

(2) Reading to Distinguish Between Fact and Opinion

(a) Point of view of the selection

(b) Background of the author

(c) Known facts related to the topics (utilize students' own experiences)

(d) Designation by reader of fact or opinion

(3) Reading to Detect Propaganda

a. Name-calling

b. Glittering generalities

c. Testimonial

d. Transfer

e. Bandwagon

(4) Reading to Forecast Results

a. Reading about an exciting situation

b. Identifying relationships of details in the situation

c. Predicting the outcome of that situation (a specific outcome)

(5) Reading to Make Generalizations

a. Reading statements made by the author

b. General statement made by the author is commented upon by a statement of the reader

(6) Reading to Show Contrast

(7) Reading to Appraise and Analyze

(8) Reading to Elaborate

a. Reader is confronted with reading material which has incomplete endings or conclusions

b. Reader must complete by the addition of new material not mentioned in the original statements on the basis of his own knowledge, background, or imagination

D. Recreational Reading

(1) Stimulating recreational reading:

a. Book fairs

b. Book clubs (For example, Scholastic)

c. Preparation of attractive displays

d. Preparation of attractive bulletin boards

e. Time provided for recreational reading during school

f. Group visits to the library

g. Use of community resources such as book club speakers

h. Encouragement of classroom discussion about books read

Recreational reading is one way of building up the skills in reading (vocabulary, rate, comprehension). Teachers should make use of children's interests to motivate them to read. They should provide the kind of classroom atmosphere which encourages reading not only in recreational reading but in reading in various content areas. Classrooms should be full of reading materials whether borrowed from public libraries or donated for a period by the community, and teachers should make use of sources for free and inexpensive materials.

VI. LANGUAGE ARTS OBJECTIVES

A. SPEAKING

(1) To Communicate Effectively to Others

a. To speak without hesitation

b. To acquire language facility which permits each child to participate with competence and confidence in society of which he is a part.

c. To be able to discuss logically, clearly, and concisely

d. To be able to initiate and maintain the interest of the listener

e. To become aware of when an idea has been expressed

(2) To Express Ideas and Feelings in an Interesting Manner

a. To speak directly to the audience

b. To increase control over the effective and appropriate use of gesture, movement, pauses, voice projections, and inflections

c. To avoid using annoying idiosyncrasies

d. To increase control over uncommon, infrequent, or unique forms of grammar

e. To develop naturalness and sincerity of manner

(3) Pronunciation and Enunciation

a. To increase control over speech sounds and diction

b. To increase awareness of and control over voice quality

(4) To Speak Courteously

a. To make a point effectively

b. To avoid arguments and aggressions

c. To be considerate

d. To allow others to speak without interrupting

(5) To Develop Effective Techniques in Oral Composition

a. To gain insight into and control over, communication devices

b. To acquire and use conventions appropriate to a particular oratory form

c. To speak in the style appropriate to a particular oratory form

d. To be able to speak effectively either informally or formally

e. To use social insights and graces appropriate to discussion

(6) To Develop Respect for the Listener

a. To increase ability to be 'other' oriented

b. To discuss problems unemotionally, with courteous recognition and acceptance of opposing viewpoints

c. To develop the ability to disagree without being disagreeable

B. LISTENING

(1) To Listen with Comprehension and Skillful Perception.

a. To discriminate between main ideas and detail

b. To discern main points in sequence

c. To detect own biases and not let them interfere with receptivity

d. To listen with an open mind and be prepared for 'give' and 'take'

(2) To be Attentive

a. To listen critically to the speaker

b. To be able to listen with concentration

c. To listen for ideas and principles

d. To develop the skills of notetaking, summarizing

e. To develop the skill of writing main points in situations which facilitates retention (for the listener)

(3) To Listen Critically

a. To be able to distinguish between fact and propaganda

b. To be able to distinguish propaganda and opinion

c. To understand the sequence of ideas, relationships, relationships between ideas, and comparisons made by the speaker

d. To determine whether information presented is accurate and complete

e. To determine whether incidents, events, or characters spoken of are real or imaginary

(4) To Listen Analytically

a. To listen in order to solve problems

(5) To Listen for Enjoyment

a. To listen effectively to drama, stories, music and other forms of communication

b. To develop taste and preference

c. To recognize and respond to the pictures (imaginary) painted by the speaker

(6) To Listen Courteously.

a. To listen with respect

b. To allow speaker sufficient time to develop his ideas

C. WRITING

(1) Creative and Functional Writing: General Aims

a. To use skills effectively

b. To spell acceptably

c. To write legibly and easily

d. To use capitalization and punctuation properly

e. To use grammar correctly

f. To use word forms correctly

(2) Creative Writing

a. To preserve the spontaneity and honesty and charm of children's speech in their written work

b. To use words perceptively

c. To choose words discriminately

d. To convey thoughts and feelings

e. To write for impact, effectively

f. To evoke response in the reader

g. To know the value of clarity and variety in writing

h. To learn to be concise in written language

i. To develop natural and sincere expression

j. To use all senses

k. To develop an awareness of self

l. To discover appropriate forms for expressing experiences

Functional Writing

a. To increase child's knowledge of sentence structure

b. To develop skill in paragraph writing, notetaking, summarizing, outlining

c. To be able to use the appropriate form of letter writing

d. To develop skill in expository and descriptive writing

e. To understand and use the proper mechanics of writing

D. READING

(1) To Develop Understanding of, and Facility in, Word Analysis Skills

a. To enable a child to use structural analysis, phonetic analysis, word form, context clues, as means to comprehension

b. To increase child's sight vocabulary and meaning vocabulary

(2) To Develop Comprehension Ability

1. To develop various modes of thinking necessary to comprehension: in particular, the levels of comprehension designated literal, inferential, and critical

a. Literal

(i) To be able to distinguish details

(ii) To be able to determine author's central thought and purpose

(iii) To be able to follow directions

(iv) To recall facts

(v) To recognize sequence of ideas, events

b. Inferential

(i) To be able to compare without having it stated

(ii) To be able to draw conclusions

(iii) To be able to anticipate and predict outcomes

(iv) To infer the main idea which is not implicit

(v) To be able to distinguish similarities and differences

(vi) To recognize cause and effect relationships

(vii) To recognize the mood of the author

(viii) To infer literal meanings from use of figurative language

c. Critical

(i) To distinguish between objectivity and subjectivity

(ii) To distinguish fact from fiction

(iii) To distinguish reality from fantasy

(iv) To determine relevancy of ideas

(v) To predict outcomes

(vi) To determine relevancy and accuracy of material

(vii) To recognize abuses of logic

(viii) To judge whether material read is worthwhile, desirable, or acceptable

(ix) To understand denotation and connotation of words

(3) To Develop Facility in Effective Oral Reading

a. To read with expression: pitch, juncture, stress, paralanguage

b. To use clear enunciation, voice projection, and appropriate rhythm

c. To read with correct phrasing

d. To read using word attack skills and habits effectively

(4) To Adapt the Rate of Silent Reading to the Purposes of Reading Material and to Understand the Purposes of Reading.

a. To be able to infer literally from imagery

b. To be able to maintain attention while reading

c. To be able to skim, scan, for information

d. To be able to adapt the rate of reading to the purpose

e. To be able to read for pleasure

(5) To Develop the Habit of Reading Independently for Information and Pleasure.

a. To explore all kinds of books

b. To discover new ideas through reading

c. To acquire discrimination in choosing between good and poor quality in stories

d. To develop critical ability and acquire discrimination in choosing among various kinds of reading materials

(6) To Develop and Maintain Interest in Reading.

a. To develop independence in reading

b. To acquire a large vocabulary in order to enhance enjoyment of reading

c. To read easily and with relative speed

d. To increase positive attitudes in reading

e. To adjust material difficulty level to reader

(7) To Develop Child's Use of Study Skills to Facilitate Comprehension Ability

(8) To Develop the Ability and Control of Use of Reference Sources

a. To be able to use encyclopedias, dictionaries, charts, maps, card catalogues, indexes, parts of books, libraries

VII. READING MATERIALS

From: Scholar's Choice

50 Ballantyne Avenue

Stratford, Ontario

Title	Author	Approximate Reading Level	Cost
Dan Frontier and the Wagon Train	Hurley, W.	2.7	3.20
Dan Frontier, Sheriff	Hurley, W.	2.6	3.20
Blaze Finds a Trail	Anderson, C.	3.5	3.48
Sailor Jack Goes North	Wassermann	2.5	2.80
True Book of Space	Podendorf, I.	3.3	3.38
The Lost Uranium Mine	Whitehead, R.	3.1	2.76

FROM: Harr Wagner Publishing Company

609 Mission Street

San Francisco, California 94105

The Morgan Bay Mystery Series, eight books in the series at $2.60 each. With a teacher's manual, $1.00.

The books in the series are the following:

Mystery of the Marble Angel	Reading Level:	2.5
Mystery of the Midnight Visitor	"	3.0
Mystery of Morgan Castle	"	2.2
Mystery of the Musical Ghost	"	2.8
Mystery of the Marauder's Gold	"	2.6
Mystery of the Missing Marlin	"	3.5

Mystery of Monk's Island	Reading Level: 3.2
Mystery Ranch	" 2.9

The Checkered Flag Series (These are books about cars, racing, and are from the same publishers.) In this series there are four books at $2.40 each. The interest level is from grades six to eleven. Books in the series have been very popular with teenage boys.

The Deep Sea Adventure Series is also from the same publisher and has been very successful. The following are some of the books in this series:

Title	Age Group	Reading Level
Frogmen in Action	11-16	3.1
Danger Below	"	4.4
Whale Hunt	"	4.7
Rocket Divers	"	5.0

All of these books cost approximately $2.20 each.

FROM: D.C. Heath and Company
100 Adelaide Street West
Toronto, Ontario

The series Strange Teenage Tales is available from this company. The reading level ranges from five to six with interest level from grade five to eleven.

The series Teenage Tales is also available from this company. This series has proven very popular with most readers of the age group twelve to sixteen. The reading levels are from grade four to six.

FROM: Scott, Foresman and Company

1900 East Lake Avenue

Glenview, Illinois 60025

Title	Author	Approximate Reading Level	Cost
Blue Bay Mystery	Warner, G.	3.5	?
Mike's Mystery	"	2.9	?
The Lighthouse Mystery	"	2.8	?
Surprise Island	"	2.8	?

These books are for the age group of twelve to fifteen years.

The Simplified Classics Series is also available from this company and the reading level here is four and five with an interest level ranging from grade four to ten.

FROM: Random House

457 Madison Avenue

New York, N.Y. 10022

The Allabout Book Series has reading levels from four to six, and an interest level from grade five to eleven, and is available from this publishing company.

FROM: Frank B. Richards, Publisher

215 Church Street

Phoenix, New York 13135

The series here is Good Literature for the Slow Readers, and books such as the following are included:

Treasure Island

Twenty Thousand Leagues Under the Sea

Heidi

Little Women

FROM: Garrard Publishing Company
1607 North Market Street
Champaign, Illinois, 61820

The Pleasure Reading Books Series, includes Aesop's Stories, Gullivers' Stories, Robin Hood, at $2.39 each.

FROM: The Globe Book Company
175 Fifth Avenue
New York, N.Y. 10010

Stories for Teenagers Series, four books at $3.20 each.

FROM: Harper and Row Publisher Incorporated
49 33rd Street
New York, New York

The Modern Adventure Stories Series. The reading level in this series is grade four to six with an interest level ranging from grade four to grade eleven.

FROM: McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

The Everyday Reader Series. Reading level from four to five and an interest level from grade four to grade ten.

FROM: Steck-Vaughn

P O Box 2028

Austin, Texas 78767

Title	Author	Approximate Reading Level	Age group
Speedy Gets Around	Ashley, A.	3.0	12-15
Hard Smash to Third	Carol, B.	5.3	"
Mitzi	Smith, G.	3.5	"

APPENDIX C. List of High-Interest, Low-Vocabulary Materials

Series	Publisher
Teenage Tales Series	D.C. Heath and Company
Sports Mystery Series	Benefic Press, Chicago
World of Adventure Series	Benefic Press, Chicago
Mystery Adventure Series	Benefic Press, Chicago
The Deep Sea Adventure Series	Harr Wagner, San Francisco
Wildlife Adventure Series	Field Educational Publications, San Francisco
Morgan Bay Mystery Series	Field Educational Publications, San Francisco
Pyramid Hi-Lo Paperbacks	Pyramid, New York