

READING REMEDIATION IN
A CLASSROOM SETTING:
A REPORT OF ONE CLASSROOM
TEACHER'S SEARCH FOR A
FUNCTIONAL METHODOLOGY

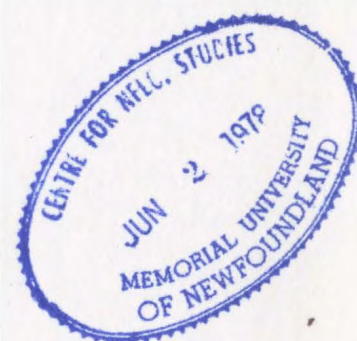
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READING REMEDIATION IN A CLASSROOM SETTING;
A REPORT OF ONE CLASSROOM TEACHER'S SEARCH
FOR A FUNCTIONAL METHODOLOGY

by

Amelia Rhoda Hodder

(C)

An Internship Report
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ABSTRACT

Can a practising classroom teacher implement an extended remedial reading program within a normal classroom setting?

Is it possible to identify a set of functional diagnostic instruments which could be used by the classroom teacher responsible for such a program?

Within the limits of this present study, each of the questions above must be answered in the affirmative.

The purpose of this internship was to carry out a remedial program within the regular classroom in order to improve the reading performance of a group of retarded readers. The subjects were six children clearly in need of remediation who were already members of the class. A number of tests currently in print were administered during the course of the program; one particular test of word recognition skills was found to be of significant value in this instructional setting. t test technique was employed to determine significance of test data; significant differences between results of pretest and posttest procedures were observed.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

The internship described in this report was carried out in a grade three classroom of St. Philip's Elementary School, St. Philip's, Newfoundland. Normally, an intern works with one or more teachers in fulfilling the requirements of an internship, but in this case the intern was the regular classroom teacher for the children involved in the experimental program. Since sufficient evidence of progress, or lack of progress, might not be generated during one semester only, the study was conducted over a six month period from November, 1975, to May, 1976.

THE PROBLEM

The internship represented an attempt to supply corrective procedures for six children who had been placed in a grade three classroom but who were obviously reading below a grade three level. The immediate concern was to assist these children in order that they might develop skills requisite to the demands of the school reading program.

RATIONALE

This writer believes that learning to read can be facilitated through close integration of the language arts--listening, talking, viewing, writing, reading and thinking.

These are all essential to the learning process. As the child listens, he learns--new words, names, concepts, ideas, as well as poems, stories and instructions. Much of it he forgets but much is also kept to build on as he learns more difficult or more complex things. The child must learn to listen, therefore provision must be made for him to have the opportunity to do so.

Talking, once banned in the school situation, is important if the child is to develop properly. The child must interact with the rest of his class and when the talking period is planned for, and guided wisely even the shy or hesitant child will learn to participate. Some children want to talk all the time while others are content to sit still and either listen or tune out everything. The wise teachers will know how to get the talkers to listen and the listeners to talk.

Viewing of pictures, films, filmstrips provide things to talk about, and things to write about. The full value of a good film or other visual aid is never received if there is no preparation or follow-up. At the primary level the films should be short and interesting and used to spark discussion or to provide material for children to write about.

Writing can be divided into two major categories, one being the kind that is reality-oriented and the other the kind that gives free

play to the inventions of imagination. In the first category children write to record events, or write to take notes or to transcribe. They write what they perceive--both things seen and heard--or the inner things that are felt. Reality-oriented writing also covers written work resulting from discussions, as well as diaries or journals. The second kind covers all creative forms from one descriptive word or phrase, through, sentences, paragraphs, poems and stories.

Writing fixes language in a kind of concrete form for children. In order for something to be read it must first be written. Written work is the reverse of reading. Writing is a medium for authors young and old to use to speak to others. Writers need an audience. Therefore in the classroom setting there must be an outlet for the work of little writers. Writing provides practice in the spelling of words. It provides an outlet for the free use of the imagination. Writing is a way to learn to read. Therefore in the language arts program where writing is practised together with listening, viewing, talking, reading and thinking children will become better readers and thus better learners.

Reading has traditionally been the basis for learning. Without taking away from the value of reading in any way this writer would suggest it might be useful to look at reading as one part of a program that is not basic. True, for academic study reading is an imperative need. But reading is not a foundation as much as listening, talking, viewing and writing are. These are basic to reading. Before

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the child learns to read he must perceive the words and know what they represent. He must learn concepts. He must have experiences to which he can tie what he reads. This writer contends that the child who is exposed to knowledge-building concepts before he is introduced to reading will become a better reader. The child who learns to read by writing becomes a better reader than one who is taught in a method bordering on rote learning.

Thinking is not always listed as one of the language arts, perhaps because it is basic to all the others. But the fact that it is essential to the rest is an argument in favour of including it as a language art, simply because it is more than just an essential part. When a child is asked to use his imagination he is asked to think in a specific way. When he is asked to think of uses for something he is asked to perform a specific act. In order to read with a measure of comprehension he must think, and writing a word, a sentence, a poem or a story also requires that he think.

Any language arts program must provide for interaction in the form of talking and listening, for activities that provide experiences for writing, and for concept formation in order for children to comprehend what they read. It must provide for writing activities so that the child's learning will be reinforced and so that he will get a chance to express himself in a form that is permanent, a form to which he can refer later on. It must provide for practice in reading, beginning where the child is so he will not be frustrated by too difficult material. And finally, it must be a thinking-oriented program with every part of it being a thinking process.

BACKGROUND OF THE STUDY

In recent years in Newfoundland, two trends have emerged in the administration of the curriculum in the elementary schools. One of these has been the grouping of children into several reading groups within a classroom, and the other has been the practice of social promotion. It is now possible to find a 'grade' of children divided into (1) a Ginn Integrated Reading Program group, (2) a Nelson Young Canada Readers group, and (3) an Open Highways group.

The Ginn Integrated Reading Program is a total language program. The language arts are not isolated entities to be taught separately but are inter-dependent functions to be taught simultaneously. The program purports to be complete in itself. It consists of seven Primary levels. Each level has three readers and an accompanying teacher's manual containing an abundance of language materials and reading activities. Where several reading programs are used in one classroom, or in one grade, the current practice is to use the Ginn Program with the brightest or most advanced pupils.

The Nelson Young Readers of Canada reading program is also made up of seven levels in the Primary section. Each level has readers and workbooks. The workbooks consist of a We Can Read series with reading activities and an Activity Book with language activities. The Program also purports to "emphasize the relationship between the language arts." In the Primary division the Nelson Readers are considered by teachers to be less difficult than the Ginn Program, so they are used regularly with the slightly below average pupils.

The New Open Highways Program is "intended for those children and young people who need repeated review, reteaching, and practice in the skills required to get meaning from print" (p. 16, Teacher's Edition, More Power, Level 4). Thus it is basically a remedial program; level 4 equates with level 2 of most basal reader programs. It is used in remedial teaching and in the lowest reading group when there are several reading levels in the same grade.

It is possible to find children who cannot read, and who have only a vague idea of math processes, who have been placed in a particular classroom because of their chronological age or because they have already repeated a grade. It would seem that it is considered more important that a child be with his age group than with children two or three years younger who are performing at the same level. As a consequence of these factors, in order to keep children together in their age group, we may find in a grade three classroom, for example, a range of reading grades from Grade 1.5 to 6.0.

This study was generated out of such a situation. From a grade three class of thirty-six children, the Open Highways reading group was chosen since they needed additional help in order to improve their reading performance.

The class was the third grade of the St. Philip's Elementary School. This school had an enrolment of approximately 220 pupils in 1975-1976, in grades from Kindergarten to Grade Six, plus a Special Education Class. There were seven full-time classroom teachers and the Principal, and for two and one-half days each week there were three

other teachers, namely, the Music teacher, the Physical Education teacher, and the Remedial Reading teacher. Twice a month, a Guidance Counsellor and a Reading Consultant visited the school.

The school is situated at St. Phillip's and serves the surrounding area which includes St. Phillip's, Old Broad Cove Road, part of Thorburn Road and St. Thomas. The majority of pupils are transported by school bus.

The area served by the school covers a wide spectrum of socio-economic classes. There are fishing and farming people in the several communities and one may also find professional and trades people. The area is in close proximity to St. John's and most people commute daily to their work in the city.

THE NEED FOR THE STUDY

When a child comes to school for the first time, he has already learned to communicate in his own language. He has a store of words which he understands and can use in speech. Eventually we expect him to be able to read and write these words sufficiently well to be a successful participant in the regular verbal skills program. The average child does this without too much difficulty, but in any given classroom we might find those who have failed to keep up with their peers. For these youngsters, between the time they enter school and the time they reach second or third grade something does not occur. The normally expected process of learning to read has not been experienced, and we are faced with the retarded readers, the slow

reading groups, the children who have not been able to cope with the reading program and have fallen behind the rest of the class.

Until quite recently, retarded readers were invariably kept back to "repeat the grade", and this is still done occasionally, but only in the more extreme cases, usually when a child has missed most of a school year or is found to be not ready in any way for promotion. The common practice now is to place the child in the subsequent grade and assign him to a slow-reading group while providing remedial reading help. In this way, he stays with his age group, but while most of his friends are reading from the regular grade level of the reading program, he may be reading two or three levels behind them. Teaching practice in such a situation is usually planned so that children work in different reading levels or reading groups, but participate as a whole class in social studies, health, art and value-oriented studies.

When a teacher is faced with such a situation in a small class, the problem is not too difficult, but when the class is large and there is a very wide range of difference between the lowest and highest reading grades, difficulties present themselves. While bright and average children may find little difficulty in subjects like science and mathematics, those who are in the low reading group may well be unable to cope. Mills and Richardson (1963: 359-362) claim:

To give a child who is reading at a grade one level a third grade book is unwarranted, unfair, unrealistic and damaging. A young reader's mind can be "stretched" only so far before he loses interest.

However, when a group of children in a class are found to be reading two grades behind, a remedy must be found, and such a remedy must be

one that can be incorporated into the classroom schedule. It must not deprive the rest of the class of the attention they need, and it must not be so different from the activities of the rest of the class that the children concerned feel set apart and somehow stigmatized. A partial remedy is being provided in most schools in the form of remedial teaching, but remedial teachers see those children only for a few short periods a week, when what is needed is systematic and individualized attention every day. Then too, the practice of going out to the remedial reading teacher is often the cause of distress among some children.

Such children must learn to think of themselves as being able to learn to read. Many retarded readers become discouraged and frustrated. Often they are labelled "dumb" and "stupid" by their classmates. The teacher must find ways of boosting their egos so that they begin to feel a measure of self-esteem. By reinforcing each success, with encouragement and praise, a child can be made to feel he is able to learn, he is not stupid, and he is worthwhile. One can only succeed when one feels able to do so.

Because of the practice of social promotion with the resulting considerable range of reading levels within a class, it is important that we find out if the situation can be corrected. Can we improve the performance of retarded readers? Are there diagnostic and corrective tools which any teacher can use? If so, it would seem important to identify them and to determine their usefulness. Specifically, the focus for this particular study was upon the need to

diagnose and correct the reading retardation of the six children concerned.

There is no shortage of studies concerning the effects of socio-economic factors on reading achievement. Usually a comparison is made between such factors and educational input variables. Sheldon and Carillo (1952: 262-271) arrived at this conclusion:

... good readers come from homes where the fathers are employed in managerial and professional occupations; the average readers tend to come from homes where fathers are skilled and semi-skilled; and the poor readers from homes where the fathers are in agricultural, fishery, semi-skilled and unskilled occupations.

Pollard (1970: 28) asserts:

... that a relationship does exist between the socio-economic inputs and reading achievement, and between educational inputs and reading achievement is unquestionable, but the relative importance of these inputs to reading achievement is.

Kitchen (1967: 1) states:

Specifically, low educational outputs and high retardation rates are related more to socio-economic and demographic variables such as adult illiteracy, family size, and non-employment, than to such educational input variables as the qualifications and salaries of teachers.

Roe (1970) lists as "indicators of the socio-economic status of the home" father's occupation, mother's education, size of family, and pupil absenteeism.

The present study attempts to emphasize the educational inputs rather than the socio-economic factors. The subjects of the internship were from lower socio-economic homes in that the fathers' occupations were neither skilled nor professional, the mothers' education below high school graduation. Family size ranged from two children to seven.

children. Absenteeism was practically non-existent.

Though it would appear, generally, that socio-economic factors outweigh educational input factors, perhaps an assessment of the weight of educational input factors is needed. The writer, however, believes we get from something no more than we contribute. If the school places the right emphasis in the right place it should be possible to disallow much of the effect of socio-economic factors and produce better reading achievement.

OBJECTIVES OF THE INTERNSHIP

(1) General Objective

The general objective of the internship was to attempt to discover if a practising classroom teacher could implement a remedial reading program within the normal classroom setting.

(2) Specific Objectives

- (1) Identification of functional diagnostic instruments which could be used by any classroom teachers.
- (2) Application of diagnostic instruments to pinpoint the strengths and weaknesses of the internship subjects.
- (3) An attempt to remediate the weaknesses and thus improve the reading performance of the subjects of the internship.

Answers to the following questions will help to meet these objectives:

1. What is the intelligence level of each subject?
2. What is the reading grade of each subject?
3. What is the reading potential of each subject?
4. What reading skills need to be retaught?
5. Is there a significant difference between the pretests and posttests?

LIMITATIONS

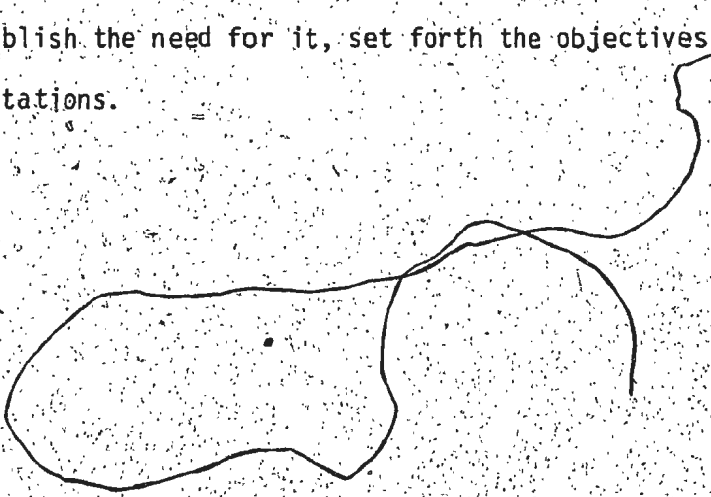
The following appear to be the most significant limitations of the internship:

- (1) The internship period of six months was set because the study had to be contained within the school year.
- (2) The internship subjects were lacking in motivation because they resented being in the "low reading" group.
- (3) The intern was the regular classroom teacher and had an obligation to all the class of thirty-six children, thus limiting the time available to spend with the internship group.

Since the internship did not presume to supply a rigorous experimental setting, the progress and improvement in reading and other achievements of the subjects cannot be completely attributable to the internship program. The evaluation, therefore, will be subjective.

SUMMARY

This chapter presented the problem with which the internship was concerned. It described the background of the study, attempted to establish the need for it, set forth the objectives, and gave the limitations.



CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Learning to read is of paramount importance in the life of a child. When he starts off to school he is eager to learn to read, but all too often he becomes discouraged. In every classroom we may find children who have lagged behind. These are those students who will become the school failures unless someone identifies them and provides preventive measures. Proficiency in reading is essential to success in all academic subjects (Strang, et al., 1967), and it would appear that reading disability severely restricts school learning.

DEFINITIONS OF READING

There are many definitions of reading, all of which presume a measure of accuracy, depending upon the writer's purpose in formulating the definition. Goodman and Niles (1970: 5) put it this way:

Reading is a complex process by which a reader reconstructs to some degree, a message encoded by a writer in graphic language.

Gray (1960: 10) identified four steps in the reading process: namely, word perception, comprehension, reaction, and integration. To him, obviously, reading is mental action, with word recognition as the starting point.

Stauffer calls reading a "thinking process", because it requires "accurate word recognition, ability to call to mind particular meanings, and ability to shift or reassociate meanings (Johnson and Kress, 1966: 2):

Smith, Goodman, and Meredith (1960: 261) say:

If language is viewed as a code, a system for communicating meaning, then reading may be seen as a process of decoding. The reader uses a printed code and decodes from it the meaning that the writer has encoded.

Jerome Rosner (1975: 184) gives this simple definition: "the translation of visual symbols into language that the reader already understands."

Whether reading is a simple process, which anyone can learn to do, or a complex one that requires much skill, intelligence, and efficient teaching the fact remains that:

Reading is the working instrument for all other subjects:
it is the cornerstone of the building in school life.
(Nervi, 1973: 35-36)

THE TEACHING OF READING

Because reading is basic to all subjects, it must be taught. Children who fail to develop the skills of beginning reading must have corrective and remedial measures so that they can perform the tasks necessary for achievement in school.

Robert J. Ireland, in his article "Let's Throw Out Reading" (1973: 558) makes this claim:

Every child can think. Every child who can listen and speak can learn to read. Focus on what children can do

and adapt programs to that. Give success a chance to accumulate and watch the results in the child's total personality and especially in his motivation to read.

Here Ireland is in agreement with Bruner's statement that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner: 1965, 52). If this statement is valid, then it follows that by the use of suitable materials adapted to the different levels of reading at which children are found, a successful program might well be prepared.

Fry (1972: 48) defines a basic reading vocabulary as "a list of words which is absolutely essential for reading". His Instant Words are the commonest words of the English language and include words like the, is, man, which are used "so frequently that the student cannot take time to stop and sound them out or he will lose the meaning of the sentence".

The Instant Words are the commonest words of the English language. They are based on frequency counts of words used in children's reading material and in their speaking and writing. The first 300 Instant Words make up nearly one-half of all written material.... In children's reading material the percentage is even higher. A study of reading material used in the first three grades revealed that the first 300 Instant Words comprised approximately 63 per cent of all words used. These words, of course, have a high overlap with the vocabulary used in basal reading series. If we examine the readers for the first three grades in several basal reading series we find that the first 300 words comprise between 58 and 77 per cent of all words used.

(Fry, 1972: 48, 49)

Fry claims that in individualized or remedial reading 'a major teaching strategy is to find out which basic reading vocabulary words a student knows, and words he does not know'.

Helen K. Smith (Robinson, 1962: 48, 49) suggests:

Remedial instruction should begin at the level where the student can be successful. The climate for remedial instruction should be one in which the student can make progress.

Emphasis in instruction should be placed upon the skills and abilities which the student does not have, but which are essential for immediate success in reading.

Time is of essence to the retarded reader. It is not sufficient for him to make a year's growth in reading in one year because he will never catch up with his peers at this rate: therefore, skills which have already been learned should not be emphasized. The known can and should be used as a basis for teaching the unknown; but all stress should be placed upon mastering abilities which will help the student to move forward quickly.

Smith, in her "Diagnosis of Reading Difficulties by Classroom Teachers" (Dechant, 1971: 14) states:

Diagnosis is the initial step.
Diagnosis does not end with the initial investigation but is continuous.

The extent to which diagnosis is carried out is dependent upon the numbers and kinds of difficulties of each student.

A variety of procedures should be used, and teachers should know the advantages and disadvantages of each.

Austin (Robinson, ed., 1962: 54) also places emphasis on finding the child's level for remedial instruction. She suggests:

- (1) Going back to where the child is
- (2) Building on his strengths and giving adequate instruction where skills are weak
- (3) Providing and using an interesting variety of materials.

Fry (1972: 5) emphasizes motivation as part of his remedial program. He suggests a variety of rewards and states "nothing motivates like success". Because of this he suggests teachers first seek a level where a child can be successful. Although perhaps stated too simply, he says: "By building little success upon little success you can soon change a sullen, reluctant truant into an eager learner".

Strang (1965: 109-110) also stresses motivation and optimism:

Motivation plays a dominant part in all our work with retarded readers. Many are depressed by previous experiences of failure, and frustration. They think of themselves as persons who cannot learn to read.

Also:

The atmosphere that prevails in a group or in an individual relationship has an appreciable effect on the progress made by the retarded reader. He cannot learn as long as he is threatened by failure, negative criticisms, and the ridicule of his classmates, as long as he is inhibited by fear. In an atmosphere of optimism he is encouraged to do his best.

(Strang, 1965: 8)

With reference to the importance of word recognition Karlin (1973: 185) says:

If there is any consensus among the majority of specialists of reading, it is in the recognition that no aspect of learning to read is more important than the ability to perceive words readily, and that systematic plans to insure mastery over word recognition skills must be drawn.

There is substantiation of this statement in Zintz's assertion that:

Growth in the ability to recognize words in print is the most basic skill in learning to read. None of the other necessary abilities can develop until the child has an accessible stock of words in his reading vocabulary.

(Zintz, 1970: 221)

Stauffer also agrees, with his assertion that:

To teach children to become thinking readers and to acquire skills that will permit them to read independently is a goal of the highest order. This is true in the area of word recognition as well as in comprehension. Materials in primary level basic reader programs are planned to take advantage of pupils' oral language facility. This is done by capitalizing on what they already know. Words introduced in a basic reader program are usually chosen so that the following conditions are true:

Known: the meaning of the word
 Known: the speaking of the word
 Unknown: the printed form of the word.
 (Stauffer, 1966: 45)

From this we can assume that any child can learn to read given suitable materials and teaching methods applicable to the particular child. Just as a workman needs tools in order to perform a task, so the child needs a store of sight words in order to read.

Because success encourages motivation, diagnosis is needed so the child will be assigned reading materials at a level where he will not have to work in frustration.

READING PROGRAMS

There are perhaps as many different reading programs as there are individual differences, but all can be separated into two basic kinds - one being the "code" emphasis or linguistic approach, the other the "meaning" emphasis approach.

Chall (1967: 270) claims:

... how interested children are in learning to read is not determined by what method or set of methods they are using, but that generally it was what the teachers did with the method, the materials, and the children that seemed to make the difference.

She concluded that children can become interested in anything. She also claimed children taught by the code emphasis methods showed better reading achievement than those taught by the meaning emphasis, because there is greater emphasis on word recognition, which emphasis, in turn, generates better vocabulary and comprehension on silent reading tests.

Dolch favours the telling method, or what he calls the "see, hear, and remember" method of learning to read by acquiring a sight vocabulary, and claims the vitally important words are the "service words" or connectives which must be learned by sight vocabulary since there are no concrete objects to represent them. In Psychology and the Teaching of Reading he defines reading as (1) Knowing most of the words, (2) Guessing or working out the others, (3) Getting the meaning, and (4) Discussing it in a class situation. This he calls the "learner's definition."

LaPray (1972: 19) states:

... from a myriad of methods teachers make a commitment either to teach all the children by a particular method, or to teach from a variety of methods by one most economical from the child's viewpoint.

She claims the latter:

... is more difficult but more appropriate for all learners, since it attempts to match the learner with the approach that is best for him.

In summary of LaPray's position it would appear she believes children have a better chance of success if teachers run several

channels of materials simultaneously, just as a variety of methods offer a matching of the learner with the most suitable approach for him. She admits that using several channels of material is more difficult for the teacher than to use identical material for all children, but "is more likely to equalize the child's opportunity for success." LaPray also agrees with diagnosis: "... it is necessary to assess what is known and build on this, and also to discover what is not known and fill this need".

Burrows (1972: 53) emphasizes choral reading, individual reading and story-telling. She also stresses the range of individual differences and states that "if reading instruction is to be matched even in part to ability, the range and degree of pupil aptitude must be determined and considered".

Southgate (1972: 40) claims structure is important in the teaching of reading. She bases this claim on several conditions - first, that the English language does not have a regular spelling system and this makes it difficult for the child to make generalizations, and discourages a child from trying to discover things for himself; and second, as she says, "... the discovery method, in order to be effective, requires certain basic skills, of which reading is probably the most important".

She proposes a structural framework which will encourage a child's interest in spelling, help him to discover and learn the irregularities, and generally make him an independent reader much earlier than the child who is left to discover the irregularities by

himself (p. 44). She also suggests the reading environment be structured and that this be done by the selection of books, charts, and apparatus as a result of a conscientious appraisal done by the teacher in light of a master plan for reading instruction. She further states:

... the good teacher does manage to ensure that each child does make progress in reading according to his individual needs and abilities.

Progressive teachers try to avoid the term 'teaching children to read' and to replace it with some such phrase as 'providing an environment in which children will be encouraged to learn to read'. A wide variety of books, which the teacher reads to the children and which they handle freely, reading apparatus, paper and pencils, all form part of this environment.

(p. 39)

But she warns that this, as well as the older system of systematically planned instruction, contains inherent danger, since the teacher often assumes that what has been taught has been learned. Further,

... the main danger is that the teacher will assume that in a stimulating environment, with freedom to explore and experiment, all children will eventually learn to read, and will do so without instruction.

(p. 39)

Ernest Hilton (Karlin, 1973: 66) endorses structure in his assertion that:

Although there is no one best way of teaching reading, no one best set of materials, it remains true that in any school the program must have structure.

That the many beginning reading programs currently in use are not entirely successful is evident from the numbers of children who become retarded readers, and thus require remedial teaching. Instead of every child learning to read from a beginning reading program, we

find more and more children who have to go to the remedial reading teacher. Many causal factors have been suggested. Strang (1965: 5) states "it is obvious that reading retardation seldom has a single cause."

Pryor (1975: 359) suggests lack of self-esteem as a cause of poor reading. Malmquist (Karlin, 1973: 148) says:

There is general agreement that the nature of the reading process is complex. Consequently, reading disabilities can rarely be attributed to a single cause.

Kolson and Kaluger (1963: 21) are in agreement when they say:

Secondary reading disability is an acquired reading disability having no specific syndrome applicable to the entire category. The causes seem to be difficult to find.

... the best explanation is probably the multiple-causation theory advanced by Helen Robinson.

Robinson's theory is simply that there are many factors that contribute to a child's environment, and any number of these can combine to cause a child to become a retarded reader (Robinson, 1965).

Reading is primarily a developmental process. But in our schools we find children who, because of physical, psychological, social, emotional, and other problems fail to develop their reading skills as normal children do. Once such children have fallen two grades below their peers they are considered retarded readers (Strang, 1965: 1).

Zintz (1966: 23) defines the retarded reader as "one whose reading achievement is less than that expected of his peer group".

In an attempt to help children lessen the degree of reading retardation educators must resort to corrective or remedial reading

programs. Kolson and Kaluger (1963: 60) define a corrective reader as "A child who is not reading up to his capacity but who has no serious reading disability". Hart and Richardson (1970: 3) in describing different categories of backward readers say this about corrective cases:

This category includes children who have fallen sufficiently behind in reading to make it difficult for them to do their grade work even though their intellectual capacity is comparable with their classmates.... Causative factors include (among others) immaturity combined with too early a start on formal classwork, poor motivation, and lack of application, inattentiveness and restlessness.

Corrective and remedial reading are essentially the same as developmental reading. Corrective reading programs are carried out in the classroom while remedial programs are done outside the classroom by a remedial reading teacher. Both the corrective and remedial programs are "going back processes" to teach children the skills they have missed in the regular process. Zintz (1966: 23) quotes Broom et al. in saying the vast majority of retarded readers can be given remedial teaching in the classroom. Such remedial reading practice he labels corrective reading, as opposed to remedial reading which is provided outside the regular classroom situation. Kolson and Kaluger (1963: 60) say the remedial reader is one who "is a year or more behind his potential".

SUMMARY

This chapter gave a review of literature related to definitions of reading, methods of teaching reading, and to reading retardation leading to the need for corrective and remedial reading. The general conclusions from this literature were: reading is basic to all school subjects; a basic reading vocabulary is necessary; diagnostic measures are essential and diagnosis should be continuous; motivation is important in the learning process; children can become interested in anything, therefore what is done with a reading program is more important than the reading program itself; greater emphasis on word recognition generates better vocabulary and comprehension; it is important to assess what is known and build on this, and to discover what is not known and fill this need; structure is important in the teaching of reading; and many children fail to develop reading skills for a variety of reasons.

CHAPTER III

METHODOLOGY

POPULATION

The subjects reported on in this internship were six children who had been placed in a slow reading group in a grade three classroom. The results of a Peabody Picture Vocabulary Test, administered at the beginning of the internship, showed these children each to be within the average range of intelligence. Their reading retardation, as well as their low performance in other school subjects as determined by test results of the previous year, can thus be assumed to be the result of factors other than a lack of intelligence. Strang (1965: 1) has supplied a categorization:

The retarded reader is usually defined as one who has had normal opportunities for school and the capacity to read better, but whose reading performance in a number of reading skills is one or more grades below his age or grade level if he is in the primary grades.

Using this criterion, the intern considered these children to be retarded readers, since at the beginning of the internship they were reading at a grade one level. As well, they were determined to be backward in spelling, writing and mathematics.

At the end of the previous school year it had been decided these children would be placed in the slow-reading group of the grade

three class, and would use the Open Highways Reading Program. This placement had been agreed upon after consultation among the Reading Consultant, the Principal, the Guidance Counsellor and the Grade two teacher, in June 1975.

At the beginning of the internship, however, the intern discovered that the children were unhappy with the Open Highways Program. As they put it, it was associated with being "dumb" and "stupid". It seemed wiser to transfer them to a different reading program than to try to convince them that this was not necessarily true. After discussing this problem with the principal and with the reading consultant, the intern decided to transfer them to a similar grade level of the Nelson Young Canada Readers. This proved to be the right decision, as the children began to work harder and to show confidence in themselves. The children had believed that by using a certain reading program they would be labelled, and since they felt that the Nelson program was more "acceptable" they became more confident after the move. Their response corroborates Wright's (Strang, 1965: 4) conclusion:

Not least, and not least important, is the child's own attitude and his self-report or evaluation of his situation, for we must begin with him, not only where he is but where he considers himself to be.

Subject A

This child was eight years old in December, 1975. She is the fifth girl in a family of five girls and one boy. She was recommended for remedial reading at the end of grade one, but this was not forthcoming until grade three. She had been promoted to grade three in June 1975.

and placed in the slow-reading group for the following year with a further recommendation for remedial reading. Her cumulative record for the year 1974-75 includes the comment that she was "weak in all subjects, needs lots of attention and guidance; becomes upset easily".

The intern found that she was indeed weak in all subjects and needed lots of assistance. At first she appeared shy and timid, but this soon dissipated. She was quite immature in comparison with the rest of the grade three class.

This child was well-behaved, quiet and co-operative. She never wasted time, worked fast and was anxious for something to do continually. She had to be encouraged to contribute orally, perhaps because of her shyness. Praise was very important to her. She was eager to do well but seemed unable to understand much of the work, so she needed much individual attention.

She worked well in the Open Highways Reading Program but stated a preference for the Nelson Young Canada Readers. Her work improved when she was told that she would be transferred to that program.

Before the beginning of the internship the Gates MacGinitie Reading Test had been administered to the whole class. The results showed this child's grades to be Vocabulary, Grade 1.6, and Comprehension, Grade 1.5.

In November 1975 she was tested with the Woodcock Mastery Tests. Her Easy Reading Level was Grade 1.7, Reading Grade, Grade 2.0, and her Failure Reading Level was 2.4. Her I.Q. scores were found to be 111 (form a, PPVT) and 104 (form b, PPVT).

Subject B

This child was eight years old in June, 1975. She is the sixth child in a family of seven. She was promoted to grade three in June, 1975 and recommended for the slow-reading group and for remediation. Her cumulative record reveals that she has always been slow at her work, weak in reading and math, but persistent. She had been recommended for remedial help at the end of grade one as well as grade two, but it had not been forthcoming while she was in grade two.

She is a very shy child, so she made no comments about the reading program as the rest of the group did, but she seemed pleased when they were transferred to the Nelson Program.

This child was a hard worker, well behaved, and determined to do well. She was reluctant to contribute orally at the beginning of the year, but improved somewhat as she became more confident.

Her scores on the Gates MacGinitie at the beginning of the school year were: Vocabulary, Grade 1.4, Comprehension, Grade 1.8.

Test results for the Woodcock Reading Mastery Tests showed her Easy Reading Level to be Grade 1.5, Reading Grade, 1.8, and Failure Reading Level, Grade 2.0.

Results of the PPVT were: I.Q. 86 (form a), and 91 (form b).

Subject C

This child was eight years old in April, 1975. He is the fourth child of a family of six children. His cumulative record showed that he had "limited vocabulary" in Kindergarten and had been in the slow-reading

group in both grades one and two. He had been recommended for remedial help at the end of grade one.

C was small and very quiet, except that he talked audibly while he worked, i.e. he spelled out words as he wrote them, or named each numeral as he did his math. His mother had been unhappy that he had been promoted to grade three, and stated that the same thing had been done with her older children who also had not been ready.

C worked hard and showed much interest. His reading grades as assessed by the Woodcock Mastery Tests were: Easy Reading Level Grade 2.0, Reading Grade Level 2.3, and Failure Reading Level 2.6. His I.Q. was 101 (form a, PPVT) and 104 (form b, PPVT). His arithmetic grade WRAT was Grade 2.2.

Subject D

This child was the youngest of four children with a space of several years between the third child and this one. In meetings with his mother she referred to him as the baby and he seemed to be very dependent on his mother. Several instances at school showed this when he became upset and had to be allowed to call home before he could be comforted. He was eight in October, 1975. His cumulative record revealed that he had been immature in Kindergarten, did "fair work" in grade one and was in the slow reading group in grade two. He had been moved from the Ginn Integrated Reading Program to the Nelson Young Canada Readers in grade two and showed "less frustration" with the Nelson program. He was recommended for the slow reading group and for remedial

reading in June, 1975.

This child was easily distracted. He would forget his own work to listen in to other groups. He always had "stories" to tell, and would get flustered and excited. He often interrupted and seemed to have no sense of timing or subject. Anything could set him off with a contribution.

The Gates MacGinitie results at the beginning of the school year showed his reading grades to be: Vocabulary, Grade 1.5, Comprehension, Grade 1.5.

In November his Easy Reading Level was Grade 2.0, Reading Grade 2.3, and Failure Reading Level, Grade 2.6 (Woodcock Reading Mastery Tests). His Arithmetic Grade was 2.8 in January (WRAT).

The PPVT results were: (form a) I.Q. 146, (form b) I.Q. 128.

Subject E

Subject E was the younger of two children, the other being a girl. He was eight years old in October, 1975. His record showed trouble from Kindergarten on, such as difficulty counting, inability to do rhyming, and "no idea of sounds". He had been recommended for remedial help at the end of grade one. His grade two report had the comment that he was "very talkative and inattentive". He was placed in the "slow reading group" at the beginning of grade three.

The intern did not find this child to be inattentive or overly talkative. He tried to do assigned tasks but found even the simplest difficult.

The results of the PPVT were (form a, 102; form b, 107). This test was administered in February when the subject was eight years four months old, and showed a mental age of eight years nine months (form a) and eight years two months (form b). The WRAT was administered in January and showed a Grade 2.6 result in Arithmetic.

Results of the Doren Diagnostic Reading Test of Word Recognition Skills showed extreme weakness in all skills tested by this battery, with the exception of letter recognition. His scores on the Woodcock Reading Mastery Tests were as follows: Easy Reading Level, Grade 1.6, Reading Grade, Grade 1.9, and Failure Reading Level, Grade 2.2.

Subject F

This child was nine years old February, 1975. He was the fifth child in a family of seven children. He was considered immature in Kindergarten and "made little progress". In grade one he "showed little interest". A WISC was administered while he was in grade one and the results were: 85 (full scale) V.S 85, P.S. 89. He repeated grade one. In grade two he was in the slow reading group and was "very disruptive", and "disinterested". In June 1975 he was recommended for the slow reading group and for remedial reading for the next school year.

This child was not only retarded in reading but in other subjects. He found spelling, printing and writing difficult. His main problem was lack of interest. He had come to accept failure and was unhappy about the Open Highways Program which he claimed was for stupid people. When told that he would be transferred to the Nelson Program

he showed the first signs of interest. He talked of "catching up" with the group who were already in the Nelson Program, and was very disappointed when he discovered that they would also be moving to a higher level of the program.

He was reading at a Grade 1.5 level at the beginning of grade three when tested with the rest of the class. In November his results for the Woodcock Reading Mastery Tests showed his Easy Reading Level to be Grade 1.5, Reading Grade 1.7, and Failure Reading Level, Grade 2.0. His Arithmetic Grade in January was 2.8 (WRAT). The PPVT results showed an I.Q. of 95 (form a) and 79 (form b).

SUMMARY

This section presented a definition of the retarded reader as found in the related literature. It reported the decision regarding grade placement of the subjects of the internship, and supplied a description of each child concerned.

INSTRUMENTS

The tests which were used during the course of this internship generated information about each subject's verbal aptitude, his reading performance, and his word recognition skills.

Given the situational constraints and the lack of availability of a certified psychometrist, it was felt that the Peabody Picture Vocabulary Test afforded the most reasonable means of estimating verbal aptitude. Anderson and Flax, for example, suggested the Peabody Picture Vocabulary Test is "a reasonably adequate measure of intelligence", and further, "generally, the PPVT demonstrates a close agreement with the WISC.... At age nine and above the PPVT correlates as well with the Verbal or the Performance score as these two correlate with each other" (Anderson and Flax, 1968: 114). Earlier, Helen Robinson (Robinson, 1968: 15), discussing intelligence tests made this statement:

Individually administered tests of intelligence such as the Weschler Intelligence Scale for Children require little or no reading, and have been widely accepted as general measures of reading capacity. But these tests require special psychometric training of the examiner and a great deal of time for individual administration and scoring. Schools simply cannot afford these tests on a broad scale as a means of determining reading capacity.

Thus, the intern is in agreement with Neville's statement that "... the PPVT can serve as a substitute for the administratively more complicated WISC" (Graubard, 1967: 3).

The Woodcock Reading Mastery Tests were used to find the reading grades. These tests are easy to administer, easy to score, and purport

to offer a defensible means for measuring knowledge of letter identification, word identification, word attack, word comprehension, and passage comprehension. The test results reflect three reading grades: Easy Reading Level, Reading Grade Score, and Failure Reading Level. The Manual of The Woodcock Reading Mastery Tests has this description:

The Woodcock Reading Mastery Tests are designed for general school use and teacher training, as well as for clinical and research purposes for which precise measures of reading achievement are needed.

(p. 8)

The scores derived from the tests are defined as follows:

A Mastery Score is derived from the raw scores, and this in turn is used to find the Grade Scores. These are made up of the Easy Reading Level, the Reading Grade Score and the Failure Reading Level. Easy Reading Level is the grade level at which the subject is predicted to perform with 96 per cent mastery the tasks performed with 90 per cent mastery by average students. The Reading Grade Score is that grade level at which it is predicted the subject will perform at 90 per cent those reading tasks at which average pupils at that grade level would also demonstrate 90 per cent mastery. The Failure Reading Level is the grade level at which the subject is predicted to perform with 75 per cent mastery those tasks performed with 90 per cent mastery by average pupils at that grade.

(p. 32)

The Doren Diagnostic Test of Word Recognition Skills was used to identify specific word recognition strengths and weaknesses. In Buros Reading Tests and Reviews, Van Roekel says this about this test, which is made up of twelve subtests:

The contents of the subtests is based on an analysis of the word recognition skills presented in the first three books of five widely used basic reading series.

(Buros, 1968: 5:659)

Verna L. Vickery in her discussion of The Doren Diagnostic Test of Word Recognition Skills Test claims:

In spite of absence of norms, and the length of time for administration, the test should be of value to primary teachers, and to teachers of children in need of remedial help in the middle grades as well.

(Buros, 1968: 5:659)

The following skills are tested by The Doren Diagnostic Test of Word

Recognition Skills

- 1 Letter Recognition
- 2 Beginning Sounds
- 3 Whole Word Recognition
- 4 Words Within Words
- 5 Speech Consonants
- 6 Ending Sounds
- 7 Blending
- 8 Rhyming
- 9 Vowels
- 10 Discriminate Guessing
- 11 Spelling
- 12 Sight Words

PROCEDURES

The purpose of this section is to set forth the procedures carried out in the internship.

The initial step on the internship procedures was, in accordance with Smith's suggestions (Dechant, 1971: 14, 15), to administer a diagnostic battery. Since school tests had already revealed that the subjects

were retarded in reading by at least two years, the diagnosis took the form of determining (1) the I.Q. of each child, (2) his instructional level, and, (3) his strengths and weaknesses in word recognition skills.

After finding the I.Q. scores and the Reading Grades the intern administered The Doren Diagnostic Test of Word Recognition Skills to find a starting point from which to begin the remediation process. Following this a profile was constructed for each child, and remedial measures were devised to correct the weaknesses as identified. Emphasis was placed on those skills in which the children had made the greatest number of errors.

Since these children were deficient in sight words, the intern placed much emphasis upon the acquisition of a good sight vocabulary. The Fry Instant Words were used in flash card drill, sentence framing, chalkboard exercises, and other such instruction contexts. The Dolch Word Cards were used in word games. Each child was encouraged to compile a word bank, to which he added meaningful items as presented during the entire course of instruction.

After the initial diagnosis the intern began to work with the children at the instructional level, the level at which the child makes no more than five uncorrected errors in reading 100 running words at sight and in which his comprehension of the concepts presented is 75 per cent or better (Zintz, 1966: 28). Since they were found to be working at the same grade level the intern worked with them in a small group situation for the reading program. In science, art and crafts, health and social studies they were included in whole class situations.

It became apparent that such involvement gave them a sense of belonging to the class, and since the class had other reading groups who also worked in small group situations for reading activities, this group did not suffer embarrassment.

Shortly after the beginning of the internship period, in accordance with their stated desire, they were transferred from the Open Highways Reading Program to the Nelson Young Canada Readers. This basal reading program was used as a "Springboard into other reading material" (Smith, et al, 1970: 286). They needed, apparently, the security of a structured program, and the intern believed this could best be supplied through the use of an organized program. At the same time supplementary exercises were used, such as teacher-made word games, language activities, commercial reading games, easy reading books, and language charts and stories (See Appendices A and B).

Test results of The Doren Diagnostic Reading Test of Word Recognition Skills revealed that every child was lacking a basic sight vocabulary. The remedy for this was to provide sight words arranged in a sequence of organized difficulty. Since the intern considered it to be a waste of time to teach words they already knew, use was made of the Fry Instant Words and the Dolch Basic Word List to find out what words they did not know. By use of flash cards, word games, sentence frames, and picture word cards an effort was made to build up their sight vocabulary. Every day time was taken for each child to read orally with the intern. In addition, every child was encouraged to read silently from books chosen from the classroom library and from the

Newfoundland Travelling Library Bookmobile.

Carlton and Moore (1968: 11) and Purkey (1970: 15) report a child's self-concept is critical to reading instruction. Therefore, one of the major concerns of the intern was instilling in the children a feeling of self-esteem. This was done by praise and encouragement as well as by offering rewards for necessarily small successes. They were not compared with children in the class who learned more easily. Every child was made to feel that he was good at something. If a child read well he was praised; if he made mistakes, they were remediated, and he was not scolded, but encouraged to try a little harder.

Davies (1971: 153) in discussing motivators, states:

Learning tasks are so organized that students obtain a sense of

- Achievement.
- Recognition
- Responsibility
- Advancement
- Personal growth

He also suggests thinking of motivation as a "general willingness to enter into a learning situation" (p. 150).

Hardy (1974: 867) says that:

Once teachers find out what a child really wants they can use that as motivation for improvement in reading.

The subjects of this internship wanted to read well. They did not want to be thought of as "stupid" or "dumb". They felt that by reading well they would be "smart".

The intern felt that to dwell on the need to establish long-range goals would be no more than an exercise in frustration, and so

short range goals were set, one unit at a time, one book at a time. When one was finished successfully another was begun. Reading material that was easy and interesting was provided and rewards were used to reinforce a feeling of success.

SUMMARY

This section has dealt with the procedures followed during the internship. It listed the diagnostic measures, outlined the activities carried out, and made reference to the fact that a good self-concept is important in learning to read.



CHAPTER IV

RESULTS

This chapter will present the results of the diagnostic testing carried out in the internship. The I.Q. Scores as determined by the Peabody Picture Vocabulary Test will be presented in Table 1. This is the only test for which no posttesting was done. Each of the other tests was run at the beginning of the internship period as pretests, and administered again at the end of the period, as posttests.

Applying the results of the Peabody Picture Vocabulary Test and The Woodcock Reading Mastery Tests, the Bond and Clymer formula was used to determine each child's reading potential. This was necessary in order to find out the degree of reading retardation. The Bond and Clymer formula (Della-Piana, 1968: 41) is as follows:

$$\text{Reading potential} = [(\text{years in school} \times \text{IQ}/100) + 1]$$

Following the administration of the posttests a comparison of the pretest and posttest results was made by the application of t-tests. This was done to find out if there were significant differences between the pretests and posttests.

The Peabody Picture Vocabulary Test was used to ascertain the I.Q. of each child. On this test a score of 100 is considered average. Four of the subjects of the internship were above average, while one was only slightly below, and another was somewhat below average (see Table 1).

Table 1

Peabody Picture Vocabulary Test

Student	CA	R.S.	I.Q.	P.S.	M.A.
A	8 - 3	72	111	80	9 - 2
B	8 - 9	63	86	20	7 - 6
C	9 - 0	72	101	53	9 - 2
D	8 - 5	92	146	98	13 - 7
E	8 - 4	70	107	70	8 - 9
F	10 - 0	68	95	23	8 - 5

Key to Test Abbreviations PPVT

CA Chronological Age
 R.S. Reading Score
 I.Q. Intelligence Quotient
 P.S. Percentile Score
 M.A. Mental Age

The Woodcock Reading Mastery Tests were used to determine the reading grade of each child (see Table 2). Each child's reading potential was then obtained (see Table 3).

Table 2

Woodcock Reading Mastery Tests

Student	Easy Reading Level	Reading Grade Score	Failure Reading Level
A	1.5	1.8	2.0
B	1.5	1.8	2.0
C	2.0	2.3	2.6
D	2.0	2.3	2.6
E	1.6	1.9	2.2
F	1.5	1.7	2.0

The reading potential and the degree of reading retardation of each child are given in Table 3.

Table 3

Reading Potential of Each Student

Student	Age	Years in School	Reading Grade	IQ	Reading Potential	Reading Retardation
A	8 - 3		1.8	111	4.6	2.8
B	8 - 9		1.8	86	4.2	2.4
C	9 - 0		2.3	101	4.6	2.3
D	8 - 5		2.3	146	5.6	3.3
E	8 - 4		1.9	107	4.6	2.7
F	10 - 0		1.7	95	5.3	3.6

From this table we can see a range of reading retardation from 2.3 to 3.6 grades.

In order to pinpoint specific strengths and weaknesses The Doren Diagnostic Test of Word Recognition Skills was used. The results of this test are reported in Table 4.

Table 4

Doren Diagnostic Test of Word Recognition Skills

Student	Skills											
	1 (30)	2 (25)	3 (45)	4 (30)	5 (20)	6 (35)	7 (20)	8 (40)	9 (90)	10 (15)	11 (20)	12 (25)
A	27	19	40	20	14	24	10	20	51	8	6	4
B	30	16	40	21	16	26	9	20	56	5	8	2
C	25	19	34	22	18	25	10	20	63	11	8	7
D	27	20	43	21	17	31	15	24	67	12	11	10
E	24	15	36	21	10	20	12	21	47	5	6	7
F	26	18	41	15	16	26	7	21	50	5	10	1

At the conclusion of the internship period the intern again administered The Woodcock Reading Mastery Tests and The Doren Diagnostic Test of Word Recognition Skills. The following tables contain the results of these tests.

Table 5

Woodcock Reading Mastery Tests (Post-Test)

Student	Easy Reading Level	Reading Grade Score	Failure Reading Level
A	2.6	2.9	3.4
B	2.5	2.8	3.2
C	2.8	3.5	4.6
D	2.9	3.3	4.1
E	2.2	2.5	2.8
F	2.2	2.5	2.8

Table 6

Doren Diagnostic Test of Word Recognition Skills (Posttest)

Student	Skills											
	1 (30)	2 (25)	3 (45)	4 (30)	5 (20)	6 (35)	7 (20)	8 (40)	9 (90)	10 (15)	11 (20)	12 (25)
A	28	22	42	25	18	29	12	27	68	13	14	14
B	30	20	42	25	16	33	14	34	78	13	13	15
C	27	23	45	29	20	31	19	32	79	13	13	20
D	29	24	44	27	19	32	15	29	76	14	15	18
E	27	20	42	28	17	29	9	31	71	12	14	15
F	24	22	42	27	19	28	12	29	79	10	13	19

Table 7

A Comparison of The Pretest and The Posttest Scores
on The Woodcock Reading Mastery Tests

Subject	Pretest	Posttest	Easy Reading	
			D	D ²
A	1.5	2.6	1.1	1.21
B	1.5	2.5	1.0	1.00
C	2.0	2.8	.8	.64
D	2.0	2.9	.9	.81
E	1.6	2.2	.6	.36
F	1.5	2.2	.7	.49
			5.1	4.51

$$t = \frac{5.1}{.21} = 24.29$$

$$df = 5$$

For 5 df we require a t of 6.859 at the .05 level of significance for a one tailed test.

The observed value to t is well above the required. Therefore the difference between the means is significant.

Table 8

A Comparison of the Pretest and Posttest Scores
on The Doren Diagnostic Test of Word Recognition Skills

Subject	Pretest	Posttest	average %	
			D	D ²
A	62	79	17	289
B	63	84	21	441
C	66	89	23	529
D	75	87	12	144
E	52	80	28	784
F	55	82	27	729
			128	2916

$$t = \frac{128}{18} = 7.11$$

$$df = 5$$

For 5 df we require a t of 6.859 at the .05 level of significance for a one tailed test.

The observed value of t is 7.11 - which is well above the required 6.859. Therefore the difference between the means is significant.

SUMMARY

This chapter presented the results of the pretests and posttests. Within the limits of the instruments employed, it would appear that every subject demonstrated definite progress in reading performance and an awareness of word recognition skills.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

This chapter will present implications of the findings of the internship, recommendations which are generated from the same, and a brief summary of the process.

DISCUSSION

The intern feels that the results show it is possible for a classroom teacher to pursue successful corrective measures within the classroom. The constraints of this study, however, were such that it does not show the possible negative effects of a corrective program on the other children in the class, since corrective measures must be carried out in addition to the regular classroom schedule.

In any classroom situation, no student is so self-sufficient that he might not require assistance at any time. For the teacher to do justice to all students, and, at the same time, carry out a corrective-remedial program, one variable would seem to be of paramount importance: the size of the class. The intern believes that the subjects of this internship had become retarded readers mainly because of a lack of individual attention.

It appears the success of a corrective-remedial program depends largely upon (1) teacher proficiency, (2) the availability of diagnostic tools, and (3) class size.

Along with Smith (Robinson: 1962, 48, 49) the intern believes that a systematic approach is important in the teaching of reading. Such an approach begins where the child is and goes on from the simplest reading skills, if necessary, to increasingly more difficult ones. Just as the beginning reader must start with the most basic reading skills, so the retarded reader must either be taught the skills he has missed, or be retaught those skills he has forgotten. With the beginning reader the teacher usually can safely assume that the student must begin at the beginning. With the corrective or remedial student, however, this assumption cannot be made. It is, therefore, of extreme importance that diagnosis be carried out, and the results used to know where to begin, as well as to provide correction. Without diagnosis, how is the teacher to know where the child is, and what skills in the hierarchy he has missed? In the current practice of leaving diagnosis to the visiting consultant, valuable time is lost, and, what is more, the results might simply end up in a file and nobody receive any benefit.

RECOMMENDATIONS

The following recommendations are submitted:

- (1) Class size should be reduced, with particular emphasis on this in the primary grades.
- (2) Either a course in immediately-applicable tests and measurements should be provided in the degree program for primary and elementary teachers, or in-service training should be provided to enable teachers to become familiar with the various

diagnostic tools that are available.

- (3) The Department of Education and School Boards should recommend that diagnostic instruments be supplied to teachers, and that these be used regularly as a part of the instructional process.

SUMMARY

This internship extended over a period of six months. The subjects were the members of the low reading group of the intern's grade three class. According to tests employed the group ranged from dull-normal to bright-normal intelligence. The diagnosis revealed that each child was a retarded reader. Following the remediation process, which consisted of diagnostic-prescriptive teaching, posttests were administered, and t tests applied to the results. Statistical analyses showed that there was a significant difference between the pretest and posttest results.

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APPENDIX A

Sample Unit of
Reading-related Activities,
used as part of the Internship program.

CONTENTS

Lesson 1.....Concepts

Comparison

Contrast

Labelling

Lesson 2.....Brainstorming

Questions/Answers

Writing

Description

Lesson 3.....Viewing

Discussion

Transcribing (Writing down what they have to say)

Dictation (Children dictate--teacher writes, or uses
tape-recorder and writes later)

Lesson 4.....Questions/Answers

Reading

Lesson 5.....Extrapolation

Using Imagination

Transcribing

Lesson 6.....Field Trip

Follow-up: Art--Recording what they have seen

Lesson 7.....Story Writing

Pre-writing activities

Writing

Display

Lesson 8.....Reading aloud: Children read each others' stories

BEHAVIOURAL OBJECTIVES

At the end of this unit the children will ...

--be able to identify different varieties of apples by name

--be able to make comparisons (tell how they are alike)

--be able to tell the differences between the different varieties

--be able to match names to the corresponding pictures

--give at least five uses of apples (orally)

--write descriptive words (e.g.) good, sweet etc.)

--dictate sentences using descriptive words

--read the sentences they have written

--make up short stories using vocabulary introduced in unit.

LESSON I

THE DISCRIMINANT AND THE DISCRIMINABLE

ORAL

Show children an apple and have them identify it, then follow the correct response with an apple of another variety. Continue to do this until they have identified several varieties of apples as "apples". Then if they do not already know the variety names the teacher will tell them "This is a Red Delicious" or "This is a Gravenstein apple" until each variety has been named.

After they have identified the varieties have them compare and contrast the varieties. As they tell how the apples are alike the teacher will write the answers on a large sheet of newsprint to be displayed in the classroom for use when the children begin to write sentences or stories later in the unit. On a separate sheet the differences will be written.

FOLLOW-UP ACTIVITY

Children will cut out pictures of apples from magazine advertisements and paste them on posters. The variety names will be printed under each apple.

Draw, color and label apples.

If labelled pictures of different varieties are available they can be mounted and displayed so that children's learning can be reinforced by referring to the pictures.

LESSON 2.

ORAL

Review the names learned in Lesson One.

Ask question "How many things can we do with an apple?"

Write answers on large sheet of newsprint.

Seatwork

Give children sheets of plain paper with an apple outline.

Teacher will also have a large apple outline to display. As children think of words to describe apples the teacher will write the words in the large outline and children will copy these words in their outlines. These words will be kept for use in writing sentences.

E.G.

JUICY GOLDEN
SWEET GREEN
SOUR WORMY
TART
GOOD
DELICIOUS

LESSON 3.

Viewing: Show a film (e.g. X 634/A Apples 10 min. Color)
OR a filmstrip about apples.

Discussion: Talk about film

Follow-up: Abler children write their own short sentences.
Those less able dictate sentences to teacher. All sentences
to be written and kept to be read.

LESSON 4

ORAL: Teacher asks a question such as "Where do you think we
got our first apple trees?" OR "Where do we get apples?"
This should spark a lively discussion.

Follow-up: Read the story of Johnny Appleseed or a
similar story.

OR Read poems about apples.

OR Children read in groups to each other short
poems or stories featuring apples in some way.

LESSON 5.

Using MAGIC SEASONS read and discuss pages 6 to 12 "Spray for a
Friend" where 'Giganto Spray' is used to spray a pumpkin so that it
becomes a talking pumpkin, or "friend". Have children relate this to
apples. What would happen if magic spray were used on an apple?
Then let them turn to page 19 and find the apples.

In this lesson children are required to use their imagination.

Follow-up: Write down their answers on large sheet of newsprint. Display this in classroom for future use.

LESSON 6.

Depending on the season, take children either to a rural area where they may see apple trees, perhaps even pick some apples, or to the supermarket or fruit store where they can see and buy different kinds of apples.

Follow-up: Have children talk about their trip.

Prepare large sheets of newsprint and paints or crayons. Have them draw or paint apple trees.

LESSON 7.

STORY WRITING

Pre-writing: Have children close their eyes and think about apples. Tell them to think of the things they have already learned about apples. Then get them to talk about the things they remember. Then refer to the sentences that they have written which are still on display. Remind them that these sentences are there to be used, and also refer to the words that they have used to describe apples earlier, and which are written in the apple outline.

Writing: Have them write short stories. These stories will be displayed on a bulletin board.

When writing the children will be encouraged to look on the word list for words they are not able to spell, or to ask the teacher for the spelling, but they will not be penalized for spelling errors.

LESSON 8.

Writers need an audience. The stories written in lesson 6 can be read now. Children may exchange their stories and read them, or each child may read his own story aloud. This will result in some children wanting to write better stories. As better stories are written the children can remove the earlier stories from the board and keep them in a story book, or if space allows the better stories can be placed after the first efforts to show how the children are progressing.

This unit can be used over and over, the only changes necessary being the topic and, as children progress, the expansion of sentences by length, variety and more precise nouns, verbs and modifiers.



Activities

Analogies

Have children complete analogies. For example:

Black is to white as small is to _____

Woman is to man as girl is to _____

Sun is to day as moon is to _____

Similes

Have children complete similes. For example:

As cold as _____

As green as _____

As black as _____

As sweet as _____

Antonyms

Have children complete second sentence by using the opposite of the last word in the first sentence.

Tommy was sad. Jane was _____

Jim is tall. Sally is _____

Father elephant is old. Baby elephant is _____

He walked slowly. I ran _____

Homonyms

Have children choose the correct word and underline it.

Games

Search

Purpose: To provide practice on basic sight words or on phrasing.

Materials: 3 or more identical packs of word cards, or three or more identical packs of phrase cards.

Instructions

Three or more children sit around a table, each with a pack of cards which are identical to those of the rest of the players.

One child looks at his pack and calls a word (or phrase).

The remaining players then see who can find the same word first. The child who does places the card face up in the middle of the table and scores a point for himself. Play continues until a certain number of points are scored by an individual.

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APPENDIX B

SOURCE BOOKS FOR TEACHERS

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SKILL DEVELOPMENT MATERIALS

Imperial International Learning Inc.
Box 548, Kankakee
Illinois 60901

Ideal School Supply Company
Oak Lawn
Illinois 60453

Benefic Press
1900 North Narragansett
Chicago, Illinois 60639

Bureau of Publications
Teachers College
Columbia University
New York, N.Y. 10027

Garrard Publishing Company
1607 No. Market Street
Champaign, Illinois 61820

Reader's Digest Services, Inc.
Pleasantville, N.Y. 10570

Learning the Consonant
Blends With Amos and His Friends

Ideal Print--Script Word
Builder
Sets I and II

Phonics Book I
Phonics Book II
Phonics Book III

Standard Test Lessons in
Reading (McCall-Crabbs)
Book A

What The Letters Say
Basic Sight Vocabulary
(Sets I and II)
Picture Word Cards
(95 Commonest nouns)
Sight Phrase Cards
A Sound Matching Game
Vowel Cards
Consonant Cards
Vowel Lotto

Reader's Digest Skill Builders
Level I, Parts A, B, 1 & 2
Level 2, Parts 1, 2, 3.

HIGH INTEREST--LOW VOCABULARY BOOKS

Publisher	Series	Interest Level (Grade)
Field Educational Publications, Inc. Portland, Oregon, U.S.A.	Jim Forest Readers	1.7--3.1
Science Research Associates (Canada) Ltd. Don Mills, Ontario	SRA Basic Reading Series	1--3
W.J. Gage, Ltd. Toronto	Language Experience Reading Program	1--3
Bowmar Publishing Co. 622 Rodier Drive Glendale, California 91201	Bowmar Primary Reading Series	0.5--3.5
E.J. Arnold & Son Ltd. Leeds	The Griffin Readers	1--3
Thomas Nelson & Sons (Canada) Ltd. 1972 Don Mills, Ontario	Venture Books	K--3

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----- Fish 1971

----- Frogs 1971

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Walt Disney's Cinderella. Random House, New York. 1974.

Zion Harry the Dirty Dog. New York: Harper & Row, 1956.

TESTS

American Guidance Service, Inc.
Publishers' Building
Circle Pines
Minnesota 55014

Doren Diagnostic Reading Test
of Word Recognition Skills

Woodcock Reading Mastery Tests

Peabody Picture Vocabulary Test

