

**A REMEDIAL READING PROGRAM
BASED ON CHILDREN'S INTERESTS**

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A REMEDIAL READING PROGRAM
BASED ON CHILDREN'S INTERESTS

An Independent Study
Presented to
the Graduate Council of
Austin Peay State University

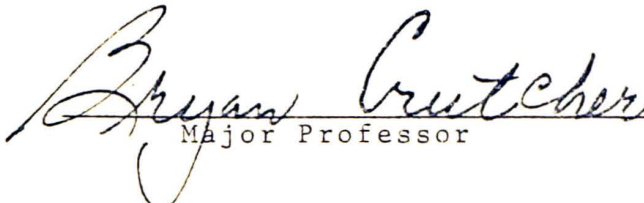
In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Carol Taylor Tarpley

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To the Graduate Council:

I am submitting herewith an Independent Study written by Carol Taylor Tarpley entitled "A Remedial Reading Program Based on Children's Interests". I recommend that it be accepted in partial fulfillment for the Specialist in Education degree.


Major Professor

We have read this Independent Study and recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the Graduate Council:


Dean of the Graduate School

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Chapter 1

INTRODUCTION

Tinker and McCullough stated that children's interests greatly influenced their attitudes toward reading and also their progress in reading.¹ Estes and Vaughn felt that interest was as potent a factor in comprehension as difficulty of material. They stated that in testing and teaching, both interest and difficulty were to be considered if pupils have successful experiences in reading.²

Robinson reported that students came to school with a system of interests which greatly determined what they saw and heard, remembered and forgot, thought and said, and what they gladly did or did not do without duress.³ If children were sufficiently interested they could read successfully above their measured reading ability.⁴

¹Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading, (New York: Appleton-Century-Crofts, Inc., 1962), p. 275.

²Thomas H. Estes and Joseph L. Vaughn, Jr., "Reading Interest and Comprehension: Implication", The Reading Teacher, XXVII (November, 1973), p. 153.

³Helen M. Robinson, ed., Developing Permanent Interest in Reading, (Chicago: University of Chicago Press, 1956), p. 6.

⁴Sidney William Shanyer, "Some Relationships Between Reading Interests and Reading Comprehension", (Doctoral Dissertation), cited by Margaret Markwell, "Literature in the Elementary School--What For?", Elementary English, L (May, 1973), p. 740.

Interest has played an important part in the ability of students to read. Teachers have not readily accepted their responsibility of considering the interests of their students when reading programs were planned. Pratt stated that it was also the responsibility of the teacher to arouse new interests in their students.⁵

STATEMENT OF THE PROBLEM

The purpose of this study was to develop a remedial reading program based upon each student's individual interests. This program included the students from one class of the Fifth Grade at Charlotte Elementary School, Charlotte, Tennessee, who needed remedial work in reading within the regular classroom. Individual interests determined the books and stories read by the students and were used to compose and select materials used in skills development and reading improvement.

DEFINITION OF TERMS

For the purpose of this study, the following definitions applied to these terms:

1. Individualized reading. Reading taught through providing a number of books from which the child selects those he wants to read and is able to read, proceeding at

⁵Richard Pratt, Contemporary Theories of Education, (Scranton, Pennsylvania: Intext Educational Publishers, 1971), p. 127.

his own pace; diagnosis of needs and needed instruction are given during an individual conference.⁶

2. Interest. A subjective-objective attitude, concern, or condition involving a percept or an idea in attention and a combination of intellectual and feeling consciousness; may be temporary or permanent, based on native curiosity, conditioned by experience.⁷

3. Interest inventory. A series of questions concerning the objects or activities which the individual likes, prefers, or in what he has interest. A checklist used to determine the interests of children or adults; the results of such inventories are often employed by reading specialists to motivate retarded or reluctant readers.⁸

4. Reading program. A planned instructional program in reading as contrasted with incidental teaching of reading or with unskilled and unplanned reading instruction.⁹

5. Remedial instruction. Specific instruction based on comprehensive diagnostic findings and intended to overcome any particular learning deficiency of a pupil.¹⁰

⁶Carter V. Good, ed., Dictionary of Education, (New York: McGraw-Hill, 1973), p. 474.

⁷Ibid., p. 311.

⁸Ibid., p. 316.

⁹Ibid., p. 447.

¹⁰Ibid., p. 306.

6. Teacher-student conference. The face-to-face communication of the teacher with the individual pupil or with a small group of pupils, designed to help direct learning efforts through conference activities in such fields as planning, evaluation, expectations, responsibilities, behavior, cultivation of new interests, goal-setting, and discussion of pertinent material in the pupil's personal record folder.¹¹

METHODOLOGY

This reading program was based upon student interests as determined by a teacher-constructed interest inventory and informal teacher-student conferences. The teacher-constructed informal reading inventory was adapted from one constructed by Wilma Miller.¹² (See Appendix A.) Students were tested to determine their reading levels and their IQ scores by the Slossen Oral and Slossen IQ tests respectively. Fifth Grade students reading on the 4.0 level or less with at least an IQ of 90 were included in the program. There were approximately eight to ten students out of a class of 40 to meet these standards.¹³

¹¹Ibid., p. 127.

¹²Wilma H. Miller, Reading Diagnosis Kit, (New York: The Center for Research in Education, Inc., 1974), p. 233.

¹³Delwyn G. Schubert and Theodore L. Torgerson, Improving Reading in the Elementary School, (Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1963), p. 1.

Reading materials were gathered by both the students and the teacher. The students were asked to accumulate books, magazines, articles and any other materials that pertained to their interest areas. The teacher collected materials from several sources, among which were the county library, the school library, other teachers, old textbooks, and discarded magazines and pamphlets. These materials were stored separately according to subjects and were color-coded to match a "Reading Wheel". This device enabled the students to record the books they read. The wheel was divided into sections for the various types of books, such as, animal stories, mystery stories, and science stories. Each section was a different color and the materials pertaining to that section were marked with the same color.¹⁴

The students' weaknesses in reading skills were determined by a checklist based upon the behavioral objectives of the Wisconsin Design for Reading Skill Development. This checklist served as the pre- and post-assessment for the students' gains in skill development. (See Appendix A.)

Activities for skill development and improvement were constructed according to the students' weaknesses and interests. The testing materials were the only materials not interest-oriented. The use of interests in constructing material for skills development was the prime concern.

¹⁴ Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, (New York: Macmillan Company, 1966), p. 310.

A variety of methods for teaching reading skills was used. A four-step procedure was followed in carrying out the instruction of each child.

(1) Identify the interests of the students.

(2) Test the students to identify specific performance objectives.

(3) Teach for the objective with those students who show that they need instruction.

(4) Test again, supplying additional help to those not attaining the objective.

SIGNIFICANCE TO EDUCATION

Teachers have constantly searched for new and different ways to excite students about reading. Any innovative idea that promised to motivate students and improve their reading ability was welcomed. Although much has been written about the importance of students' interests, less has been written concerning how to use those interests to develop and improve important reading skills and attitudes, especially of the remedial student. The author believed that such a study would help improve reading instruction and consequently, the reading ability of the students concerned.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The purpose of this study was to develop a remedial reading program within the regular classroom based upon each student's individual interests. The review of educational literature was to relate other studies and opinions to the researcher's area of study.

The researcher found it necessary to review literature in the areas of Individualized Reading programs, remedial reading, students' interests in reading, and reading skills development. The materials used were found in the Felix B. Woodward Library, Austin Peay State University, Clarksville, Tennessee.

INDIVIDUALIZED READING PROGRAMS

West defined the individualized method of reading instruction as a way of thinking about reading which was based on an attempt to provide for individual differences while recognizing interest and purpose as important factors in the learning process. The method allowed each child to develop at his own pace rather than at a pace set at normal for his age group. Individualized programs provided for reading activities which develop the needed reading

skills.¹

O'Connor felt that the first step in an individualized reading program was for the teacher to acquaint themselves with each pupil's IQ, previous reading record, health, temperament, hobbies, interests, and home life. Then, instruction began where the students read with fluency and comprehension.²

West listed five basic elements common to all individualized reading programs in the middle grades: (1) materials of instruction, (2) organization of the classroom, (3) conferences and records, (4) instruction and creative activities, and (5) evaluation of growth in reading.³ The author chose these elements as a guide for developing this section on individualized reading.

Materials

A diagnostic test was one of the basic materials for the individualized program. This test was necessary in order to determine what skills the students possessed and what skills they were lacking.⁴ Many teachers used a checklist for their testing of skills and for this reason

¹Roland West, Individualized Reading Instruction, (New York: Kennikat Press, 1964), p. 37.

²Lulu Yost O'Connor, "Individualized Instruction in Reading", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), p. 35.

³West, op. cit., p. 38.

⁴Ibid., p. 51.

it was called an indispensable tool. Checklists were used to keep an accurate check on each child's mastery of the reading skills.⁵

The second type of basic material was the books, games, and other activities in which the students engaged in order to improve their reading skills. The essential criteria for this material was that it was easily understood by the pupils and that it contributed to their needs.⁶

Veatch recommended a minimum of three different titles of books per child in the individualized classroom. These books should range from below the achievement level of the slowest readers to a grade or two above the highest level.⁷

Schubert and Torgerson favored reading games. They stated that games aroused interest and provided needed motivation. It was their opinion that effective games were enjoyable and provided meaningful practice in terms of the reading difficulties of the students.⁸

⁵Ibid., p. 101.

⁶Lessie Carlton and Robert H. Moore, "Individualizing Reading", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), p. 18.

⁷Jeannette Veatch, Individualizing Your Reading Program, (New York: G. P. Putnam's Sons, 1959), p. 41.

⁸Delwyn G. Schubert and Theodore L. Torgerson, Improving Reading in the Elementary School, (Dubuque, Iowa: Wm. C. Brown Co., 1963), p. 71.

Schmidt felt that activities completed by the students should be made so that they were easily corrected by the students themselves. He favored such materials as the programmed materials which allowed students to proceed with as little teacher assistance as possible.⁹

Barron gave three criteria for selecting materials for skill development. First, the materials selected should teach only one skill at a time. Second, the materials should be self-instructional. Third, as much of the material as possible should be student correctable.¹⁰

Tinker and McCullough found that teachers who succeed in individualizing reading accumulated materials into a unit resource file. Some units followed the divisions and subjects areas of their basal readers. Other units dealt with topics known to be of interest to their students.¹¹

Organization of the Classroom

Individualization required some special organization. Planning was necessary in order for the program to run smoothly. Needless interruptions and distractions were

⁹Ted H. Schmidt, "Individualization: Remaking the Reading Program", Teacher, XCI (January, 1974), p. 40.

¹⁰Ruth J. Barron, "An Individualized Reading Programme--At the Grade 6 Level, A Practical Approach", Reading Improvement, X (Winter, 1973), p. 22.

¹¹Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading, (New York: Appleton-Century-Crofts, Inc., 1972), p. 266.

kept to a minimum. Each child was to know exactly what he was to do and the materials and equipment necessary for his work was to be at hand.¹² A place in the room was set aside for books where a number of students could make their choices without crowding each other. A place for teacher-student conferences was also needed so that quiet could be assured.¹³

Conferences and Records

One of the elements that usually distinguished individualized reading from "free reading" was the provision for individual discussion and instruction involving the teacher and the pupil.¹⁴ Bond and Wagner suggested that teacher-pupil conferences be held at least once or twice a week for five to ten minutes each. During the conference, the teacher was to find out what each student had read, evaluate their comprehension, take note of special needs and difficulties, and give specific help in weak areas.¹⁵

Oral reading played an important role during many conferences. It enabled the teacher to observe specific

¹²O'Connor, op. cit., p. 33.

¹³Veatch, op. cit., p. 43.

¹⁴Mary Emma Melien, "Individualizing: To Stimulate the Slow Reader", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), p. 69.

¹⁵Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, (New York: Macmillan, 1966, p. 87.

difficulties which might have affected the child's ability to comprehend the material.¹⁶

In individualized reading programs, both the teacher and the students kept records of progress. Each child had a list of the books he had read and made some notation concerning how he chose to report on them.¹⁷ The teachers kept records on each student's skill weaknesses. These records indicated the kinds of short-term instructional groups which needed to be established.¹⁸

Melien conducted a study of 111 middle-grade teachers who used the individualized approach. She found that the most frequent methods used for keeping records of the student's reading were filing cards, student notebooks, charts, and written reports. The activity which took place most often in the conference was the child's telling the story in his own words.¹⁹

Frazier's opinion was that the best methods of record-keeping grew out of the growing experiences of the teachers as they continued in an individualized program.²⁰

¹⁶ Roland West, Individualized Reading Instruction, (New York: Kennikat Press, 1964), p. 87.

¹⁷ Melien, op. cit., p. 45.

¹⁸ West, op. cit., p. 100.

¹⁹ Melien, op. cit., p. 68.

²⁰ Alexander Frazier, "Individualized Reading; More Than New Forms and Formulas", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), p. 15.

Evaluation of Growth in Reading

Various opinions were found concerning how often and by what means evaluation was to take place. Richstone felt that student progress was best evaluated at least once a month with an informal test.²¹ Guszak wrote that teachers often reported specific achievement found by comparing the checklist of skills gains and the students' goals. He felt that evaluation should be more of a pupil process where each student assessed his skills growth as measured by the checklist. This caused the students to become more competent in the evaluation of their products.²²

Research in Individualized Reading

Johnson conducted a research project to study the results of basal and individualized reading programs. He found that students in individualized reading classes achieved at least as well and perhaps better than the pupils in basal reading programs.²³

Rothrock surveyed 150 teachers to discover their experiences with and their reactions to individualized

²¹ May Richstone, "Now You Can Begin an Individualized Reading Program", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), p. 49.

²² Frank J. Guszak, Diagnostic Reading Instruction in the Elementary School, (New York: Harper and Row, 1972), p. 278.

²³ Rodney H. Johnson, "Individualized and Basal Primary Reading Programs", Elementary English, XLII (December, 1965), p. 904.

reading. The survey was concerned with five areas: (1) how widely individualized reading was used, (2) who used it, (3) who had tried it but had abandoned the idea, (4) who had never used it, and (5) what were the influences and trends of individualized reading. The results of the survey showed that eighty-six percent of the teachers were using the individualized approach to some degree. Those that used the method felt that the advantages were (1) the students proceeded at their own pace, (2) greater reading interest was created, (3) individual differences were better met, and (4) there were better pupil-teacher relationships. One-third of the teachers believed that the individualized method was increasing in popularity and about half believed that it had a real influence upon the teaching of reading.²⁴

West reported on a study which compared reading gains of students in individualized reading programs to gains of students in basal programs. It was determined that there was no significant difference between the gains of the two groups. However, the individualized group showed greater interest in reading and read more books than the students in the basal programs.²⁵ He summarized

²⁴ Dayton G. Rothrock, "Teachers Surveyed: A Decade of Individualized Reading", Individualizing Instruction in Reading and Social Studies, ed. by Virgil M. Howes, (London: Macmillan, 1970), pp. 85-90.

²⁵ West, op. cit., p. 126.

the finding of past experimental studies which compared the two methods and concluded that there was no significant loss in reading achievement when basal reading programs were replaced by individualized methods. Also, students that were in individualized programs had more positive attitudes toward books and reading, and therefore, they read more. There was strong evidence that individualized programs helped teachers to perceive their students as individuals rather than as groups or classes.²⁶

REMEDIAL READING

Stahl stated that remedial reading was no different from other kinds of reading since the techniques used were the same as those used in presenting any new material. The children who needed remedial reading missed the significance of the reading process from the beginning. As a result of continued failure, they developed emotional problems as well as reading problems. Therefore, the problem of remedial reading was often two-fold. First, to re-present the process of reading; and second, to build new confidence and to overcome the student's aversions to reading.²⁷

Dolch gave five steps in the remedial reading

²⁶ Ibid., p. 128.

²⁷ Stanley S. Stahl, Jr., The Teaching of Reading in the Intermediate Grades, (Dubuque, Iowa: Wm. C. Brown, Co., 1965), p. 93.

procedure. First, the teacher discovered each student's present reading level. Next, the student's sight word vocabulary was built up and practice was given on speeding up recognition of new words. Thirdly, help was given in applying phonic generalizations to words in order to "sound" them "out". The fourth step was to develop comprehension and the last, and most essential step, was to provide the student with much interesting reading on his level.²⁸

O'Bruba listed ten basic principles of a remedial reading program:

1. The general principles of teaching remedial reading are the same as teaching reading in a developmental program, except for class organization and the selection of materials to suit the children.
2. Respect for the child and acceptance of his own best rate of learning.
3. Materials written on the child's instructional level.
4. Motivated free reading, establishment of appropriate sight word vocabulary, strengthening of word perception skills, and development of comprehension skills and practice in purposeful silent and oral reading.
5. Teaching should be diagnostic.
6. A program for children with IQ's of above 89.

²⁸Edward William Dolch, A Manual for Remedial Reading, (Champaign, Illinois: Garrard Press, 1945), p. 54-55.

7. Seriously retarded rapid learners should receive first consideration in a program of remedial reading.
8. Continuing improvement should be the goal.
9. Daily sessions of 45 minutes are most apt to produce results.
10. Greatest progress is made where groups number from three to five.²⁹

The Remedial Reading Student

The remedial reading student was said to be a student where the relationship between their mental age and their reading age indicated a retardation factor of a year or more. Children with IQ's of 90 and above were generally considered above the "slow learner" group and very capable of improved reading ability.³⁰

Research in Remedial Reading

Margaret Fiedler reported on a four-year followup study where students' values concerning reading were shown to have improved. Twenty-nine graduating seniors, of whom all had received remedial help, were given a followup inventory of questions that were identical to an inventory they had taken when they started the remedial program. Responses to the questions were evaluated by comparing

²⁹William S. O'Bruba, "Basic Principles for Teaching Remedial Reading in the Classroom", Reading Improvement, XI (Winter, 1974), p. 9.

³⁰Stahl, op. cit., p. 94.

the quality of their original responses with those on the followup and by categorizing the types of change. A summary of all the data indicated positive gains of sixty-two percent. This study suggested that remedial help produces the kinds of results that would be most unlikely to come from retarded readers who received no help. Fiedler stated that the results supported the conviction that remedial reading programs had more far-reaching effects than was generally realized.³¹

Bruce Balow reported on two studies that tended to prove that reading disability was reduced during the time students received help in reading but that this improvement slowed or stopped when the remediation was discontinued.³²

A study conducted by Donald Dittman revealed that students who had reading programs continued to do poorly on standardized tests even after they had received remedial help. However, these same students who needed the help and received it performed better in their school work than those students who needed help but did not receive it.³³

³¹Margaret Fiedler, "Did the Clinic Help?", Journal of Reading, XVI (October, 1973), p. 25.

³²Bruce Balow, "The Long Term Effect of Remedial Reading Instruction", The Reading Teacher, XVIII (April, 1965), p. 585.

³³Donald Dittman, "Reading Clinics--Success or Failure?", Educational Leadership Research Supplement, XXXI (May, 1974), pp. 710-711.

READING INTERESTS OF STUDENTS

Much was written about the influence of interests, likes, or preferences on student achievement. Students were as different in their interests as they were different in their mental abilities and achievements. Because the interests of students were such an important factor in their motivation many educators have begun to identify these interests and use them in the learning process.³⁴

Miller said that it was especially important to determine the interests of reluctant readers and disabled readers so that they could be used as motivation to read for pleasure. Interest often evoked effort.³⁵

The etymology of the word interest, inter and esse, to be between, suggested that there was no gulf between material that interested students and their ability to grasp it. When a student has shown interest in a problem or subject, that was evidence in itself that there was unity between the subject and the student.³⁶

Research in Interests

The most well-known research in students' interests

³⁴ Edward W. Smith, Stanley W. Krouse, Jr., and Mark M. Atkinson, The Educator's Encyclopedia, (New Jersey: Prentice-Hall, 1961), pp. 433-435.

³⁵ Wilma H. Miller, Reading Diagnosis Kit, (New York: The Center for Research in Education, Inc., 1974), p. 233.

³⁶ Paul Monroe, ed., Cyclopedia of Education, (New York: Macmillan, 1926), p. 472.

was conducted by George Norvell (1950) over a period of twenty-five years. He discovered that sex differences were the most significant factor in determining students' reading interests. The findings indicated that girls and boys had reading interests which differed significantly. Norvell felt that age and intelligence did not make great differences in students' reading interests. However, he did find that girls sometimes liked books written for boys, but boys disliked books for girls at all times. He also discovered that boys liked adventure stories, animal stories, mystery stories, sports stories, and humorous stories, while girls liked romance stories, family life stories, school stories, patriotic stories, humorous stories, and some adventure stories.³⁷

Walby found that the interests of girls and boys began to diverge in the middle grades. Boys enjoyed animal stories and tales of other lands. Girls continued to enjoy imaginative stories and stories of home and school. Girls read more than did the boys, but they had a more narrow range of interests. The dominant interest for both was fiction. They would read informative material if it was well written. Gifted students read more and in a wider range. They also read more informative material.³⁸

³⁷ Miller, op. cit., p. 234.

³⁸ Grace S. Walby, "Survey of Current Reading Interests In Grades Four Through Six", Developing Permanent Interests in Reading, ed. by Helen M. Robinson, (Chicago: University of Chicago Press, 1956), p. 56.

Feely, in a study of middle-grade students, found that race was not an important factor of interest. But she did conclude that social class influenced interest in fantasy. Students from the lower social-economic class, especially girls, preferred fantasy significantly more than did middle or higher class children.³⁹

Determining Interests of Students

Several methods of determining student interests have been implemented. Strang, McCullough, and Traxler listed the following: check-lists of titles, check-lists of interests, interviews, and questionnaires.⁴⁰ Picture category inventories have been developed so that information could be collected from non-reading students.⁴¹ Miller felt that the best way to determine interests was to talk with the students informally. However, she suggested that an interest inventory supplement informal discussions when dealing with large groups of students.⁴²

An interest inventory was defined as a diagnostic

³⁹Joan T. Feely, "Interest Pattern and Media Preferences of Middle-Grade Children", Elementary English, LI (October, 1974), pp. 1006-1008.

⁴⁰Ruth Strang, Constance M. McCullough, Arthur E. Traxler, The Importance of Reading, (New York: McGraw-Hill, 1961), p. 120.

⁴¹Kay Dian Brown and Gerald H. Krockover, "A Reading Preference Test: Rationale, Development and Implementation", Elementary English, LI (October, 1974), pp. 1003-1004.

⁴²Miller, op. cit., p. 234.

device which enabled the teacher to determine the interests of students. Interest inventories were given to individuals or to groups.⁴³ Inventories were either teacher-made or were copies or adapted from any of several that were published. Miller listed several areas for teachers to consider if they planned to construct their own inventory. Such areas as the following were included: hobbies, favorite after-school activities, favorite television programs, favorite types of books, use of the public library, and types of books and magazines found in the home. Each inventory was evaluated informally after being completed by the students, to determine their specific interests. These interests were then noted in the teachers' records for each child.⁴⁴ Borg and Wagner stated that often the best inventories were the ones constructed by the teachers themselves.⁴⁵

Fishman warned teachers using interest inventories with the culturally disadvantaged. He felt that these students often did not show interest where it existed due to lack of support from their families, neighborhoods, or peer groups. This reflected a need for the teacher to start with current interests as a foundation and add

⁴³ Ibid.

⁴⁴ Miller, op. cit., p. 235.

⁴⁵ Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, (New York: Macmillan, 1966), p. 293.

new interests when possible. It also reflected a need for inventories to be given throughout the year so that new interests were recognized.⁴⁶

Bond and Wagner felt that it was important for students to record their own growth in interests. They suggested several ideas, or methods. One was a reading wheel which was divided into sections for each of the various types of books. The students marked each section as they read a book pertaining to it.⁴⁷

Promoting New Interests

Cleworth gave seven objectives for improving and promoting student interests. She listed increased reading vocabulary, increased independence in all skills, more encouragement for wide reading and broad interest span, more encouragement for self-direction and mental activity, stimulated concept-building, expanded reading power, and perpetuated self-stimulation for meeting future needs.⁴⁸

Gray stated that the methods used in promoting interests in reading were not clearly defined. He said

⁴⁶ Joshua A. Fishman, "Testing Special Groups: The Culturally Disadvantaged", The Encyclopedia of Education, ed. by Lee C. Deighton, (New York: Macmillan, 1971), p. 196.

⁴⁷ Bond and Wagner, op. cit., p. 310.

⁴⁸ Maud C. Cleworth, "Improving Reading Interests", Developing Permanent Interests in Reading, ed. by Helen M. Robinson, (Chicago: University of Chicago Press, 1956), p. 30.

that efforts to arouse new interest should be based on "the nature of the child". He felt that it was the teacher's responsibility to start with the interest of students and build on them through readily accessible materials.⁴⁹

Interests of students did change but the changes were gradual. Archer compiled a list of conditions which contributed to changes: (1) the child's previous activities, (2) the child's sociological condition, (3) the child's pattern of behavior approved by the family and community, (4) the child's mentality, and (5) the child's general maturity or development.⁵⁰

Jacobs listed ten practices for promoting interests:

1. Have an attractive and well-balanced collection of reading matter available to the students.
2. Help the students find reading content that they can not resist.
3. Encourage children to share their reflections on their reading.
4. Relate school reading experiences to life.
5. Read to the children.
6. Develop with them new suggested reading lists.
7. Take advantage of book exhibits and fairs.

⁴⁹William S. Gray, "Teaching of Reading", Encyclopedia of Educational Research, ed. by Walter S. Monroe, (New York: Macmillan, 1950), p. 997.

⁵⁰Clifford P. Archer, "Student Population", Encyclopedia of Educational Research, ed. by Walter S. Monroe, (New York: Macmillan, 1950), p. 1161.

8. Encourage them to interpret what they read through art.

9. Have the students keep informal records of their reading.

10. Use only the evaluating procedures that concretely aid the child to assess his reading abilities.⁵¹

DEVELOPING READING SKILLS

Guszak stated that the successful teacher of reading has a complete knowledge of the reading skills, their sequence, and their interrelationships.⁵² Yet, different reading authorities included different items when they listed the reading skills needed by children. Nila B. Smith listed word identification, meanings, study skills and fluency and speed.⁵³ Hafner and Jolly treated the following in their book, Patterns of Teaching Reading in the Elementary School: word identification, concepts and vocabulary, comprehension, and study skills.⁵⁴ Guszak

⁵¹Leland B. Jacobs, "Goals in Promoting Permanent Reading Interests", Developing Permanent Interests in Reading, ed. by Helen M. Robinson, (Chicago: University of Chicago Press, 1956), p. 23.

⁵²Frank J. Guszak, Diagnostic Reading Instruction in the Elementary School, (New York: Harper and Row, 1972), p. ix.

⁵³Nila Banton Smith, Reading Instruction for Today's Children, (New Jersey: Prentice-Hall, 1963), p. 164.

⁵⁴Lawrence E. Hafner and Hayden B. Jolly, Patterns of Teaching Reading in the Elementary School, (New York: Macmillan, 1972), p. ix.

dealt with word recognition, comprehension, and fluency.⁵⁵ Because the Wisconsin Design for Reading Skill Development was chosen as a checklist for the program planned by this author, the skills dealt with there were used as a guide for the development of this section. The Wisconsin Design dealt with these skills: word attack or recognition, vocabulary, comprehension and study skills.⁵⁶ (See Appendix A.) The first area, word recognition, was divided into these sub-headings: context clues or analysis, sight words, phonic analysis, structural analysis, use of the dictionary, and vocabulary development.

Word Recognition Skills

Guszek listed five subcategories of word recognition skills: context clues or analysis, sight words, phonic analysis, structural analysis, and use of the dictionary.⁵⁷ He stated that the sequence in which the subcategories were listed paralleled their introduction in most reading programs.⁵⁸ This section was developed in the same sequence.

Context Clues or Analysis. Guszek defined context analysis as the skill of using the words and meanings surrounding an unknown word or phrase to determine the unknown element.

⁵⁵Guszek, loc. cit.

⁵⁶Hafner and Jolly, op. cit., pp. 319-342.

⁵⁷Guszek, loc. cit.

⁵⁸Guszek, op. cit., p. 27.

He felt that such analysis was more than guessing, because the student narrowed the possibilities by using accumulated clues.⁵⁹

As a result of his research, McKee concluded that the average fourth grade child used context clues to identify the meaning of an unrecognized word about once in three times. McKee felt that it was necessary for teachers to give students more guidance in the use of the contextual technique.⁶⁰

Goodman studied the number of words missed by first, second and third grade students when they read isolated words and words in context. The children read many words in context that they could not read when the same words were in isolation.⁶¹

McCullough classified the types of tests that were used by teachers to help students develop more skillful context usage. These tasks required the students to use their knowledge of definitions, synonyms and familiar expressions, their past experiences, their ability to compare unknown ideas with known ideas, their ability to summarize, and their ability to reflect a mood or

⁵⁹Guszk, loc. cit.

⁶⁰Paul McKee, The Teaching of Reading, (Boston: Houghton Mifflin Co., 1948), p. 73.

⁶¹K. Goodman, "A Linguistic Study of Cues and Miscues in Reading", Elementary English, XLII (October, 1965), p. 643.

situation.⁶²

Hafner and Jolly stated that context clues were often used in conjunction with partial pronunciation to help complete the pronunciation. They felt that the directed reading lesson offered excellent opportunities to teach context clues.⁶³

Guszak felt that skill in context analysis would not enable students to pronounce every word, but if the skill was developed, could permit them to correctly read words in context that they would not be likely to read out of context.⁶⁴

Sight Words. Smith defined sight words as the words children learned to recognize by sight without aid of any other identification techniques. She stated that while learning words by sight did not help students develop power to attack unrecognized words, it did have merit. Such "function" words as what, where and was were normally taught as sight words because they did not lend themselves to any other method.⁶⁵

Guszak reported that most children began reading

⁶²Constance M. McCullough, "Recognition of Context Clues in Reading", Elementary English Review, XXII (January, 1945), pp. 1-5.

⁶³Hafner and Jolly, op. cit., pp. 123-124.

⁶⁴Guszak, op. cit., p. 197.

⁶⁵Smith, op. cit., p. 171.

by recognizing sight words that had picture referents. The recognition task was keyed by the recognition of the first letter. Students progressed from words with picture referents to action and structure words which made up a list of approximately 220 words.⁶⁶ These basic sight words were listed by Dolch.⁶⁷

Smith stated that students accomplished their first recognition of sight words through the use of various cues and clues such as configuration, letter details, interest, and meaning.⁶⁸

Tinker wrote that the initial sight vocabulary was taught by such means as labels and signs placed on objects, experience stories, and reading in books. As the students progressed in formal reading, they used word identification and recognition techniques to add new sight words.⁶⁹

Phonic Analysis. Guszak explained phonic analysis--or phonics--as the system or systems in which specific sound generalizations were keyed to specific letter symbols.⁷⁰

⁶⁶Guszak, op. cit., p. 29.

⁶⁷Edward William Dolch, A Manual for Remedial Reading, (Champaign, Illinois: Garrard Press, 1945), p. 437.

⁶⁸Smith, op. cit., pp. 172-174.

⁶⁹Miles A. Tinker, Teaching Elementary Reading, (New York: Appleton-Century-Crofts, 1952), p. 90.

⁷⁰Guszak, op. cit., p. 33.

Hafner and Jolly stated that learning the phonic elements included: (1) being able to pronounce consonants, vowels, consonant blends, consonant digraphs, diphthongs, vowel digraphs, murmur diphthongs and special vowel combinations, (2) using knowledge of phonic elements to sound out syllables, (3) auditory blending of phonic elements, syllables, and (4) knowing when to use phonic skills.⁷¹

In addition to the phonic elements and their sounds, Smith stated that certain principles or generalizations concerning the pronunciation of word elements were usually taught in the elementary program. These generalizations dealt with words of one-syllable and two vowels, words with one vowel, two vowels together, final y, soft and hard sounds of c and g, sound of ght, silent consonants, and the schwa sound.⁷²

The methods of teaching phonics were found to fall into two groups: (1) those that first taught the sounds of letters and letter combinations (phonics method), and (2) those that first taught the students to recognize whole words (whole word or sentence method).⁷³

Sparks and Fay compared groups of students who were taught by both methods and found that the phonics group was

⁷¹Hafner and Jolly, op. cit., p. 94.

⁷²Smith, op. cit., p. 198.

⁷³Ibid.

superior to the whole word or sentence group. However, they found that there was no evidence that either method favored the slow learner.⁷⁴

Structural Analysis. Structural analysis was defined as a means of looking at words in order to locate parts of them: syllables, root words, prefixes, suffixes, and special endings. These skills were useful in beginning reading and should be taught along with phonic analysis skills early in the reading instruction of students.⁷⁵ If the students did not get a pronunciation that was exactly correct when they sounded out a word, they were to refer to the sentence context as a corrective measure.⁷⁶

Guszk stated that students met roots, compounds, contractions, and endings early in the reading program.⁷⁷

Use of the Dictionary. Dolch felt that the best way for students to learn to use a dictionary was to have much practice in its actual use.⁷⁸

Tinker and McCullough wrote that teachers had to consider three factors if they successfully taught

⁷⁴Paul E. Sparks and Leo C. Fay, "An Evaluation of Two Methods of Teaching Reading", Elementary School Journal, LVII (April, 1957), pp. 388-389.

⁷⁵Hafner and Jolly, op. cit., 107.

⁷⁶Ibid. p. 116.

⁷⁷Guszk, op. cit., p. 44.

⁷⁸Dolch, op. cit., p. 302.

dictionary use: (1) that students were ready before the dictionary was taught as a meaningful source, (2) that students use the dictionary to satisfy a real need to know what a word means, and (3) that students used quality dictionaries, appropriate for their level.⁷⁹ The skills that were listed as prerequisites to locating words in a dictionary were knowledge of alphabetical order, ability to use guide words and pronunciation keys, skill in syllabication and skill in selecting the appropriate meaning.⁸⁰

In conclusion, Tinker and McCullough felt that the most satisfactory method used to diagnose difficulty in word recognition techniques was through observation of oral reading by the students. They suggested that teachers use the Gray's Oral Reading Paragraphs or material from a carefully guided series of readers.⁸¹

Vocabulary Development. Hafner and Jolly wrote that wide reading was the best way for students to enlarge their vocabularies. Yet this presented a problem to the student who could not read because his vocabulary was poor.⁸²

⁷⁹Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading, (New York: Appleton-Century-Crofts, Inc., 1962), p. 134.

⁸⁰Ibid., pp. 132-133.

⁸¹Tinker and McCullough, op. cit., p. 554.

⁸²Hafner and Jolly, op. cit., p. 141.

Niederman listed many activities for vocabulary development. She reported that students illustrated and explained words, classified words under general headings, supplied missing words in sentences, inferred meanings from context, dramatized or pantomined words and sentences, used words to build new sentences, made up riddles, and made up sentences to show the different meanings of the same word.⁸³

Three steps were given by Hafner and Jolly for teachers who wished to help students who had fallen behind in the vocabulary building process. First, remedial instruction began at the pupils' instructional reading levels. The basic skills that the students lacked were taught. Recreational materials were provided that were high in interest but low in vocabulary difficulty. And, pupils were motivated to read.⁸⁴

Pflaum wrote that vocabulary development was not stressed in reading and language textbooks and that teachers neglected the practice in their classrooms.⁸⁵ As a result, she felt teachers must (1) provide a climate which encourages vocabulary growth, (2) work with word meanings as well as pronunciations, (3) teach dictionary skills and provide for

⁸³Barbara Niederman, "Effective Uses of Basal Readers", Materials for Reading, ed. by Helen M. Robinson, (Chicago: University of Chicago Press, 1957), p. 59.

⁸⁴Hafner and Jolly, op. cit., p. 142.

⁸⁵Susanna W. Pflaum, "Expansion of Meaning
Vocabularies: Strategies for Classroom Instruction", Elementary English, L (January, 1973), p. 89.

natural use of the dictionary, and (4) aid students in using context, affixes, and word derivation to expand their vocabularies.⁸⁶

Tinker and McCullough wrote, "the development of a meaningful vocabulary involves building concepts and understanding the words associated with them. This is achieved ordinarily by an instructional program which provides experiences, extensive reading, and the study of words".⁸⁷

Comprehension Skills. Bush and Huebner gave four points when they defined comprehension as interpretation of written symbols, apprehension of meanings, assimilation of the ideas presented by the writer, and thinking while deciphering symbols.⁸⁸

Nila B. Smith described four categories of comprehension which she said included all of the thinking processes. These four were literal comprehension, interpretation, critical reading and creative thinking.⁸⁹

Many methods have been used by teachers to help students improve comprehension. Two of them were the cloze method and the directed reading lesson.

⁸⁶Pflaum, op. cit., p. 90.

⁸⁷Tinker and McCullough, op. cit., p. 135.

⁸⁸Clifford L. Bush and Mildred H. Huebner, Strategies for Reading in the Elementary School, (New York: Macmillan, 1970), p. 95.

⁸⁹Smith, op. cit., p. 259.

The cloze method was developed by Wilson Taylor. In this procedure words were omitted from a passage and the student filled in the missing blanks by using clues available from the remaining context. The student either supplied the missing word or chose one from a list provided. No professionally prepared cloze materials were available. Interested teachers made their own.⁹⁰

The directed reading lesson was the plan used by most basal readers due to its success in stimulating thoughtful reading. It was designed for group instruction. Hafner and Jolly listed several steps common to directed reading lessons: readiness, guided reading, discussion and clarification, skill instruction and enrichment.⁹¹

Study Skills. Nila B. Smith listed the study skills as selection and evaluation of items in context, organizing what was read, recalling what was read, locating information, and following directions.⁹²

Tinker and McCullough felt that comprehension and study skills developed together and supplemented each other in study of content areas. They stated that the skill of studying developed gradually after much systematic teaching. Students who learned to remember what they read were active

⁹⁰Joseph W. Cullane, "CLOZE Procedures and Comprehension", Reading Teacher, XXIII (February, 1970), p. 410.

⁹¹Hafner and Jolly, op. cit., p. 149.

⁹²Smith, op. cit., p. 312.

readers with definite purposes, they attended to relevant items and their implication, outlined what they read, reviewed their notes, and recited the important points. Students who improved their skill in locating information had the ability to arrange items in alphabetical order, find specific pages, use guide words, key words and topics, reference books and library aids. Organizing and summarizing required students to outline and compose brief comprehension statements of the materials.⁹³

Dolch stated that students who recognized common words easily and rapidly, knew word meanings, had good sentence comprehension, and could attack new words were ready to learn the study skills.⁹⁴

SUMMARY

Individualized reading programs emerged out of the transition from traditional to diagnostic reading instruction. Teachers that wished to diagnose and prescribe for the development of their students' reading abilities had to know the important skills basic to reading. Once they knew the skills and had determined which ones were needed by their students, teaching procedures were chosen. Interests of students were found to be very important as a method of motivation.

⁹³Tinker and McCullough, op. cit., pp. 195-201.

⁹⁴Dolch, op. cit., p. 279.

Chapter 3

A REMEDIAL READING PROGRAM BASED ON CHILDREN'S INTERESTS

A remedial reading program based on individual student's interests was designed for one group of eight to ten fifth grade students at Charlotte Elementary School, Charlotte, Tennessee, in an effort to improve their skills development and reading abilities. Individual interests were determined and then used to prepare materials for the skills lessons. The skill weaknesses of each student were determined by a checklist adapted from the Wisconsin Design for Reading Skill Development. This checklist also served as the scope and sequence for the development of reading skills in the program and as an evaluation device.

PRE-ASSESSMENT TECHNIQUES

Each student was given the Slossen Oral and the Slossen IQ test. Students who indicated a reading retardation factor of a year or more with an IQ of 90 or above were included in the group. The appropriate level of the Wisconsin Design checklist was then given to each student. Level A for students reading on a pre-primer level, B for first grade level, C for second grade level, D for third grade level, and E for the fourth grade level

and above. (See Appendix A.) All three parts of the checklist were given. Skill areas that needed developing were marked. The checklist was given to each child again after Christmas and in May to determine what improvement had been made. The information from the checklists was compiled and included in the teacher's records.

THE INTEREST INVENTORY

An interest inventory was given to each student to determine their special interests. (See Appendix B.) This inventory was adapted from one compiled by Miller, which questioned what books the students had read, wanted to read, or had in the home.¹ Favorite television programs, weekend activities, and collections or hobbies were also included. Information was also gathered from talking with the students informally in conferences and during actual reading periods. The data gathered was entered in the teacher's records for each child. The students understood the basic idea of the program and knew that their interests played an important role. Because their interests changed, the data was updated when new interests were indicated. The students had access to small slips of paper titled--I want to know more about... They completed one of these slips when they desired more reading material or more information on a particular subject.

¹Wilma H. Miller, Reading Diagnosis Kit, (New York: The Center for Research in Education, Inc., 1974), p. 233.

SCOPE AND SEQUENCE

The skills included in this remedial reading program were presented in a sequential order as outlined by the checklist of the Wisconsin Design. Because the weak areas of each student were determined with this checklist, no transfer of data was necessary. A quick look at the checklist indicated what skills were lacking by each child and also gave the suggested order of presentation.

MATERIALS

The students were responsible for the initial materials once their interests were determined. A word catalogue for each interest area was assembled by the pupils having that particular interest. Those who shared interests were allowed to work together. The catalogues included words and definitions common to that interest. These collections served as sources for words to be used in vocabulary development, as reference materials, and as a source of words for the teacher to draw upon when developing skills lessons. The students were also responsible for collecting materials related to both their own interest areas and the interest areas of others in the group. Large boxes were used to store materials. The students decorated each box appropriately to coincide with the particular interest area it contained.

Because the group consisted of only eight to ten

students, interest areas did not vary greatly and space for the materials was not limited. Materials in each box were coded with book tape of various colors which matched the colors used to separate the library books, magazines, pamphlets, and other reading materials for each interest area. A chart was posted in the reading area which explained what each color in the code represented. For example, all books about animals were marked with brown tape, biographies were marked with red tape, and histories with blue tape.

Books were accumulated by the teacher from the school library, other teachers, and from student book clubs. Students also brought in books, pamphlets, and paperbacks from home. A simple plan was followed by the students to select books appropriate for their reading abilities. They were to read one page of their book and if there were as many as four or more words on the page that they did not know, the book was considered too difficult.

Games were also a part of the materials for the program. They were either bought or constructed by the teacher or the students. For example, each student was assigned the task of creating several games using the words they gathered for their word catalogues. Games such as Grab, Go Fish, Bingo, and Wonder Words, of which they were familiar, were used as models. Materials such as index cards, magic markers, colored paper, contact paper and boxes were made available by the teacher for the construction of these materials.

TEACHER AND STUDENT RECORDS

Records were kept by the teacher of each student's test results, skill weaknesses and interest areas. (See Appendix C.) Information on individual interest areas was put in tabular form to enable the teacher to quickly group any students with similar interests. (See Appendix C.) Information gathered from the student-teacher conferences was also carefully recorded.

The students kept a list of all their reading in a special spiral notebook kept in the reading area. They listed the title of each book or story and the number of pages they read. If they completed the book, they placed a star beside the title. They also recorded their growth in reading interests by marking reading "wheels". These wheels were divided into sections for each of the various types of books. Each section had space for the students to record the titles and authors of several books. As the students began to take more responsibility for their reading improvement they were allowed to construct their own wheels by including the types of books they chose themselves. (See Appendix C.)

CONFERENCES

Each student had an individual conference with the teacher once a week for five to ten minutes. During this time the teacher and student discussed what the student had

read. The teacher checked the student's comprehension by asking a few questions about the material. Oral reading was also an important part of the conference. The student chose a portion of their story or book to read aloud. This enabled the teacher to observe any difficulties the child had and helped both the student and the teacher to plan ways to help in these areas.

INSTRUCTION AND CREATIVE ACTIVITIES

The students met together each day for thirty to forty-five minutes. Activities of the students during this time varied. Some read while others with the same skill weaknesses met with the teacher for instruction. The teacher made a special effort to group students with similar interests and skill needs. This better enabled her to use vocabulary and material for the lessons which coincided with the student's interest areas.

A master plan was completed by the students and the teacher daily. (See Appendix D.) This was a plan of the activities for the next day. The students had a large role in this planning and in gathering the materials needed. This planning together helped the students understand the objectives of each day's activities and helped them feel a greater responsibility for their reading improvement.

Each week the students reported to the group on at least one book they had read. Methods of reporting varied. Each week three suggestions were given by the teacher. One

suggestion stressed art, one stressed writing, and one was a combination of the two. Other methods were allowed, particularly if a book lent itself better to another method. Students were also encouraged to report to the group on any book or story which interested them. Other activities were plays and skits, books written by the students, and creative writing and drama.

Activities for skill instruction also varied. Once the skill was presented to the students, they were given a chance to use the skill on materials constructed around their interests. One activity, which illustrates this idea, dealt with the skills included in word recognition. Sentences were written on index cards. Included in each sentence was a word which the student did not know but which could be supplied through the context of the sentence. The student was asked to supply the word. Variations of this idea included leaving a blank where the student filled in the word, and where a multiple choice was given.

To stop the car you put on the brake.

To stop the car you put on the _____.

To stop the car you put on the (sign.
(gear. 2
(brake.

Inductive teaching was used when dealing with many phonic skills. The students grouped words from their word

² Nila Banton Smith, Reading Instruction for Today's Children, (New Jersey: Prentice-Hall, 1963), p. 542.

catalogues which included the particular phonic element being taught. They worked from the particular to the general to make an inductive generalization to fit their chosen words. For example, the students grouped all words from their catalogues that ended in the suffix ing. Then they were led by the teacher's questions to form the rules for adding ing to their own words.³

The students' vocabularies were strengthened with many activities that required them to use words from their catalogues and from their reading. Charts, diagrams, presentations, and models were made to give the students practice in using the new words and also to add variety and interest to the project.⁴

EVALUATION

The program was evaluated by comparing the students' pre- and post-test scores on the Slossen Oral, by comparing the number and types of skills mastered, and by comparing the interests of the students when the program began with their interests when the program stopped. The scores on the Slossen Oral indicated an average gain of 6.9 months, as was shown in the table on page 45.

The number and types of skills mastered during the

³Lawrence E. Hafner and Hayden B. Jolly, Patterns of Teaching Reading in the Elementary School, (New York: Macmillan, 1972), p. 71.

⁴Ibid., p. 121.

program were recorded. They pointed out a slight strengthening of skills, particularly in structural analysis skills and comprehension. The interests of the students basically remained the same. The reading wheels continued to show a preference of sports for boys and fiction for girls. However, some widening of existing skills was observed by the teacher. Additional evaluation was made throughout the program using teacher-made tests. The results of all evaluation were recorded in the teacher's records. Also included in the evaluation was information concerning improved attitudes or enthusiasm toward reading. The students expressed much enthusiasm during the games and activities but their attitudes toward reading in general did not improve significantly.

SLOSSEN SCORES

Student	August Score	May Score	Amount of Improvement
Timmy Swaw	4.0	5.8	1.8
Charlene Dotson	3.6	4.1	.5
Tracey Brown	3.8	4.7	.9
Stacey Duke	3.3	3.8	.5
Dennis Gilliland	3.1	3.4	.3
Tammy Hampton	3.7	4.7	1.0
Denise Kenngott	3.0	3.5	.5
Dawn Lindsey	3.8	4.0	.2
Kathy Pierce	3.4	3.9	.5
Jeff Rich	2.6	3.3	.7

SUMMARY AND CONCLUSIONS

The interests of students have played an important role in what they have read, remembered and valued. Teachers have begun to accept this and to consider it when reading programs were structured. The author has planned a remedial program for the classroom which had as its basic objective to use the interests of the students to develop individual plans for the improvement of each student's skills in reading.

Testing was carried out to determine which students needed remedial help in reading. This testing resulted in a class of 10 students. Interests of the students were determined with an interest inventory. Materials were gathered by the teacher and by the students. A very important part of the program was the close planning and working together of the teacher and the students so that the success of the program was everyone's responsibility.

The program was designed not only to help students improve their reading abilities but to help them improve their attitudes toward reading, to help them take a more active part in their learning, and to improve and widen their areas of interest.

APPENDIX A

PRE-ASSESSMENT TECHNIQUES

Name _____

Date _____

Reading Skills Checklist

Wisconsin Design for Reading Skill DevelopmentLevel A-Word Attack

1st Check 2nd Check 3rd Check

1. Listens for rhyming
elements.

a. Words _____

b. Phrases and verses _____

2. Notices likenesses and
differences.

a. Pictures (shapes) _____

b. Letters and numbers _____

c. Words and phrases _____

3. Distinguishes colors. _____

4. Listens for initial
consonant sounds. _____Level A-Comprehension

1. Develops listening skills.

a. Has attention and concentration
span suitable for his
age. _____b. Is able to remember
details. _____2. Increases vocabulary
through listening. _____3. Can relate details to
each other to construct
a story. _____

4. Anticipates outcome
of stories.

5. Interprets pictures
critically.

6. Can identify main
characters in a story.

Level A-Study Skills

1. Follows simple
directions.

2. Demonstrates elementary
word habits.

a. Shows independence
in work.

b. Accepts responsibility
for completion and
quality of work.

3. Shows development of
motor coordination
(eye and hand).

Name _____

Date _____

Reading Skills Checklist

Wisconsin Design for Reading Skill DevelopmentLevel B-Word Attack

1st Check 2nd Check 3rd Check

- | | | | |
|---|-------|-------|-------|
| 1. Has a sight word vocabulary of 50-100 words* | _____ | _____ | _____ |
| 2. Follows left to right sequence | _____ | _____ | _____ |
| 3. Has phonic analysis skills | | | |
| a. Consonant sounds | | | |
| (1) Beginning | _____ | _____ | _____ |
| (2) Ending | _____ | _____ | _____ |
| b. Consonant blends | _____ | _____ | _____ |
| c. Rhyming elements | _____ | _____ | _____ |
| d. Short vowels | _____ | _____ | _____ |
| e. Simple consonant digraphs | _____ | _____ | _____ |
| 4. Has structural analysis skills | | | |
| a. Compound words | _____ | _____ | _____ |
| b. Contractions | _____ | _____ | _____ |
| c. Base word and endings | _____ | _____ | _____ |
| d. Plurals | _____ | _____ | _____ |
| e. Possessive forms | _____ | _____ | _____ |

Level B-Comprehension

1. Uses picture and context clues

a. Picture clues _____

b. Context clues _____

2. Is able to gain meaning from:

a. Words _____

b. Sentences _____

c. Whole selections _____

Level B-Study Skills

1. Follows directions

a. Follows oral directions
given to a group _____b. Follows oral directions
given individually _____c. Follows written
directions _____2. Has adequate work
habits _____3. Recognizes organization
of ideas in sequential
order _____4. Begins to make judgments
and draws conclusions _____

5. Uses table of contents _____

Name _____

Date _____

Reading Skills Checklist

Wisconsin Design for Reading Skill DevelopmentLevel C-Word Attack

1st Check 2nd Check 3rd Check

1. Has sight vocabulary of
100-170 words*

2. Has phonic analysis
skills

- a. Consonants and their
varied sounds

- b. Consonant blends

- c. Vowel sounds

- (1) Long vowel sound

- (2) Vowel plus r

- (3) a plus l

- (4) a plus w

- (5) Diphthongs oi, oy,
ou, ow, ew

- (6) Long and short
oo

- d. Vowel rules

- (1) Short vowel
generalization

- (2) Silent e rule

- (3) Two vowels
together

- (4) Final vowel

- | | | | | |
|----|---|-------|-------|-------|
| e. | Common consonant digraphs | _____ | _____ | _____ |
| 3. | Has structural analysis skills | | | |
| a. | Base words with prefixes and suffixes | _____ | _____ | _____ |
| b. | More difficult plural forms | _____ | _____ | _____ |
| 4. | Distinguishes among homonyms, synonyms and antonyms | | | |
| a. | Homonyms | _____ | _____ | _____ |
| b. | Synonyms and antonyms | _____ | _____ | _____ |
| 5. | Has independent and varied word attack skills | _____ | _____ | _____ |
| 6. | Chooses appropriate meaning of multiple meaning words | _____ | _____ | _____ |

Level C-Comprehension

- | | | | | |
|----|-------------------------------|-------|-------|-------|
| 1. | Is able to gain meaning from: | | | |
| a. | Words | _____ | _____ | _____ |
| b. | Sentences | _____ | _____ | _____ |
| c. | Paragraphs | _____ | _____ | _____ |
| d. | Whole selections | _____ | _____ | _____ |
| 2. | Reads in meaningful phrases | _____ | _____ | _____ |

Name _____

Date _____

Reading Skills Checklist

Wisconsin Design for Reading Skill DevelopmentLevel D-Word Attack

1st Check 2nd Check 3rd Check

- | | | | |
|--|-------|-------|-------|
| 1. Has sight vocabulary of
170-240 words* | _____ | _____ | _____ |
| 2. Has phonic-analysis skills: | | | |
| a. Three-letter consonant
blends | _____ | _____ | _____ |
| b. Simple principles of
silent letters | _____ | _____ | _____ |
| 3. Has structural analysis
skills: | | | |
| a. Syllabication | _____ | _____ | _____ |
| b. Accent | _____ | _____ | _____ |
| c. The schwa | _____ | _____ | _____ |
| d. Possessive forms | _____ | _____ | _____ |

Level D-Comprehension

- | | | | |
|-------------------------------------|-------|-------|-------|
| 1. Is able to gain meaning
from: | | | |
| a. Words | _____ | _____ | _____ |
| b. Sentences | _____ | _____ | _____ |
| c. Paragraphs | | | |
| (1) Main idea
stated | _____ | _____ | _____ |

*See 220 words

(2) Main idea
implied but
not stated

d. Whole selections

2. Reads for sequence of
events

3. Gains additional skill in
use of punctuation as a
guide to meaning

Name _____

Date _____

Reading Skills Checklist

Wisconsin Design for Reading Skill DevelopmentLevel E-Word Attack

1st Check 2nd Check 3rd Check

1. Adjusts reading rate to:

a. Type of material

(1) Factual _____

(2) Fiction _____

b. Level of difficulty _____

c. Purpose for reading

(1) Reading to verify or
locate specific
information _____(2) Reading for general
overview _____(3) Reading to master
specific facts _____(4) Reading for
enjoyment _____d. Familiarity with the
subject _____2. Uses punctuation and
phrasing _____3. Reads for sequence of
events _____4. Is able to gain meaning
from words, sentences,
paragraphs, selections

a. Words _____

b. Sentences _____

c. Paragraphs

(1) Main idea stated _____

(2) Main idea implicit
but not stated _____

d. Whole selections _____

The 220 Most Frequent Words in the Kucera-Francis Study

1. the	27. or	53. said	79. our
2. of	28. have	54. what	80. over
3. and	29. an	55. up	81. man
4. to	30. they	56. it's	82. me
5. a	31. which	57. about	83. even
6. in	32. one	58. into	84. most
7. that	33. you	59. than	85. made
8. is	34. were	60. them	86. after
9. was	35. her	61. can	87. also
10. he	36. all	62. only	88. did
11. for	37. she	63. other	89. many
12. it	38. there	64. new	90. before
13. with	39. would	65. some	91. must
14. as	40. their	66. could	92. through
15. his	41. we	67. time	93. back
16. on	42. him	68. these	94. years
17. be	43. been	69. two	95. where
18. at	44. has	70. may	96. much
19. by	45. when	71. then	97. your
20. I	46. who	72. do	98. way
21. this	47. will	73. first	99. well
22. had	48. more	74. any	100. down
23. not	49. no	75. my	101. should
24. are	50. if	76. now	102. because
25. but	51. out	77. such	103. each
26. from	52. so	78. like	104. just

105.	those	132.	another	159.	place	186.	always
106.	people	133.	know	160.	American	187.	away
107.	Mr.	134.	while	161.	around	188.	something
108.	how	135.	last	162.	however	189.	fact
109.	too	136.	might	163.	home	190.	though
110.	little	137.	us	164.	small	191.	water
111.	state	138.	great	165.	found	192.	less
112.	good	139.	old	166.	Mrs.	193.	public
113.	very	140.	year	167.	thought	194.	put
114.	make	141.	off	168.	went	195.	think
115.	world	142.	come	169.	say	196.	almost
116.	still	143.	since	170.	part	197.	hand
117.	own	144.	against	171.	once	198.	enough
118.	see	145.	go	172.	general	199.	far
119.	men	146.	came	173.	high	200.	took
120.	work	147.	right	174.	upon	201.	head
121.	long	148.	used	175.	school	202.	yet
122.	get	149.	take	176.	every	203.	government
123.	here	150.	three	177.	don't	204.	system
124.	between	151.	states	178.	does	205.	better
125.	both	152.	himself	179.	got	206.	set
126.	life	153.	few	180.	united	207.	told
127.	being	154.	house	181.	left	208.	nothing
128.	under	155.	use	182.	number	209.	night
129.	never	156.	during	183.	course	210.	end
130.	day	157.	without	184.	war	211.	why
131.	same	158.	again	185.	until	212.	called

213. didn't

214. eyes

215. find

216. going

217. look

218. asked

219. later

220. knew

APPENDIX B

THE INTEREST INVENTORY

Name _____ Grade _____ Date _____

1. How much do you like to read:

_____ very much _____ quite a lot

_____ not very much _____ not at all

2. Name some books you really enjoyed reading.

3. Name some books in your home.

4. What part of the newspaper do you like to read the best?

_____ comics _____ sports _____ news _____ society

_____ editorials _____ letters to the editor

5. What magazines do you read regularly?

6. What type of comic books do you enjoy reading:

7. What are the names of your three favorite television programs:

(1)

(2)

(3)

8. What sports do you like to watch on television?

9. What do you usually do after school?

10. Of all the things which you do after school, what one thing do you like to do the best?

11. What do you often do on Saturday?
12. Of all the things you do on Saturday, what one thing do you like to do the best?
13. What kind of hobbies do you have?
14. Do you have any collections? If you do, what do you collect? If you don't, what would you like to collect?
15. What do you want to be when you are grown?
16. Where do you usually go on vacation with your family?
17. Have you visited any other states?

APPENDIX C

TEACHER AND STUDENT RECORDS

Student's Name _____

Test scores:

Slossen Oral:	_____	Date Given:	_____
	_____	Date Given:	_____
Slossen IQ	_____	Date Given:	_____

Results of the Interest Inventory:

General Interests:

Specific Interests:

Remarks:

Skill Weaknesses:

Remarks:

Conferences:

Date:
Remarks:

Date:
Remarks:

INTEREST AREAS OF THE STUDENTS

INTEREST AREAS Specify

STUDENT NAMES	ANIMALS	MYSTERY	SCIENCE	HISTORY	BIOG. FICTION	NON FICTION	SPORTS
1. Jeff Groves	X dogs						X football
2. Martha Scott		X			X women		
3. Jim Smith			X bugs				X baseball
4. Lynn Crowder	X horses			X W.W.I			
5. Betty Smith		X				X	
6. Larry Lee	X pet care				X		
7. Jean Wallace						X	X softball
8. Mike Green	X farm			X		X	X soccer
9. Tom Moss			X cars			X	

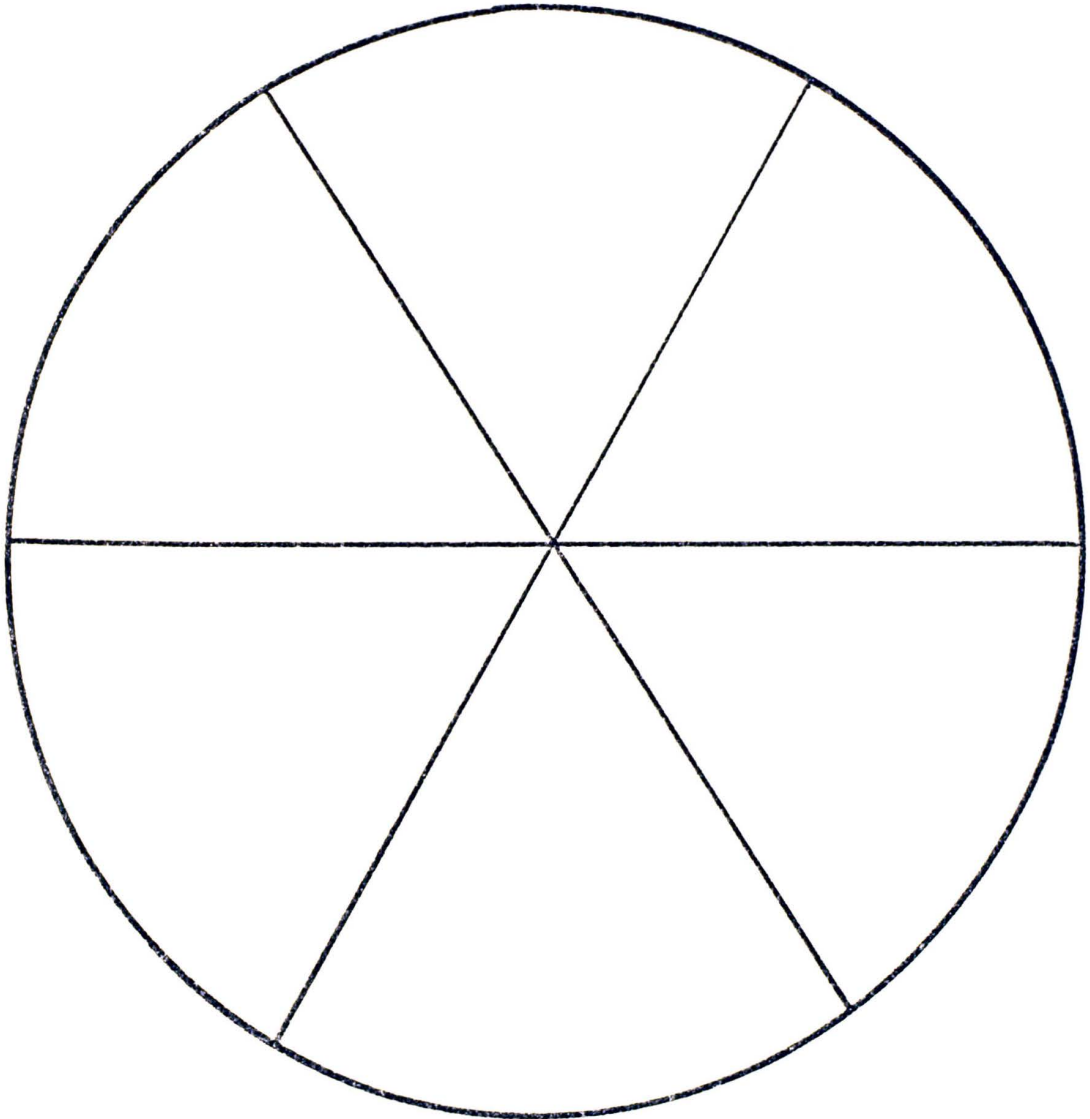
Name _____

Date started _____

Date finished _____

Your Reading Wheel

Read one book for each section. Write the title, author and number of pages of each book in the right section. Read all of your book. When you have a book for each section, hand in your wheel.



APPENDIX D

INSTRUCTION AND CREATIVE ACTIVITIES

MASTER PLAN

Date: _____

I. SPECIAL ACTIVITIES:

II. INDIVIDUAL ACTIVITIES:

Jeff:	April:
Betty:	Connie:
Jo:	Diane:
Lou:	Jim:
Ralph:	Mark:

III. GROUP ACTIVITIES:

IV. MATERIALS NEEDED:

V. REMARKS:

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