

**A CORRELATION OF TITLE I  
READING AND CLASSROOM  
READING PROGRAMS**

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**BILLIE MARIE NORTHCUT**



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AND CLASSROOM READING PROGRAMS

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Education Specialist

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by  
Billie Marie Northcut  
July 1980



## ABSTRACT

Upon entry into the Title I Reading Program as a teacher, the writer discovered a situation whereby the student was not benefiting as much as he could because of the lack of coordinated teaching efforts between the classroom teacher using the Houghton Mifflin basal reading series and the Title I Reading Program providing supplemental learning experiences. Immediately an attempt was made to remedy the situation that was both confusing to the student and detrimental to the rapport between the teachers.

A study was made of related literature in order to produce a multi-modal supplemental reading program that would more effectively correlate the basal reading series and the Title I Reading Program. A thorough study of the available materials resulted in the preparation of a chart to expedite the writing of Individual Education Programs by listing the Houghton Mifflin Reading Program skills and objectives, tools to diagnose and evaluate, the sequence of skills taught, and a variety of activities that would provide a multi-sensory, intermodal approach to learning to read.

The effectiveness of this program will be dependant upon the personnel.



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# TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	2
Justification of the Problem . . . . .	2
Limitations . . . . .	4
Definition of Terms . . . . .	4
Basal Reader . . . . .	4
Corrective Reading . . . . .	5
Developmental Reading . . . . .	5
Disabled Reader . . . . .	6
Grade Level . . . . .	6
Grapheme-Phoneme Correspondence . . . . .	6
HMRP . . . . .	7
Intermodal Transfer Ability . . . . .	7
Learning Disabilities . . . . .	7
Music Activities . . . . .	7
Phonics . . . . .	8
Prescriptive Reading Inventory . . . . .	8
Reading . . . . .	8
Reading Readiness . . . . .	8
Remedial Reading . . . . .	9
Self-Concept . . . . .	9
Subtle Learning Disability . . . . .	10
Waverly Elementary School . . . . .	10
Methods and Procedures . . . . .	11
Significance to Education . . . . .	11
2. A REVIEW OF RELATED LITERATURE . . . . .	14
Significance to Education . . . . .	15
Hierarchies of Learning . . . . .	18
Reading Readiness . . . . .	23
The Disabled Reader . . . . .	28



Remediation and the Self-Concept . . . . .	31
Modalities of Learning . . . . .	36
Innovative Ways of Teaching Reading . . . . .	43
Music . . . . .	44
Games and Play . . . . .	49
Functional Reading . . . . .	51
Summary . . . . .	54
3. THE CORRELATED PROGRAM . . . . .	55
Methodology . . . . .	55
The Chart Design . . . . .	57
Components of the Program . . . . .	58
Hoffman Information Systems . . . . .	58
Workbooks . . . . .	60
Programs and Kits . . . . .	61
Read-Alongs . . . . .	64
Music and Games . . . . .	66
Functional Reading . . . . .	67
Summary of the Chart Design . . . . .	68
Instructional Personnel . . . . .	69
Reading Specialist . . . . .	70
Para-Professionals . . . . .	70
Student Tutors . . . . .	70
Peer Tutors . . . . .	71
Parents . . . . .	71
Classroom Reading Teacher . . . . .	72
Summary, Conclusion and Recommendations . . . . .	72
BIBLIOGRAPHY . . . . .	74
APPENDIXES . . . . .	80
A. HOUGHTON MIFFLIN READING PROGRAM . . . . .	80



A. PRESCRIPTIVE READING INVENTORY OBJECTIVES . . . . .	95
B. HUMPHREYS COUNTY STATISTICS . . . . .	103
C. TASK ANALYSIS MODEL . . . . .	104
D. REFERRAL FORMS . . . . .	105
E. MATERIALS CHECKLIST . . . . .	107
F. REFERENCE MATERIALS FOR CHART . . . . .	110
G. PUBLISHERS AND SOURCES OF INSTRUCTIONAL MATERIALS . . . . .	116

To the Graduate Council:

I am submitting herewith an Independent Study written by Billie M. Northcut entitled "A Correlation of Title I Reading and Classroom Reading Programs." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.

Camille B. Dillard  
Camille B. Dillard  
Major Professor

We have read this independent study  
and recommend its acceptance:

E. Bryan Crutcher  
E. Bryan Crutcher  
Second Committee Member

George Rawlins, III  
George Rawlins, III  
Third Committee Member

Accepted for the Graduate Council:

William H. Ellis  
William H. Ellis  
Dean of the Graduate School



## ACKNOWLEDGMENTS

To my faculty advisor, Dr. Camille Dillard, I am grateful for the guidance and assistance given me;

To my friends and co-workers, I appreciate their patience, suggestions, and tedious task of proof reading;

To my family, I love them for their understanding and cooperation; but most especially,

To my mother--Mrs. Mackie Franks--who took over the running of my household so efficiently while I was in pursuit of further education.

I love you all.

*"Reading is a complex process; and learning to read is of paramount significance to people in this age of upward social mobility and rising economic expectation."*

-- Pose Lamb

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Hodges, Richard E. and E. Hugh Rudorf, editors.  
Language and Learning to Read. Boston: Houghton Mifflin,  
1972, p. 198.



## CHAPTER 1

### INTRODUCTION

Learning to read, like the acquisition of oral language, is developmental. There is a sequential pattern, or hierarchy, of skills that must be learned as one becomes more proficient in the language of symbols.

There are children throughout the elementary school grades who are not ready for systematic reading instruction or who have not learned to read. Teachers are concerned with an analysis of their needs. It is an immediate concern that something positive be done about the situation--that is, the inability of some students to master the prereading and beginning reading skills--and that early intervention could provide the necessary readiness skills if there are proper tools and techniques to locate the difficulty and remediate it before the child reaches the intermediate grades. A lack of readiness skills is not something which will require the waiting for "the propitious moment" to arrive.<sup>1</sup>

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<sup>1</sup>Emmett Albert Betts, Foundations of Reading Instruction (New York: American Book Company, 1946), p. 244.

## Statement of the Problem

A problem in the Humphreys County Schools, and in particular in grades kindergarten through fourth of the Waverly Elementary School, as perceived by the writer, was that the remediation efforts were not effectively correlated with the classroom teaching of reading to remedy each child's problem. Therefore, the purpose of this study was to devise a program and develop a chart that would correlate the work done by the classroom reading teacher and the Title I Reading Lab. This was accomplished by:

(1) Reviewing the literature of various modalities and hierarchies of learning;

(2) Developing a supplemental multi-modal reading program for use with Title I reading students in grades one through four, correlated with the current basal reading series, that will enhance the beginning reader's self-concept.

## Justification of the Problem

The writer would be first to agree there may be some children in the early primary grades who may never be able to achieve their normal expected reading levels due to various handicapping conditions. This program was primarily designed for students who are of average intelligence and who are capable of learning to read, but for some unknown reason are reading below their expectancy levels or are reading with difficulty; therefore, it would be reasonable to



expect greater growth in reading if the classroom reading program and the remedial reading program (Title I) were carefully coordinated. The writer has observed some instances that have been frustrating both to the teacher and to the student, compounding the problem rather than alleviating it. Some specific instances are: (1) the teaching of different sets of letters or sounds simultaneously; (2) the utilizing of two totally different approaches to teaching vowel sounds; and (3) the teaching of the use of the apostrophe in forming contractions in one setting and possessives in the other. Because of practices like the above mentioned, the writer felt the reading program in the classroom and the reading program in the Title I Lab were in actuality two reading programs, separate in concepts, and creating a greater disability instead of remediating a condition.

The practice of social promotion has placed many of these students in situations where they find it difficult to cope. At the same time their frustrations build, their self-concepts have begun to deteriorate. In time, many of these students will be labeled as slow learners, low achievers, behaviorally disordered, retarded, emotionally disturbed, or some equally debilitating and unjustifiable label. It is the opinion of this writer that many of these children could have greatly benefited from a correlated program such as this study proposes.

## Limitations

Sources of information, the time factor, availability of teaching materials, and the student population were the primary limitations of the study. The review of the literature was limited to the writer's personal library and the Woodward Library at Austin Peay State University, Clarksville, Tennessee, during the summer and fall of 1979. The student population was limited to public schools located in Waverly, Tennessee, housing kindergarten through fourth grade and hereinafter referred to as "Waverly Elementary School," although the fourth grades are housed in a separate building on an adjacent campus.

## Definition of Terms

Because of the multiplicity of meanings of many terms used in regard to educational programs, this writer would consider the terminology used in this study to mean the descriptions herein stated so that there may be a better understanding between the reader and the researcher.

Basal Reader: A reading program and its accouterments using a group of stories, an anthology, graded from the very easy for beginning reading students in first grade to stories more appropriate for the average sixth graders.<sup>2</sup>

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<sup>2</sup> William D. Page, "Basal Readers and Teacher's Manuals: Comment and Speculation," Education Comment, eds. Dewitz and Hecht, [n.p.]: 1978, p. 49.



The material is sequential and interrelated with supportive material for the development of fundamental reading skills most of which use the eclectic approach to teaching. The basal reader for the past forty to fifty years has been the major tool of reading instruction and is used by approximately 90 to 95 percent of elementary classrooms.<sup>3</sup>

The basal reading series used in Humphreys County is the Houghton Mifflin 1976 series (see Appendix A).

Corrective Reading: Somewhat synonymous with developmental and remedial reading, but used to distinguish that reading which is done within the classroom framework from reading which is done outside the classroom using services of a reading specialist. Corrective reading usually refers to efforts by the classroom teacher to overcome mild weaknesses detected in a student <sup>4,5</sup> or the reteaching of a skill.

Developmental Reading: Reading which is begun in the primary grades following a selected series of readers and is continued through the years, usually ceasing in late elementary or junior high school. This instruction "is

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<sup>3</sup>Janet W. Lerner, Children With Learning Disabilities (2d ed.; Boston: Houghton Mifflin, 1976), p. 247.

<sup>4</sup>Albert J. Harris and Edward R. Sipay, How to Increase Reading Ability (6th ed.; New York: David McKay, 1975), pp. 15-16.

<sup>5</sup>Robert Karlin, Teaching Elementary Reading (New York: Harcourt, Brace and Jovanovich, 1971), p. 350.

based upon the concept of readiness for learning and the sequential development of reading skills."<sup>6</sup>

Disabled Reader: Harris and Sipay designated:

. . . individuals whose general level of reading ability is significantly below expectancy for their age and intelligence, and also is disparate with their cultural, linguistic, and educational experience. The latter part of this definition suggests that factors other than chronological age and intelligence must be considered.<sup>7</sup>

The Title I Reading Program written for Humphreys County considers reading achievement six months or more below grade level as being disabled for grades one through three; one year or more below grade level for grades four through six.

Grade Level: The assigned grade in school in which the student is enrolled, and, at which level, the average student is expected to achieve mastery of the skills taught. The Grade Level Equivalency, as stated for the Metropolitan Achievement Test and/or the California Achievement Test, was regarded as the principal criterion for grade level expectancy written into the Title I Reading Program for Humphreys County schools as the initial screening device for admittance to the program.

Grapheme-Phoneme Correspondence: Relationship between writing and sound of speech.

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<sup>6</sup>Ibid.

<sup>7</sup>Harris and Sipay, p. 141.

HMRP: Initials referring to the Houghton Mifflin Reading Program. In this study, specific referral is made to the 1976 series (see Appendix A).

Intermodal Transfer Ability: The ability to shift from one modality of learning to another; for instance:

A child who sees the printed word 'dog' must evoke not only previous visual stimuli of printed forms but life forms as well; he must shift from the visual input to previously received and stored auditory patterns making up the word "dog" and perhaps to the tactile sensations of petting a dog, of his small and even his frisky movements, before the printed word has full meaning for him. Without this shift to other modal learning, little integrative meaning may be attached to the printed word. Intermodal transfer, then, seems to be vital to the learning act.

Learning Disabilities: The definition, as used by the Special Education personnel, was modified in this paper to mean disability not clearly diagnosed that hinders the learning abilities normally found or expected in the development of children, from pre-natal stages through school years, expressed as a difficulty in acquiring and using information or skills that are essential to problem solving, including reading skills.<sup>9</sup>

Music Activities: Activities that involve music in learning experiences to reinforce and enhance listening skills, self-concept, relaxation, rapport, participation,

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<sup>8</sup> Joseph M. Wepman, "The Perceptual Basis for Learning," Meeting Individual Differences in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1964), (December, 1964), p. 30.



and auditory training. The activities vary: listening to records or cassette tapes, singing, rhythmic exercises, rhythm band, and the like.

Phonics: Method of teaching reading using letter-sound correspondences.

PRI: Initials referring to the diagnostic tool used mainly in Humphreys County Title I Reading Program, the Prescriptive Reading Inventory, published by CTB/McGraw-Hill Company. The objectives from this instrument are used to formulate the prescription for each child as indicated on the Individualized Education Program (see Appendix B).

Reading: The meaningful interpretation of written or printed verbal symbols.<sup>10</sup>

Reading Readiness: Usually referred to as skills taught in kindergarten and first grade as pre-reading skills; however, according to Harris and Sipay, reading readiness is more inclusive than just a state of general maturity and formal teaching of skills to insure reading without excess difficulty. It is "a composite of many interconnected traits."<sup>11</sup> Readiness is an exposure to, or an acquisition of basic skills. Carter Good adds another aspect: "The

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<sup>9</sup> Donald E. Michel, Music Therapy (Springfield, Ill.: Charles C. Thomas, 1976), p. 62.

<sup>10</sup> Harris and Sipay, p. 435.

<sup>11</sup> Ibid., p. 19.



attainment of the levels of interest and experience, . . . often used to indicate the preparedness of a child for beginning formal reading instruction."<sup>12</sup> In brief, "reading readiness" comprises those prerequisite skills necessary for reading achievement regardless of the age or grade placement of the child.

Remedial Reading: In order to differentiate remedial reading from corrective reading, this writer has used the term "remedial" to mean reading instruction that is carried on outside the framework of classroom instruction. The remedial reading program then becomes a highly individualized teaching of reading utilizing diagnostic testing and study along with prescriptive teaching to meet the child's unique needs by utilizing various approaches and modalities of learning to help the individual child achieve common basic skills.<sup>13</sup>

Self-Concept: A term that is used interrelatedly with self-esteem and self-worth; the individual's perception of himself and how he feels about himself as a person. It includes his abilities, performances, appearance, socialization, and other phases of his daily living.<sup>14</sup> Michel and

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<sup>12</sup> Carter V. Good, Dictionary of Education (3rd ed.; New York: McGraw-Hill, 1973), p. 472.

<sup>13</sup> Harris and Sipay, p. 313.

<sup>14</sup> Donald M. Quick, "Toward Positive Self-Concept, Reading Teacher, 26 (February, 1973), pp. 468-471.

Martin have said that self-concept is "the judgmental evaluation an individual makes of himself, and is related not only to early home environment but also to achievement, including skill development."<sup>15</sup>

Subtle Learning Disability: A disability that is exhibited in a student for which there is no apparent cause for his having missed or not mastered a concept that should have been learned at a previous level. The disability is not serious enough to warrant Special Education services, yet it is serious enough to cause hindrance in further achievement. It may be remediated once the prerequisite skill has been taught. Most of the references in this study refer to "subtle learning disability" rather than the usual definition given "learning disability" or "disabled reader," even though the latter terms may also be used.

Waverly Elementary School: Grades kindergarten through four taught in Waverly, Tennessee, even though fourth grades are housed in another facility on the adjacent campus of Waverly Junior High School. Further information regarding enrollment and test information will be reflected in Appendix C.

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<sup>15</sup>Donald E. Michel and Dorothea Martin, "Music and Self-Esteem Research with Disadvantaged, Problem Boys in an Elementary School," Journal of Music Therapy, 7 (Winter, 1970), p. 124.

## Methods and Procedures

The following procedures were followed in conducting this study and designing this program:

(1) A review of related literature was made in order to secure information pertinent to the study that gives insight to modalities and hierarchies of learning as well as innovative methods of teaching reading to the primary grade child.

(2) Development of a supplemental multi-modal program was carried out correlating the current basal reading series being used in the classroom and the materials available in the Title I Reading Lab.

## Significance to Education

The writer is a Title I Reading Teacher in the Humphreys County School System and must plan for the needs of approximately fifty students who are reading six months or more below grade level expectancy.

The causal factors of the students' problems most often are not known, but can generally be classified as a lack of certain prerequisite skills. Many of these students have already developed negative attitudes toward reading and school in general. It was the desire of the writer that this study might provide a means of improving the reading skills and the self-concept of the students enrolled in the Title I Reading Program.



Statistics in Humphreys County are not as bleak as some from other parts of the nation; however, they are bleak enough to cause concern at the primary grades level. Results of the Metropolitan Achievement Tests given grades one and two and the California Achievement Tests given grades three through seven in April, 1979, are given more specifically in Appendix C. From this information, one would assume that grades three and four are most lacking in total reading skills. It is at this grade level the basic readiness skills are "presumed" to have been already mastered. As the students continue through grade seven, the 1979 tests results show 46.5 percent are continuing to read below grade level. With formal reading skills that the student has been accustomed to thus far in his education trek being brought to a close, it is no small concern to wonder if he has met his potential for adult reading. Therefore, it becomes a greater concern of the early elementary teachers to insure a more thorough background for those children who appear deficient in the basic skills and not leave the matter to chance or to "maturity."

Recent research showed a relationship between socio-economic status and reading performance.<sup>16</sup> During the spring of 1979, Waverly Elementary School had 29.08 percent of its students from economically disadvantaged homes on free or

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<sup>16</sup> Frances Oralind Triggs, Chairman, The Committee on Diagnostic Reading Tests, Inc. (Mountain Home, N.C.: 1979), p. 1.



reduced breakfast and lunch programs. Using the same format, the county average was 21.07 percent.<sup>17</sup>

From these reports and from others, the primary grades seem to be the most logical place to start an early intervention program with a concerted effort expended on early basic reading skills mastery.

Finally, a copy of this study will be placed with the Humphreys County Supervisor of Education and Title I Reading Supervisor.

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<sup>17</sup>Gloria Logan, Superintendent of Humphreys County Schools, Title I, ESEA, Project Application, 1979-80, p. 2A.

## CHAPTER 2

### A REVIEW OF RELATED LITERATURE

A review of literature regarding further significance to education, hierarchies of learning, reading readiness, the disabled reader, remediation and self-concept at the early elementary grades was made to seek out new and additional information that was useful in developing a supplemental reading program for teaching pre-reading and reading skills to the student who is six months or more below the expected grade level. The search of literature was limited to the writer's personal library and the facilities of Woodward Library, Austin Peay State University, during the summer and fall of 1979. The Supervisor of Education of Humphreys County School System made available the test scores which appear in Appendix C.

It is likely that within the next decade, many new theories of learning will be developed and many of the older theories expanded upon, yet the main concern will continue to center on the individual child. The more educators learn about how children learn, the more able the schools will be to produce effective citizens. The purpose of this search was to seek out innovative methods and programs that have proven successful in teaching reading to the reading disabled

or reading delayed child, and to incorporate those ideas in the design correlated program following sequential learning processes.

### Significance to Education

Education--that is, our school--is "big business."

A study in 1977 showed that:

82% of all public elementary schools in the United States get compensatory education funds from some source, and 68% of them get money from Title I of the Elementary and Secondary Education Act, the largest federal program of aid to elementary and secondary education.<sup>18</sup>

The Title I budget recommended for 1979 was for \$2.9 billion. For 1980, the education budget appears to be close to the figure that President Carter requested--\$12.52 billion. This is 2.9% less than what was appropriated for the year 1979.<sup>19</sup>

Bloom reports that it is possible for 95 percent of our students to learn what our schools have to teach, and furthermore, that they will learn at near the same mastery level. Only one to three percent will be at the bottom level and unable to master the curriculum. At the other end of the

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<sup>18</sup>"Newsnotes: SDC Study Shows Most Title I Money Hitting Intended Target," Phi Delta Kappan 59 (November, 1977), p. 217.

<sup>19</sup>George Neill, "Congress Reluctant to Cut Impact Aid, Boost Title I," Washington Report, Phi Delta Kappan, 60 (June, 1979), p. 702.

continuum, there will be only one to two percent who have some superior powers and will not fit into the pattern Bloom outlines.<sup>20</sup>

Sartain, in his study, states that conversations with reading specialists from varied types of communities reveal that an average of approximately ten percent of the pupils are experiencing severe reading problems.<sup>21</sup> Elsewhere in his study he suggests that in the primary grades, a half-year below the reading expectancy level may be considered severe.

In approximately 80% of the cases of reading disability, the major cause will be something other than a learning disability. . . . Reasonable estimates indicate that about 2% of school children may have subtle learning disabilities, the proportion of serious reading disabilities in the school seems to be about 10%. If these figures are accurate, the remaining 8% of the disabled 10% would constitute the 80% of reading disability cases which have causes other than learning disability. Given this number plus all the additional children who are significantly retarded in reading without being classed as disabled, there is a tremendous need for more services from reading specialists. . . . It is vividly clear that reading disabled children will be best served if teacher and specialists . . . join in their efforts . . . to improve diagnostic procedures, and to provide the personalized instruction the children need.<sup>22</sup>

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<sup>20</sup> Karen Harvey and Lowell Horton, "Bloom's Human Characteristics and School Learning," Phi Delta Kappan, 59 (November, 1977), p. 189.

<sup>21</sup> Harry W. Sartain, "Instruction of Disabled Learners" A Reading Perspective," Journal of Learning Disabilities, 9 (October, 1976), p. 29.

<sup>22</sup> Ibid., pp. 35-36.



This is the rationale this writer used as a base for the design of a supplemental multi-modal reading program.

A report on reading from a New York City Board of Education reveals some unsettling facts which may or may not be a forecast of what school systems across the nation may face.

Almost 60 percent of New York's public school students read below grade level in 1979, up from 57 percent last year. . . . The 1979 scores were based on an examination--the California Achievement Test--administered in June to 475,522 students in elementary, junior high and intermediate schools throughout the city.<sup>23</sup>

A further breakdown showed 20.3 percent read up to one year below grade level; and 15.1 percent read two or more years below grade level.<sup>24</sup>

Other sources of statistical information about disabled readers are impressive if not appalling. The Center for Applied Research in Education reports:

National surveys indicate that a minimum of 5 percent of all school age children [from the] (National Committee on Handicapped Children) to a maximum of 25 percent (US Office of Education) of all children are unable to function normally because of some degree of reading difficulty.<sup>25</sup>

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<sup>23</sup>"N. Y. Reading Skills Show Drop," (UPI), Nashville Banner, Nashville, Tennessee (31 December 1979), p. 5.

<sup>24</sup>Ibid.

<sup>25</sup>Rudolph F. Wagner, Helping the Wordblind (West Nyack, N.Y.: The Center for Applied Research in Education, 1976), p. 18.

## Hierarchies of Learning

Reading is a complicated mental process involving many aspects that have not yet been fully analyzed, completely understood, nor entirely appreciated. The order of these processes is developmental, or hierarchal: word perception, comprehension, reactions, and assimilation.<sup>26</sup>

A researcher would be amiss if there were not an exploration of the Piagetian theory of developmental stages of learning. According to the theory, the first stage of learning, the sensorimotor period, involves the first two years of the child's life. During this time the child learns through senses and movements by interacting with the physical environment. The second stage, the preoperational stage, covers ages two to seven years when the child makes intuitive judgments about relationships and also begins to think with symbols. Language becomes important. The third stage is called the concrete operations stage, ages seven to twelve. The child is now able to think through relationships, to perceive consequences of acts, and to group entities in a logical fashion. The fourth stage, formal operations, begins at about age twelve and reflects a major transition in the thinking process. Instead of observations directing thought,

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<sup>26</sup> Helen M. Robinson, "The Unity of the Reading Act," Sequential Development of Reading Abilities (Chicago: University of Chicago Press, 1960), p. 243.

thought now directs observations. The child now has the capacity to work with abstractions, theories, and logical relationships without having to refer to the concrete.<sup>27</sup>

Kirkland further expands on the Piagetian theory. She contends that the necessary skills are interrelated both in function and development. A child must reach a certain level of maturity before reading can begin. She lists three categories:

First, organic development (sensory, for receiving information; perceptual, for understanding, organizing, and integrating information; and neuromuscular, for using information physically);

second, social development (development of interpersonal relations); and

third, symbolic development (concept formation, verbal language, visual language). . . .

Specifically, reading requires a level of cognitive maturity that enables the child to deal with a variety of rules, abstractions, and classifications of more or less "concrete" objects.

These abilities include: directionality (ability to perceive and orient oneself to the top, bottom, sides, front, and back of an object);

ability to perceive the distinguishing characteristics of small and capital letters, words, and pictures;

the ability to classify or recognize common characteristics of words, pictures, numerals, letters, etc.;

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<sup>27</sup>Paul Henry Mussen, John Janeway Conger, and Jerome Kagan, Child Development and Personality (4th ed.; New York: Harper and Row, 1974), pp. 174-179, 309-314.



ability to understand concepts presented in the text;

ability to focus hearing upon and repeat phonemic sounds in words, in order to associate these sounds with their visual counterparts in reading.

To the above, add the ability to focus listening upon verbal instructions of the teacher, and general ability to focus attention upon the task at hand.<sup>28</sup>

The hierarchial processes, according to Russell and Dunlap, fall into place with Piaget: (1) Rote learning of the basics; (2) Breaking the code; (3) Application of the code; (4) Fluent and flexible use of the code for information gathering.<sup>29</sup>

E. J. Gibson describes the following hierarchy that pertains particularly to reading readiness and beginning reading: First must come the differentiating of the graphic symbols; then the decoding of the letters to sounds; and lastly, the use of higher-order units of structure.<sup>30</sup>

R. M. Gagne established a sequence of eight levels of learning, of which five pertain to the formal education process: (1) Multiple discrimination; that is, to effectively

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<sup>28</sup> Eleanor R. Kirkland, "A Piagetian Interpretation of Beginning Reading Instruction," Reading Teacher, 31 (February, 1978) pp. 497-498.

<sup>29</sup> Sheldon Russell and William P. Dunlap, An Interdisciplinary Approach to Reading and Mathematics (San Rafael, Calif.: Academic Therapy Publications, 1977), p. 19.

<sup>30</sup> Ibid.



discriminate between events by identifying characteristics;

(2) Associative; that is, utilizing rote memory without understanding the process, "word-calling" in reading;

(3) Conceptual; that is, one concept is learned prior to the integration with other concepts, such as the concept of "ball"--golf, basketball, football, etc.; (4) Principle; that is, he integrates concepts into new ideas; (5) Problem solving; that is, he generates new generalizations. This is the most abstract, sophisticated, and practical.<sup>31</sup>

J. S. Bruner believes that children progress through three levels of representation and understanding prior to mastering a skill. He refers to these as: (1) Enactive level--the child must use three-dimensional objects in order to solve a math exercise; (2) Iconic level--he uses pictures to aid him; (3) Symbolic level--he is able to solve exercises without the use of manipulative aids or pictures.<sup>32</sup>

A study of the scope and sequence of the basal reading series can give the Title I teacher, or remedial reading teacher, an overview of the sequence of skills to be learned, and from this information, an individualized, prescriptive program can be designed. Therefore, the Task Analysis Model

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<sup>31</sup>Russell and Dunlap, pp. 16-17.

<sup>32</sup>J. S. Bruner, On Knowing: Essays for the Left Hand (New York: Atheneum, 1967). In Russell and Dunlap, pp. 15-16.

is the most logical procedure (see Appendix D). It can provide a systematic model for identifying all the important elements of a task or skill to be learned. Not only the skills to be learned, but the materials that are available are evaluated and re-evaluated from time to time so that the most appropriate and efficient methods are used. The Task Analysis procedure is as follows: (1) Specify the overall goal; (2) identify tasks necessary to reach goal; (3) divide and sequence the tasks in order of difficulty; and (4) modify to meet specific needs as they should occur. One should make the selection of material unique to the learner<sup>33</sup> so that the materials are "adapted to the learner rather than the learner to the materials."<sup>34</sup>

Experience precedes the development of language ability, and in the sequential pattern, listening precedes language. The pattern of oral language before reading is developmental, just as responding to visual symbols is necessary before reading.<sup>35</sup>

Teachers should include in their curriculum perceptual motor strategies, visual perception training, multisensory

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<sup>33</sup>Maribeth R. Hickman and Carol R. Anderson, "Evaluating Instructional Materials for Learning Disabled Children," Journal of Learning Disabilities, 12 (May, 1979), pp. 355-359.

<sup>34</sup>Russell and Dunlap, p. 12.

<sup>35</sup>Betts, pp. 71-72.

strategies, and auditory training prior to beginning reading. Auditory and visual discrimination are related to reading success. There appears to be a significant relationship between the ability to distinguish between the spoken sounds and learning to recognize words. The child who can recognize initial and final consonants in words, rhyming words, and separate sounds in spoken words will have less trouble learning to identify words than those who are weak in these abilities. Practice in auditory discrimination training has proven successful in teaching beginning reading.<sup>36</sup>

### Reading Readiness

The pre-reading skills the child brings with him to beginning formal reading are basic to success. Each of the researchers or educators reviewed was in agreement on this point. The research on Hierarchies of Learning will bear this out. It appears that there is a definite sequence based on previous experiences and that each skill builds upon the other in the function of learning. It is the opinion of Gibson that not enough time is spent developing readiness skills; instead, the child is rushed into abstractions.<sup>37</sup>

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<sup>36</sup> Samuel A. Kirk, Educating Exceptional Children (2d ed.; Boston: Houghton Mifflin, 1972), pp. 57-62.

<sup>37</sup> Russell and Dunlap, p. 18.



Handling pre-reading readiness books and pictures help in developing abilities to handle books and materials required for instruction in book reading. It is important that the concentration of the child be developed so that he can work for longer periods of time and with less susceptibility to distraction. As readiness is developed, so is a background of knowledge--the ability to look at and read pictures--and a certain amount of ability to work independently in small groups.<sup>38</sup>

The serious study of reading readiness is relatively new. Gesell was interested in children's physical and motor development, and it was from his work and prolific writing about it that there came the notion that these aspects of development "unfold in stages." Traditionally, readiness was viewed as a product, more specifically, a product of maturation. What must be added is that dimension which brings into focus a relationship between a child's particular abilities and the kind of learning opportunities made available to him.<sup>39</sup>

Piaget viewed the child as an active organism in continuous interaction with his environment. Weikart confirms the theory that at each level the child reaches, he utilizes

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<sup>38</sup> Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (4th ed.; New York: MacMillan, 1966), pp. 51-52.

<sup>39</sup> Dolores Durkin, "Reading Readiness," Reading Teacher 18 (October, 1978), pp. 72-80.

representations that are more abstract than what was required at the preceding level; thus, the early levels are of great importance because there are the foundations for attaining later levels.<sup>40</sup>

Wallach and Wallach elaborate in their book, Teaching All Children to Read, that failure is due to a breakdown in the pupil-readiness/teaching-expectation relationship. Reading is a skill that is dependent upon the mastery of many pre-reading skills.<sup>41</sup> Sabaroff states that the first prerequisite skill is helping the child develop an interest in learning to read. Secondly, he should be led to an awareness of the written language all around him: words, letters, numbers.<sup>42</sup>

Researchers agree that beginning reading instruction is developmental. Furthermore, the child's self-confidence must not be threatened. Time must be spent in refining the beginning reading skills so that the grapheme-phoneme relationship will become more than a confused guessing game. One might arrive at the definition that beginning reading is listening to talking which has been written down.<sup>43</sup> Readiness training

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<sup>40</sup> D. P. Weikart, "A Piagetian View of Reading Readiness," Reading World, 18 (October, 1978), pp. 72-80.

<sup>41</sup> Michael A. Wallach and Lisa Wallach, Teaching All Children to Read (Chicago: University of Chicago Press, 1976), rev. of Marilyn Kapel, Phi Delta Kappan, 58 (April, 1977), pp. 652-653.

<sup>42</sup> Rose E. Sabaroff, "Improving Achievement in Beginning Reading: A Linguistic Approach," Reading Teacher, 23 (March, 1970), p. 523.

is the time to establish purpose for reading. For instance:

It is important to inculcate early and to develop throughout the reading program the attitude of independently establishing purposes for reading. The reader who knows what he hopes to gain from reading . . . is a more effective reader than the one who reads with no well-defined purpose. There are times when a worthwhile purpose for reading is to help time pass quickly and pleasantly.<sup>44</sup>

Teachers may be able to accelerate learning within a developmental stage; but other factors, including physical maturation, environment, and social interactions, are still important in influencing continued acceleration. Teaching readiness-type activities has not been shown to be clearly beneficial to later achievement. Rather, acceleration seems to be possible only in short bursts, and then an eventual leveling effect seems to occur.<sup>45</sup>

Betts concludes that the absence of reading readiness is a fundamental problem to be considered at all school levels. More importantly, he contends that reading readiness factors are the keystone for a prevention program.<sup>46</sup> He states:

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<sup>43</sup>Marvin E. Oliver, "Key Concepts for Beginning Reading," Elementary English, 47 (March, 1970), pp. 401-402.

<sup>44</sup>Bond and Wagner, p. 311.

<sup>45</sup>Russell and Dunlap, p. 11.

<sup>46</sup>Betts, p. 112.



The wise second grade teacher will accept the fact that there will be a greater range of reading abilities . . . among children at the beginning of their second year in school than there was upon admission to the first grade.<sup>47</sup>

These non-readers present quite different reading-readiness problems than those presented in kindergarten or first grade. The teacher should be aware of how best to consolidate previous experience, "(1) by providing appropriate preschool pre-reading experiences; (2) by improving instruction in basic reading skills; and (3) by teaching students to think while reading."<sup>48</sup>

According to researchers studied, intensified teaching of reading readiness skills to students beyond kindergarten and first grade will not be effective using the same techniques as a teacher would use at these lower levels. Modifications must be made according to individual differences. Bond and Wagner state five possible approaches to working with children at any level of instruction who lack readiness skills. They are:

- (1) Waiting until readiness develops;
- (2) Recognizing the limitation, correcting it, or adjusting to it;
- (3) Providing readiness instruction appropriate to the age and grade level of the child;

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<sup>47</sup>Ibid., p. 104.

<sup>48</sup>Ruth Strang, "How School Can Meet the New Demands," Controversial Issues in Reading and Promising Solutions, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1961), p. 19.

- (4) Providing corrective readiness instruction;  
and
- (5) Developing readiness concurrently with  
instruction.<sup>49</sup>

If there has been an appropriate readiness foundation, the rapid development of reading will normally take place in the second and third grades. It, therefore, becomes

. . . an extension, refinement, and amplification of the previous stage. By the end of third grade, the bulk of the phonics program should have been presented. By this time, the basic skills of the primary grades should be improved and strengthened sufficiently so that the child can read for pleasure.<sup>50</sup>

### The Disabled Reader

Sartain contends that any child who can speak some level of English can also learn to read that language at approximately the same level if he does not encounter deterrents in instructional, sociocultural, self-psychological or psycholinguistic correlates. The correlates he lists formulate a broad definition of a disabled reader. They are:

(1) Instructional correlates: Consideration should be given to failure to adjust instruction to the individual child because of large class size or a lack of teaching skill. There may also be inadequate introduction and maintenance of

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<sup>49</sup>Bond and Wagner, p. 17.

<sup>50</sup>Lerner, pp. 236-237.

the necessary component skills; inadequate motivation; inadequate rapport between teacher and students; and lack of instructional materials that can be used in making adaptations for individual needs.

(2) Sociocultural correlates: Educational sociologists have led educators to believe that home factors, community factors, and cultural background factors may affect learning almost as much as instructional factors. Cultural background factors tend to influence the higher occurrence of reading disability in neighborhoods that are culturally different from the mainstream.

(3) Self-psychological correlates: These seldom occur independently and are almost always in conjunction with the two previously listed correlates evidenced in negative attitudes toward learning and reading and in social or psychological maladjustment.

(4) Psycholinguistic correlates: Briefly, these occur when there is delayed speech development, minimal language fluency, and subtle learning disability.<sup>51</sup>

Valett states that some other possible causes of delayed or disabled learning may be prenatal factors, birth trauma, developmental anomalies, emotional deprivation,

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<sup>51</sup>Sartain, pp. 28-36.



failure experiences, and psychological frustrations.<sup>52</sup> These may not be clearly evidenced so as to be easily diagnosed because some of the characteristics found in these children will also be found in the normal child. Thus the term "subtle disability" is used to distinguish between the children this program was designed for and the more seriously disabled "learning disabilities" children for whom Special Education services would be recommended. One might suspect a disability when the child is not learning as readily as his potential ability suggests.<sup>53</sup>

Summarizing the research done in this area, it can be surmised that the disabled reader will be found in most classrooms. In any event, early identification is an important facet for the young disabled reader. Kindergarten teachers should be alert to identify children experiencing reading difficulties. By the end of the second or third month of the second grade, if a student fails to progress appropriately, assistance from a reading specialist should definitely be sought and, possibly, out-of-class help provided. This does by no means suggest that one should delay action until second

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<sup>52</sup>Robert E. Valett, Programming Learning Disorders. (Palo Alto, Calif.: Fearon, 1969). In Donald E. Michel, Music Therapy (Springfield, Ill.: Charles C. Thomas, 1976), pp. 62-63.

<sup>53</sup>Ed N. Argulewicz, David J. Mealor, and Bert O. Richmond, "Creative Abilities of Learning Disabled Children," Journal of Learning Disabilities, 12 (January, 1979), pp. 21-24.

grade before some type of intervention is begun. Most likely, these children will not be highly motivated, and even though they may want help desperately, due to failure experiences, they have become conditioned to expect more of the same.<sup>54</sup> The responsibility then falls upon the classroom teacher to identify these students and seek out assistance for them, either within the framework of the classroom or through some out-of-the-room assistance.

### Remediation and the Self-Concept

Remediation is necessary for the disabled reader. Perhaps the term "intervention," or "corrective," would be a better choice of words because the former carries negative overtones to the individual child, the teacher, and the family. Unfortunately, the term "remediation" tends to imply there is a malfunction that needs correction, which, in turn, implies the individual is a "less-than" person with inferior qualities. Because of this, the self-concept must be considered in the remedial reading program.

"Self-concept is considered to be one of the most important aspects of human development, and is subject to considerable stress as a child expands his contacts with the world, especially in interactions with others."<sup>55</sup> The school-

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<sup>54</sup> Karlin, p. 351.

<sup>55</sup> Donald E. Michel, Music Therapy (Springfield, Ill.: Charles C. Thomas, 1976), p. 46.

age period of life is crucial, especially the first ten years or so of life, when self-concept is developing. How the child views himself is very important. "Inconsistent and varied experiences of success and failure during the early grades can interfere with the child's developing sense of identity."<sup>56</sup>

Educational aspirations may be either strengthened or reduced according to the child's contacts with his peers. The influence of the peer groups appears stronger in the United States than in some other countries, probably because there is less family and more peer society. Gaining acceptance by peers is one of the strong needs of children and it becomes increasingly so as he grows older.<sup>57</sup> How his peers react to remediation can most definitely affect the student's achievement, behavior, and self-concept.

The teacher, inadvertently, may react in a negative manner to the extent it becomes detrimental to the child's academic progress. Data reveal that learning disabled children often reflect a negative attitude toward themselves and school in general because they receive more teacher criticism and warnings regarding their inability to function as well as their non-disabled peers. Therefore, they

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<sup>56</sup> Rochelle L. Robbins and Norman I. Harway, "Goal Setting and Reactions to Success and Failure in Children With Learning Disabilities," Journal of Learning Disabilities, 10 (June/July, 1977), p. 356.

<sup>57</sup> Mussen, Conger and Kagan, pp. 505-507.



experience more failure and display more disruptive behavior<sup>58</sup> the writer refers to as "diversionary tactics." The child may simply misinterpret the social cues, thus being said to behave in socially inappropriate ways.<sup>59</sup>

Behavior modification techniques and counselling can be employed to help both the teacher and the student cope with problems in relationships that directly or indirectly affect the student's achievement in the remedial reading classroom. Poor readers learn early that they can play games to avoid embarrassment, and escape an unbearable situation, thereby compensating for inabilities to perform successfully. Eric Berne and his associates incorporated into a mental health technique what has become known as "Transactional Analysis." The system is more fully described in the book, Games People Play, which was designed for understanding human interactions and intended to be used as a preventive-therapeutic technique. It would behoove remedial teachers to be aware of the potential usefulness in gaining insight and understanding how

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<sup>58</sup> Robert B. Chapman, Stephen C. Larsen, and Randall M. Parker, "Interactions of First Grade Teachers with Learning Disordered Children," Journal of Learning Disabilities 12 (April, 1979), pp. 225-230.

<sup>59</sup> T. H. Bryan, "An Observational Analysis of Classroom Behaviors of Children with Learning Disabilities," Journal of Learning Disabilities, 7 (1974). In Argulewicz, pp. 26-34.

they might help alleviate some of the emotional strain and enhance the self-concept of their students.<sup>60</sup>

The classroom teacher and the remedial teacher must keep these things in mind. It has been shown that high peer status is related positively to achievement and to self-concept,<sup>61</sup> even to the point that Gerler states that children faced with interpersonal difficulties--such as the effects of divorce, death, fighting, cheating, and the like--may be reflected in their academic performance.<sup>62</sup> In kindergarten, measures of self-concept have been significantly predictive of progress in reading.<sup>63</sup>

Traditionally, according to researchers, educators have concentrated on the cognitive domain and only recently have efforts been made to work systematically in the affective areas "to educate the 'whole' child."<sup>64</sup> Shelton suggests

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<sup>60</sup> Wagner (1976), pp. 208-216.

<sup>61</sup> William P. Ahlbrand, Jr., and Wayne J. Doyle, "Classroom Grouping and Sociometric Status," Elementary School Journal, 76 (May, 1976), pp. 493-499.

<sup>62</sup> Edwin R. Gerler, Jr., "Counselor-Teacher Collaboration in a Multimodal Reading Program," Elementary School Guidance and Counseling, 13 (October, 1978), pp. 67-74.

<sup>63</sup> William W. Wattenberg and Clare Clifford, "Relation of the Self-Concept to Beginning Achievement in Reading," Child Development, 35 (1964), p. 461.

<sup>64</sup> Gerler, p. 67.

greater emphasis be placed on affective education because cognitive-academic difficulties inhibit the development of a positive self-concept.<sup>65</sup> Schools need to provide an atmosphere that makes learning a rewarding and relevant experience, one that promotes self-confidence, but certainly not "a laissez faire atmosphere, where the teacher does little more than maintain a pleasant setting for his pupils."<sup>66</sup>

Often the remedial reading program experiences problems because it is not sufficiently coordinated with the classroom reading program. This separateness can cause dissension between them, and the children are the ones who suffer. For best results, there should be simultaneous teaching of reading concepts using supplemental materials to enhance what is taught in the classroom. Furthermore, regularly scheduled meetings with the student's classroom teacher will provide an opportunity for discussion of the problems and progress observed.<sup>67</sup>

In summary, several points should be kept in mind:

(1) Keep the remedial program highly individualized, or at

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<sup>65</sup>M. N. Shelton, "Affective Education and the Learning Disabled Student," Journal of Learning Disabilities, 10 (March, 1977), pp. 618-624.

<sup>66</sup>Richard E. Hodges and E. Hugh Rudorf, eds., Language and Learning to Read (Boston: Houghton Mifflin, 1972), p. 227.

<sup>67</sup>Shirley McNair and Velma Bischoff, "Cooperative Reading," Teacher, 94 (December, 1976), pp. 61-62.



most, small groupings; (2) use positive reinforcers, working in the area of the student's strongest modality of learning; (3) the student should be aware of his problem and every effort should be used to show him his progress thus building up his self-concept; and (4) maintain a relaxed atmosphere and have confidence in the student's ability to learn and your ability to teach him.

### Modalities of Learning

There is no single, unique way of learning to read. There is no magic in a method. Whatever method, or combination of methods, works for a student then that is the right method for that student.<sup>68</sup>

Learning is two-fold: receptive and expressive. The way the young child learns the oral language through listening and experimenting with sounds is somewhat the same way a young child learns reading. Much of what he learns is through listening; therefore, developing listening skills is a pre-requisite to beginning reading.<sup>69</sup>

As language develops then one may determine the extent of learning. Much research has been done on the relationship of acquired oral language and beginning reading achievement.

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<sup>68</sup>Wagner (1976), p. 87.

<sup>69</sup>Betts, pp. 71-72.

Groff did a review of research prior to 1941 which revealed eight studies conducted indicated there was a significant relationship between oral language and reading, while five did not. Since 1941, research revealed sixteen studies that a child's oral ability is a

highly doubtful indication of his linguistic competency as is related to reading achievement. . . . At least ten studies concluded that there is . . . a significant degree of correlation between the [fluency<sub>of</sub>] oral language and reading achievement.<sup>70</sup>

A teacher who has years of experience in the classroom would surmise that receptive and expressive disabilities are closely interwoven.<sup>71</sup> It is redundant to state that reading appears to be more difficult than speaking. Kiyoshi Makita argues that the difficulty in acquiring reading skill often lies in the nature of the relationship between the printed and oral language rather than in innate ability of teaching procedures.<sup>72</sup>

The maximal modality needs to be understood before an attempt is made to determine a particular approach for a student as being better than another, whether it be auditory,

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<sup>70</sup> Patrick Groff, "Oral Language and Reading," Reading World, 17 (October, 1977), pp. 71-78.

<sup>71</sup> Daniel P. Hallahan and James M. Kauffman, Exceptional Children (Englewood Cliffs, N. J.: Prentice-Hall, 1978), p. 143.

<sup>72</sup> Rebecca C. Barr, "Perceptual Development in the Reading Program." In Hodges and Rudorf, pp. 131-133.

visual, intermodal, or the more rare tactile-kinesthetic approach as being the central core of instruction. Wepman further emphasizes that the teaching of reading and the comprehension skills should be child-centered rather than method-centered.<sup>73</sup>

Research will attest that reading disabled children are more likely to exhibit visual perceptual problems; that is, problems in organizing and integrating visual sensory stimuli. Barr states:

Beginning readers need more visual information than efficient ones, . . . and perceptual demands are highest during the initial stages of reading, when the child is becoming familiar with word forms and learning the generalizations that permit translation from print to language.<sup>74</sup>

Likewise, auditory perceptual difficulties are more often found in learning disabled children than in normal children.

This relationship is logical, since reading requires an association of visual units with their auditory equivalents.<sup>75</sup>

De Hirsch (cited in Hodges and Rudorf) found that often a child would be able to compensate for a deficiency; however, when deficiencies were shown in several areas, frequently it becomes necessary to help the child discover ways to circumvent an area,

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<sup>73</sup>Joseph M. Wepman, "The Perceptual Basis for Learning," Meeting Individual Differences in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1964), 94 (December, 1964), pp. 25-33.

<sup>74</sup>Barr, p. 134.

<sup>75</sup>Hallahan and Kauffman, pp. 138-139.



rather than trying to strengthen the weakness. Areas which seem to interfere most with reading acquisition are: auditory discrimination, sound synthesis, visual memory, and visual discrimination.<sup>76</sup> Therefore, there should be a continuation of auditory and visual perceptual training throughout the early primary grades.

Piaget (cited in Kirkland) would concur that children must have a rather broad conceptual base that has been acquired from first-hand experience involving the total child before words will have meaning for them. The use of the Language Experience Method affords materials that can be used in instruction during the first stages of reading agree with Piaget's emphasis that the child must first have experiences with words, opportunity to interpret what they have experienced, and interaction with others and the environment.<sup>77</sup> The fact remains that some do not benefit from an audio-visual approach of teaching reading even though they have normal intelligence and usually have nothing wrong physically.<sup>78</sup>

There are other theories regarding modalities of learning. Multi-sensory approach retrains sensory modalities in addition to the auditory and visual. Dr. Grace M. Fernald

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<sup>76</sup>Hodges and Rudorf, pp. 136-137.

<sup>77</sup>Kirkland, pp. 500-502.

<sup>78</sup>Wagner (1976), p. 111.

asserts that difficulty in reading and writing relates directly to defects in sensual perception. These children are unable to learn in the usual manner and must be taught by reinforcing other sense modalities such as the visual, auditory, kinaesthetic, and tactile--hence the name, VAKT Method. Maria Montessori in Italy emphasized a basic perceptual approach where children traced the shapes of letters with their fingers on cut-out sandpaper letter forms. As the child traces the letter, or word, he says it, or blends the sounds together to say the word. Samuel Orton, the American neurologist, taught that a condition of mixed laterality might be the cause of difficulty of learning to read. Together with Gillingham he developed a remedial method which also required the child to sound out and trace the printed word and other such techniques as air writing or writing on rough surfaces.<sup>79</sup> Using chocolate pudding is another medium that can be used with small children in the same manner as fingerpaint.

Teaching reading by syllables is yet another method. Dr. H. C. Tien developed the AEIOU & Y Method, more commonly referred to as the Ba-Be-Bi Method, which is the theory of pattern recognition by identity. This method is based on a set of phonetic tables which is learned by looking, writing, and saying all combinations produced by basic English syllables: for instance, ba-be-bi-bo-bu-by; bla-ble-bli-blo-blu-bly. This method is used by some speech therapists for

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<sup>79</sup>Ibid.

correcting enunciation problems in speech.<sup>80</sup>

The Neurological-Impress Method stands out because of its apparent simplicity and because it minimizes criticism leveled against the poor reader. It is basically unison reading where the student and the teacher/tutor sit side by side and read the text simultaneously aloud with no stops. The approach is spontaneous; no previous preparation; no sounds or letters are taught; no pictorial clues are given. In other words, the student learns to read by reading.<sup>81</sup>

There is yet another method, somewhat different, called the Movigenic Curriculum. Developed by Barsch, it is based on the postulation that man is a moving being in a spatial world, and that many learning difficulties are merely deficits in movement efficiency. The Movigenic Curriculum is designed to facilitate movement efficiency. It is interesting to note that more than 125 years ago Edward Seguin emphasized sensory-motor training by making use of the trampoline to develop balance; the game of "statue" to develop attention; and perceptual motor training to develop cognition.<sup>82</sup>

Gestalt psychology and modern linguistics have combined to create an approach referred to as Psycholinguistics.

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<sup>80</sup> Rudolph F. Wagner, Dyslexia and Your Child (New York: Harper and Row, 1971), pp. 115-121.

<sup>81</sup> Ibid.

<sup>82</sup> Kirk, pp. 51-52.



Clues that may be derived about the process by which a child learns to talk may provide insight how a child learns to read. Reading is not a matter of going from words to meaning as much as reading is going from meaning to words.<sup>83</sup> "Breaking the code" is the term usually associated with this method. The discovery how the system is operating and how words are structured helps students become aware that the arrangement of letters in a word controls the way these letters function. In short, students discover how spoken language is set down in writing.<sup>84</sup>

Three other approaches are discussed by Sabaroff: Sight, Phonic, and Modified Sight Approaches. The theory of the Sight Method, sometimes referred to as the Look-Say Method, is backed up with research to show that at the earliest stages in reading it is important the child deal with words more than just letters. For instance, the word man carries much more meaning to a young child than the separate letters m, a, and n. A good base of sight words provides successful reading experiences because it is extremely difficult for the child to make discoveries about the relation of sound to letter. The Phonic Method generally starts with whole words. Each letter is considered equally important. The sounds for letters, letter combinations, and their variations are

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<sup>83</sup> Frank Smith, Understanding Reading (New York: Holt, Rinehart and Winston, 1971), pp. 35, 51.

<sup>84</sup> Sabaroff, pp. 523-525.

learned separately and then blended together to "sound-out" the word. The Modified Sight Method, commonly used in basal readers, usually begins with initial consonants as a clue and allows the student to guess the rest from the context. There is a combination of a sight word vocabulary coupled with phonics.<sup>85</sup>

There is no one "best" approach to teaching reading, but researchers do agree that generally one modality is stronger than the others. It is the stronger modality that should be utilized in teaching; however, one should not disregard the other modalities. They can be used to reinforce or to redirect learning in a multi-modal, or multi-sensory, approach. Generally accepted is the fact that most teachers use an Eclectic Approach, utilizing the intermodal approach rather than a pure sight/phonic/linguistic/VATK approach to teaching beginning reading.

### Innovative Ways of Teaching Reading

The writer has sought out innovative ways of teaching reading to the child who is otherwise "turned-off" to any attempts of formal, or traditional, instruction. Only a few will be explored that are felt to be most practical in the Title I Reading Lab setting and most comfortable to the teacher using these methods.

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<sup>85</sup> Ibid.

## Music

It is with regret this writer sees music being shelved once kindergarten days are over. Few teachers feel comfortable using music to continue the learning activities. Music is natural for children. It is appealing and is motivating. Because of these factors, music can become a valuable tool in teaching perception and expression keeping a fresh, open-ended medium for learning at any level. Music offers an array of possibilities for teaching awareness, selection, and reorganization of sound-based stimuli, especially for the child who has a strong auditory modality. Not only he, but for the child who needs the auditory modality strengthened, music can become a medium wherein the perceptual and abstracting skills can be strengthened.<sup>86</sup>

Grace Nash refers to Dr. R. Van Allen as indicating that a child who is too tense and withdrawn to respond to printed symbols can benefit from the relaxing, rhythmical effect of music. A review of her book shows that Mrs. Nash places music in a central position in the overall educational spectrum. Positive emotional qualities are developed through creativity and group involvement.<sup>87</sup>

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<sup>86</sup>Betty Welsbacher, "Music for the Learning Disabled." In Richard M. Graham, compiler, Music for the Exceptional Child (Reston, Va.: MENC, 1975), pp. 136-147.

<sup>87</sup>Grace C. Nash, Creative Approaches to Child Development with Music, Language and Movement (Port Washington N.Y.: Alfred Pub., 1974), p. 21.



Music has been used by speech therapists in teaching "Language Discrimination," especially as an aid in teaching consonant sounds.<sup>88</sup> The same can be employed in the teaching of many early reading skills. Music can be a positive aid in vocabulary development and effective in teaching basic language concepts.<sup>89</sup> The Orff method familiar to many music education and music therapy students utilizes modeling and rhythmic repetition as a technique that is very effective in a remedial reading classroom. Along this same theory is the emphasis placed on reinforcement and a lack of punishment if a child is not as proficient or capable as his peers.<sup>90</sup>

Through music, songs, choral readings, chants, and rhythmic speech activities, vocabulary can be increased, vocal fluidity can be developed, and enunciation can be improved in a non-threatening environment.<sup>91</sup> Chanting

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<sup>88</sup> Donald E. Michel and Nancy Hudgens May, "The Development of Music Therapy Procedures with Speech and Language Disorders," Journal of Music Therapy, 9 (Summer, 1974), pp. 74-80.

<sup>89</sup> Charles D. Seybold, "The Value and Use of Music Activities in Treatment of Speech Delayed Children," Journal of Music Therapy, 8 (Fall, 1971), pp. 102-110.

<sup>90</sup> Louise Hauck Ponath and Carol Hampton Bitcon, "A Behavioral Analysis of Orff-Schulwerk," Journal of Music Therapy, 9 (Summer, 1972), pp. 56-63.

<sup>91</sup> Mary F. Phipps, "Music Education for Learning Disabilities." In Richard M. Graham, compiler, Music for the Exceptional Child (Reston, Va.: MENC, 1979), pp. 130-135.

nursery rhymes develops relaxation in responding to rhythms, feeling for phrasing and develops rhythmic memory<sup>92</sup> which can later be transferred to the reading process.

All of the above can be verified by observing young children who view television spots between cartoons on Saturday mornings as "Schoolhouse Rock" or "Grammar Rock" are presented. These two feature short films using attractive animation and catchy songs that introduce parts of speech and various concepts. (These may be purchased for classroom use through the Xerox Education Publications, Columbus, Ohio.)

In Tennessee Teacher magazine, Betty Anderson states:

Educators have failed to tap one of the most available cultural resources we have, and the use of "live history" in teaching understanding of our heritage has been almost nil as far as country music is concerned. . . . The potential for learning resources is almost limitless . . . not only fun, but students learn from them--and retain what they learn.<sup>93</sup>

Melodi Bennett lists several ways to use music to motivate reading by printing song lyrics on hand-out sheets and use them as any other printed material to teach the comprehension skills, structural analysis skills, dictionary and reference skills.<sup>94</sup>

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<sup>92</sup> Lawrence Wheeler and Lois Raebeck, Orff and Kodaly Adapted for the Elementary School (Dubuque, Iowa: William C. Brown, 1972), pp. 1-2.

<sup>93</sup> Betty Anderson, "Country Music Goes Educational," Tennessee Teacher, 47 (October, 1979), p. 11.

Music in the reading classroom is even newer than the Music Therapy field which came into widespread use in the United States since 1946. Borrowing techniques from the Music Therapy field can be used in behavior management as well as teaching concepts by creating lyrics, sometimes impromptu, to already familiar melodies to meet a particular immediate need. True, most teachers feel insecure in using music to reinforce learning skills. Research has shown that self-esteem has been increased by the use of music, as well as other tasks such as developing associations and labelling, auditory memory sequencing, language stimulation, thus affecting the whole area of speech and language concurrently using the reward value of music.<sup>95</sup>

Flick outlines the importance of music in the curriculum as it enriches and aids in the development of skills and attitudes. In part, she states:

1. Enhancement of self-image
  - a. In personal development in relationship to others accepts role of leader and active follower
  - b. Greater feeling of capability and security
  - c. Development of poise, self-confidence, and personal satisfaction
2. Development of auditory discrimination
  - a. Improvement of ability to listen and respond
  - b. Improvement of auditory-kinesthetic integration and group activity skills

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<sup>94</sup>Melodi Bennett, "Music to Motivate Reading," Reading Teacher, 32 (February, 1979), pp. 582-583.

<sup>95</sup>Michel, pp. 28-30.



3. Development of communication skills
  - a. Development of articulation
  - b. Development of the use of complete phrases or sentences
  - c. Development of the ability to execute two or more simple requests simultaneously
  - d. Development of the ability to recognize simple songs [sic] to help children adjust to work and community
  - e. Development of the ability to listen for the purpose of remembering sequence
  - f. Development of the ability to recognize letters, numerals, and simple words through music
4. Development of perceptual-motor skills
  - a. Development of perception of position in space
  - b. Development of awareness of spatial relationships
  - c. Development of awareness required by a particular music activity
  - d. Development of awareness of the individual's relationship to others in the formation of a particular music activity
  - e. Development of directionality
  - f. Development of muscular coordination
5. Development of visual-motor coordination
  - a. Development of the ability to feel the duration of sound and understand the use of visual representation of that sound duration
  - b. Development of the ability to feel and see the form of musical activities
  - c. Development of an understanding of comparative lengths of phrases by feeling and seeing
  - d. Development of understanding of similarities and differences of what is heard through movement and visual reinforcement
  - e. Development of the ability to gauge [sic] movement through visual "sound maps," "game maps," or "form maps"
  - f. Development of the ability to feel the beat and simple rhythmic patterns that the child has heard and then transfer these to written symbols
  - g. Development of awareness of left to right progression<sup>96</sup>

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<sup>96</sup> Marlene L. Flick, "Educating Exceptional Children Through Music." In Richard M. Graham, compiler, Music for the Exceptional Child (Reston, Va.: MENC, 1975), pp. 148-171.

Contrary to what one may believe at first impulse, music does affect the cognitive, the affective, and the physical domains--the whole self--and utilizing this approach, a child can be motivated to expand his learning experiences almost in an unconscious manner.

### Games and Play

Akin to music activities is the importance of children's play. Quoting Piaget:

So the child when it plays is developing its perceptions, its intelligence, its impulses toward experiment, its social instincts, etc. This is why play is such a powerful lever in the learning process of very young children.<sup>97</sup>

The teachers of reading might learn from this theory and might also consider the theory behind the Suzuki method of teaching violin. The secret of the Suzuki method of teaching violin to the very young child simply stated as self-motivation--letting the child take advantage of that initial curiosity; moving in small steps through a progression of highly entertaining games which the child plays with his teacher, parent, or other children. The Suzuki approach is completely child-oriented. The learning is in small steps with much repetition to insure the child commits the concept being learned to memory with no effort outside of having a lot of fun. There is a tantalizing magic about the games

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<sup>97</sup> Jean Piaget, Science of Education and the Psychology of the Child (New York: Viking Press, 1971), p. 155.

that the children never quite realize are so designed that everyone wins. Thus, the games are played with much suspense and excitement. Paramount importance is fascination.<sup>98</sup>

In the remedial classroom, games can motivate players. The competitive nature of games usually heightens students' efforts. The activities tend to stress strengths and help the student see that progress in reading is being made. Students assist one another and come to view peers, as well as teachers, as sources of information. Games provide a pleasant alternative to more traditional seatwork which often is no more than "busywork." There certainly are limitations of the use of games in the classroom. Monitoring gaming situations can be difficult and the teacher might feel she could work more effectively in other ways to instruct the students.<sup>99</sup> Games could best be used as a "reward factor" for review, reinforcement, or enrichment.

Beals poses some questions the teacher should answer before using games in the classroom. Among these are:

Am I willing to devote the necessary time to this activity?

Does the game meet the needs of my students, and do my students have the necessary background for it?

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<sup>98</sup> Michiko Yurko, Music Theory for Children (Sherman Oaks, Calif.: Alfred, 1979), p. 3.

<sup>99</sup> George F. Canney, "Making Games More Relevant for Reading," Reading Teacher, 32 (October, 1978), pp. 10-14.



Does my philosophy permit the use of games?

Are all the required supplies and materials readily available?

Is the game a justified part of the curriculum or just a pleasant pastime?

How can I evaluate the outcomes of a game?

Does the nature place too much emphasis on winning?<sup>100</sup>

Gillet points out positive aspects of using games in the teaching program. She suggests that games can become a workable alternative to otherwise traditional word study programs; games provide peer tutoring as children teach and learn from each other; games make economical use of teacher time and materials; and games are flexible enough to be used with individuals or with groups with teacher direction or as an independent activity.<sup>101</sup>

### Functional Reading

A third mentioned innovative method of teaching reading is the use of functional reading, sometimes referred to as survival skills, building a reading program on readily available materials found in the home or community. After a careful diagnosis of reading deficiencies, the reading teacher can apply almost any skill needing to be taught to

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<sup>100</sup> Paul E. Beals, "Games and Simulations," Grade Teacher, 88 (March, 1971), pp. 94-106.

<sup>101</sup> Jean Wallace Gillet and M. Jane Kita, "Words, Kids, and Categories," Reading Teacher, 32 (February, 1979), pp. 538-542.

materials that are at hand, "adult" in format, and often free or inexpensive. The carryover from school to home provides beneficial feedback to the child. Furthermore, Elinor P. Ross has compiled a list of activities and materials that can be adapted to classroom use.<sup>102</sup> Some of these and others are:

- Activity and game books and cards
- Automobile, truck, motorcycle brochures
- Baseball, football, nature cards
- Cereal boxes
- Chamber of Commerce publications from any city
- Children's magazines and newspapers
- Comic books, Sunday comics
- Merchandise catalogs, sales pamphlets
- Newspapers
- Placemats, menus
- Telephone and Zip Code Directories
- Television and other schedules

and many other items that might interest children. Some of these can be purchased at a discount store; others are free for the asking.

The newspaper is current, "real world," revealing a variety of topics in any one issue. It provides ready access to reading material relating to a wide range of student interests. Another aspect is the readability level of the newspaper articles often varies. For instance, political stories may be three grade levels higher than sports stories; wire articles about one grade level higher than non-wire service articles. Human interest stories may vary greatly. This may be of practical significance when

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<sup>102</sup> Elinor P. Ross, "Building a Reading Program With Readily Available Materials," Tennessee Reading Teacher, 5 (Fall, 1977), pp. 16-18.

selecting articles, or activities, for classroom use. Johns and Wheat continue to state that today's newspapers may tend to frustrate many students if they are not used selectively. Using the Fry and Dale-Chall formulas, the average sports articles may range from 6.0 to college level<sup>103</sup> which is considerably higher than the primary level child can read. The Teacher's Guide that accompanies the Nashville Tennessean: Newspaper in the Classroom Project reiterates that the newspaper can be used to teach basic reading skills, vocabulary building, remedial reading, comprehension skills, critical thinking, perceptual training, constancy of letters, enrichment, and may be the only text the student will read after school years. The newspaper is motivating because of the simplicity (comics, basic news items), understanding (critical thinking), facts and opinions and information (editorial to advertisement) found in it. The use of the newspaper in the classroom is limited only by the teacher's ingenuity and imagination.<sup>104</sup> Last, but not least, self-concept is enhanced because the newspaper is an adult medium and is found in most homes.

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<sup>103</sup>Jerry L. Johns and Thomas E. Wheat, "Newspaper Readability," Reading World, 18 (December, 1978), pp. 141-147.

<sup>104</sup>Allen Pettus, Director, Newspaper in the Classroom Project: Teacher's Guide (Nashville, Tenn.: Tennessean, 1974), p. 4.



Only three areas have been explored in the section on teaching reading using innovative methods: music, games and play, and functional reading. Another area that may be considered is creative writing, which develops skills in visual imagery and listening that is akin to earlier language experience stories.<sup>105</sup> Other areas, though not conclusive, include puppetry, typewriter in the classroom, and Braille.

### Summary

In the research, each learning experience lays a foundation for another learning experience in a somewhat universal systematic order. Although the child learns best through his strongest modality, the other modalities should not be neglected. Remediation can become a positive experience enhancing the self-concept, if the teacher uses care in the choice of techniques and positive reinforcement. The reading program should reflect the position of presenting activities that will eventually enable students to be successful with real-world experiences.<sup>106,107</sup> The innovative teacher needs only to look around--the opportunities are there.

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Antonia Y. Maya, "Write to Read: Improving Reading Through Creative Writing," Reading Teacher, 32 (April, 1979), pp. 813-817.

<sup>106</sup>

Ibid.

<sup>107</sup>

William H. Rupley and Paula B. Gwinn, "Reading in the Real World," Reading World, 18 (December, 1978), pp. 117-122.

## CHAPTER 3

### THE CORRELATED PROGRAM

Prior to the writer entering the Title I Reading Program in Humphreys County as a reading teacher, an inconsistency was noted existing between the regular classroom reading teachers and the Title I reading teachers. Rapport was low between teacher and teacher, and many of the Title I students had developed poor attitudes toward themselves and the reading program in general. It appeared there were two separate reading programs which were at times in conflict with each other. Ways were sought to bring the classroom reading teacher and the Title I Reading Program into a closer proximity by correlating the two reading programs for maximal efficiency.

#### Methodology

At the onset of entry into the Title I Reading Program, the writer began a thorough study of the Houghton Mifflin Reading Program (HMRP) by attending workshops and studying each level of Teacher's Editions, Levels A-J. The purpose of this study was to seek out the sequential order in which the skills were presented; at what level each skill was introduced; and at what level that skill was presumed to

be mastered. A review of classroom assessment and mastery tests provided further opportunity to evaluate the student's potential achievement. Conferences with the classroom reading teacher gave indications of weaknesses and strengths to be expected of children already enrolled in the Title I Program. Conferences with individual students in the Title I Program presented an outlook to the self-concept phase as the students expressed their feelings and opinions during the interviews, either verbally or non-verbally.

First effort toward correlating the reading programs began with revising the Title I Referral form for the classroom teacher to have at hand. These forms were constructed to reflect:

- (1) Student's name, birthdate, grade placement and date;
- (2) Standardized total reading scores from either (or both) the Metropolitan or California Achievement Test;
- (3) Placement in the Houghton Mifflin Reading Program;
- (4) Additional comments or observations regarding reading ability; and
- (5) Other information, past referrals, test results, other recommendations, if retained, transferred, or number of years in a remedial program. Any pertinent information related to the placement of the student was recorded.

For kindergarten teachers to recommend a student to Title I Reading, a checklist was prepared with place for any additional comments that would be given to the first grade



teacher to be attached to the referral form. Similar check-lists are available for other teachers if they so desire to complete it at the end of the year for the next-year teacher. This referral form is referred to as the Spring Referral. Copies of referral forms may be found in Appendix E.

Upon entry into the Title I Reading Program, each student is given a diagnostic test to determine specifics to plan remediation. The tool used in the Humphreys County Title I Reading Program is the Prescriptive Reading Inventory (see Appendix B for PRI objectives). From this test and the referral form, an Individual Education Program (IEP) is written

### The Chart Design

Following diagnostic procedures, the realization of how much information is needed at hand gave impetus to creating a chart that would provide the continuity of teaching skills between the classroom reading teachers and the Title I Reading Program with the least amount of time expended. Such a chart is valuable in selecting various materials to be used with different children and different skills.

There are three main divisions. The first division consists of HMRP skills and a brief descriptor of the objectives. This information was taken from the scope and sequence found in each Teacher's Edition, Levels A-J. Also reflected is the level at which a particular skill is introduced, re-taught, and presumed mastered.

The second division is set aside for diagnostic and evaluative testing objectives. Because the PRI is the major diagnostic instrument used, those objectives are referred to specifically by level and by number.

The third division lists the multi-modal materials available for use in the Title I Reading Lab with space also available for innovative teaching ideas. From this section the teacher can choose a variety of materials for teaching a needed skill utilizing the auditory, visual, or kinesthetic approach.

An underlying purpose of the chart is to show areas of weakness as far as availability of instructional materials is concerned. As additional purchases are made, the chart can be up-dated.

### Components of the Program

As the third division suggests, there will be a choice of materials available. Only the major components of the program will be presented here; however, there are other programs and materials that are also available.

#### Hoffman Information Systems

A major component of the program is the Hoffman Information Systems Primary Language Arts and Phonics Program. This audio-visual-kinesthetic program utilizes a projector with self-contained screen, earphones, and album units containing filmstrips and records. Accompanying

worksheets provide reinforcement of learning taught on the machine. Additional booklets put into practice the skills taught also adding teacher involvement to the program.

The Phonics Level is a multi-grade reading-readiness instruction program consisting of six study sets with ten units per set, for a total of sixty albums. Each unit teaches a concept and language usage. The program also presents auditory discrimination, auditory memory, recognition of visual symbols that stand for sounds, and the ability to print or draw letters.

Level One is designed like the Phonics Level.

Responses are made on "Do and Discover" worksheets. It provides instruction in auditory and visual discrimination, basic sight vocabulary, phonetic analysis and structural analysis skills, concept development, and reading comprehension skills. Each audio-visual lesson is presented by means of two filmstrips and one double-sided record. Associated with Level One is a series of booklets called "Read to Learn" that follow along the lesson presented wherein approximately 600 words are introduced. Teacher interaction utilizes additional "Activity Worksheets" for evaluation of skills learned.

Level Two follows the same format as the previous level. Each lesson album includes an audio-visual presentation of an original, factual, interesting story. Sound effects are added for mood, setting, and realism. It, too, has six study sets of ten units each for a total of sixty units.



Level Three changes format slightly. Instead, there are four filmstrips and two records per unit with an accompanying workbook per set of ten albums. Comprehension skills are developed more extensively than in previous levels, as is vocabulary and word-analysis skills such as phonetic and structural analysis of word patterns, strategies of word attack, and the study of irregularities in the spelling and pronunciation of English words. "Encore" booklets are used for oral reading and "Activity Worksheets" are used for evaluation.<sup>108</sup>

For record keeping purposes, a page has been designed to facilitate activities being assigned and/or completed (see Appendix F).

### Workbooks

A second major component of the program is the use of commercially prepared workbooks. A variety of phonics-based workbooks are used for the different levels of the children in the program. For some children, this type activity may not be necessary. Workbooks can be helpful for those who seem to benefit more from a systematic phonic approach. Care must be exercised here to correlate the work with classroom reading work. If the student has difficulty with a skill,

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<sup>108</sup>Lawrence E. Hafner and Hayden B. Jolly, Patterns of Teaching Reading in the Elementary School (New York: Macmillan, 1972), pp. 196-198.

the workbook becomes a good diagnostic tool for the reading teacher.<sup>109</sup> (Publishers and sources of the instructional materials mentioned can be found in Appendix H.)

Workbooks are named, per se, in the chart in a general way rather than specific page numbers for specific skills. The Merrill Phonics Skilltext series is a favorite because of the attractive full-color pictures; the developmental phonic, structural, and contextual skills; and a great deal of review work. Open Highways, a diagnostic and developmental reading program published by Scott, Foresman and Company, uses the workbook plus additional duplicating masters along with a book for oral reading. It covers a wide range of skills from readiness through elementary grade levels. A third series used to teach and reinforce comprehension skills is the Developmental Reading Text-Workbook Series, published by the Bobbs-Merrill Company. Additional duplicating masters published by Instructo, Scholastic, Reader's Digest, Milliken, and others provide additional workbook-type work and review.

#### Programs and Kits

The Merrill Linguistic Readiness Program (MLRP), 1975 edition, is a commercially prepared systematic program of pre-reading and early reading skills so planned that the entire program or any part of the program can be used based

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<sup>109</sup>Harris and Sipay, pp. 426-427.

on diagnostic and/or survey testing preceding the teaching of any unit. Filmstrips and cassettes present interesting letter identification and recognition skills accompanied by activity sheets and alphabet flash cards. The teacher's manual gives explicit details of instruction, some of which could be handled by an aide, freeing the teacher for other individualized work with other children (see Appendix F).

Very similar to the MLRP is the Early Education Series: HELP! published by the Center for Early Learning, Laconia, N. H. Color slides, duplicating masters, and step-by-step guidance is provided in several areas. The program, designed for kindergarten and first grade, can be adapted to older primary grade students. It is flexible, versatile, innovative, fun-filled, and the accompanying "Help-letters" provide numerous projects and activities.

William Kottmeyer's +4 Reading Booster uses workbooks, cassette tapes, word cards, phonic wheels, reading cards and the like to develop decoding and comprehension skills. The manipulative wheels provide an interesting method for teaching sight words, affixes, and other skills.

International Teaching Tapes Reading Program and Innovative Science, Inc., Learning Systems have sequenced progression of cassette taped lessons and activity sheets on multi-levels covering many early basic skills through critical analysis comprehension skills. It is advised the teacher use these with discretion, because the writer does not feel the early primary grade child can work as well with



these as can the older student who can work better independently.

Critical Reading and Listening Skills Program (CRL), designed for kindergarten through elementary grades, has a story text for oral reading or for use with a read-along verbatim narration on cassette tape. The story content is high interest, low vocabulary. Accompanying worksheets cover a bevy of comprehension skills, literal understanding, interpretation, analysis, evaluation, and appreciation.

Specific Skills Series and Supportive Skills Series by Richard A. Boning and published by Barnell Loft have non-consummable workbooks in levels Picture-Preparatory, A-F. Titles include: "Working With Sounds," "Getting the Main Idea," "Getting the Facts," "Drawing Conclusions," "Following Directions," "Locating the Answer," "Detecting the Sequence," "Using the Context," "Word Analogies," "Rhyme Time," "Understanding Word Groups," and others.

The various programs and kits are designed primarily for developmental reading; however, they contain material and procedures that may be adapted for remedial work. It is more efficient to work only on the skills in which the student is weak, rather than taking the student through an entire program for the sole purpose of "taking him through."<sup>110</sup>

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<sup>110</sup>Harris and Sipay, p. 431.

## Read-Alongs

Because the principal purpose of the reading program is to teach reading, many opportunities are afforded for reading. Captioned filmstrips provide high interest, low vocabulary stories duplicated in captions so that students have the reinforcement of seeing the written language while listening to and following along with the narration. A re-run with the sound off can provide practice in reading. Utilizing the Neurological-Impress Method can provide evaluation of the student's ability to read orally. A follow-up discussion can measure comprehension skills.

Plays for listening, such as the Jabberwocky Plays, provide read-along texts and word-for-word cassette tapes. Later the plays can be read orally with emphasis on expressional skills, use of various style type for emphasis, and use of punctuation and context for understanding. The student can listen to the play as many times as he desires in order to feel more secure as he reads it with others in the group. Other plays are available for reading on various reading levels, such as Walker Plays for Oral Reading and those found in the Sprint magazine published by Scholastic.

Various read-along libraries may be used in the same way as the plays. The student listens to the cassette

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tape and follows along word-for-word in the book. Later he may read it orally, feeling some accomplishment by being able to do so with more ease. Follow-up activities cover a variety of skills--word attack, vocabulary, comprehension--and are suggested in accompanying teacher's guides. These same books may be used for unison reading by student and teacher/tutor using the Neurological Impress Method in which the "auditory process of feedback from the reader's own voice and the voice of someone else reading the same material establishes a new learning process."<sup>111</sup>

Reality and fantasy are so closely integrated in the young child's life, one must use care in teaching using folktales, children's classics, and fairytales. Such stories are much more than pleasurable reading or listening experiences. Children can be drawn into an

awareness of universal problems of human beings, involved in emotional aspects of learning, and a more clearer understanding of the meaning of some of life's experiences. There are endless possibilities for building values, imagery, and more sympathetic understanding of others' problems.<sup>112</sup>

The self-concept can be enhanced through the use of bibliotherapy at the same time as reading and thinking skills are increased.

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<sup>111</sup> Lerner, p. 245.

<sup>112</sup> Patricia R. Crook, "Folktales Teach Appreciation for Human Predicaments," Reading Teacher, 32 (January, 1979), pp. 449-452.



An individualized reading program can be beneficial to the child especially if a point system can be provided that provides something tangible to work toward. The child chooses the book he wants to read, reads it on his own, and then in a conference with the teacher he presents a brief report of the book. The teacher assists him writing a report in his Log. When books from the Title I Reading Lab are expended, books may be approved from the school or county libraries. Scholastic provides a reading program along this format that has prepared conference cards with questions and answers the teacher, or tutor, can ask. A summary of the book is also provided that is an assistance to the teacher.

### Music and Games

A portion of the chart provides a selection of games and music activities that can be used with only a moment's notice. These fun-type activities can provide high interest and high motivation to read. The musical games use repetition and auditory memory techniques for teaching basic skills. The alert teacher also uses these as an informal testing tool. Listening skills and increased attention span can also be developed. The creative teacher can find ways to interweave music in almost any skill that needs to be taught, even using musical phrases or songs to keep behavior problems at a minimum, and to provide a smoother transition from one activity to another. The effectiveness of music in the classroom will depend upon the teacher and how comfortable she

feels using it. Various Hap Palmer records develop basic skills and enhance self-concept. Music can be used as a reward factor for completing assigned work. Classical music can be used as background for teaching mood and imagery.

A favorite music activity that is done individually or with a small group uses a cassette tape, poster cards, and duplicating masters. Learning With Amos and His Friends and Learning the Consonant Blends with Amos and His Friends have catchy tunes to help the child learn the alphabet, initial consonant sounds, and short and long vowel sounds by singing them.

Commercially prepared and teacher-made games offer opportunities for review and reinforcement of learned skills. Peer tutors can benefit from this activity as well as the tutees. As with music activities, games can become a reward factor for completing assigned work. Self-concept is enhanced with successful experiences.

### Functional Reading

Functional, or survival skills, reading can be interwoven into many areas of the reading program and is used to build self-confidence and increase self-concept. Teaching real life reading can provide more carryover into the home and community than any of the other skills.

Newspaper in the Classroom provides valuable practical experiences for the student as well as review of skills learned or needing to be reinforced. The early beginner

reader can relate to the pictures and comic strips, letter identification, constancy of letters, and high frequency sight words. The older student can delve into such comprehension skills as fact and opinion, informational articles, humorous and political cartoons, interpreting schedules, and other practical skills.

The bi-monthly Scholastic Sprint magazine reinforces all the skills taught in the reading lab in a fun-filled, high interest, low vocabulary coverage of current events, plays, games, recipes, puzzles, and other activities. Other magazines, such as Jack and Jill, Highlights, Ranger Rick, and Humpty Dumpty, are available on the library shelf in the reading lab.

Reader's Digest Skill Builders series provide other magazine-type reading experiences on different levels. Tapes are provided for some of the stories. Duplicating masters provide activities for building skills in reading.

### Summary of the Chart Design

The design of the chart brings into focus the available materials for teaching specific skills. It is also an instrument to assess materials already in the Title I Reading Lab and those areas that need to be added to or need reorganization. The chart is a constant reminder of the many avenues one may take in learning basic skills, thus making the prescriptive presentations more varied, calling attention to the various modalities of learning, and in



particular to the multi-modal or intermodal transfer approaches. Foremost, the chart is a continual reminder of the correlation of the classroom and Title I reading programs.

For reproduction purposes, the chart has been transcribed onto four smaller charts measuring 36" by 48", which have, in turn, been reduced to a smaller scale that is more practical for this presentation. The small charts are enclosed in a pocket found inside the back cover.

### Instructional Personnel

Certain prerequisites should be noted in each of the instructional personnel. There should be a genuine interest in the child and in the program that respects the fact that people can have problems and that through intervention improvement will be forthcoming. There should be a love of teaching; if teaching is considered a chore, no successes can be expected. There should be personal involvement. Teaching "techniques" are not enough. Human concern and warmth are basic ingredients in the remedial classroom. There should also be a willingness to learn. There should be a constant search for new methods and approaches. Keep an open mind to new and innovative techniques.<sup>113</sup>

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<sup>113</sup> Wagner (1976), pp. 74-75.

## Reading Specialist

The program designed in this study is under the directorship of a Reading Specialist who also serves as a Title I Reading teacher. This person is responsible for the diagnostic and prescriptive procedures and must write an IEP for each child in the program. This person also provides individualized instruction and supervises the para-professionals, student tutors, and peer tutors. Through combined efforts of the leadership, rapport increases positively between the Title I Reading Program and the school faculty. Also periodic conferences are planned with parents, students, and classroom teachers as well as being available for consultations and impromptu conferences.

## Para-Professionals

The para-professional, or teacher's aide, works under the direction of the Reading Specialist, giving individualized assistance to students, assisting with the housekeeping and record-keeping details. Areas of work can include supervision of operation of teaching machines, typing, filing materials that have been completed, reading to or with the children, games, supervising student and peer tutors, and reinforcing children in a positive manner.

## Student Tutors

The student tutors are usually former Title I students who are currently in seventh or eighth grade and volunteer their time to assist in the Reading Lab. Their services are

limited to very structured one-to-one activities, games, assisting with teaching machines, sorting or assembling materials, assisting with the bulletin boards, running errands, and the like.

### Peer Tutors

Peer tutors are those within the group who have already mastered a skill and help other students through the difficulty of learning the same skill. This activity serves as a reinforcement to the tutors. Peer tutors are used in gaming situations, flashcard activities, and assisting in whatever manner the teacher determines best for the student being taught and also for the peer tutor. Care must be taken not to neglect the work the peer tutor needs to be doing for himself. For all practical purposes, peer tutoring should be done on an occasional basis that will lend itself to successful experiences and increasing self-concept.

### Parents

Parents should not be dismissed in the instructional process. The teacher should be able to provide suggestions concerning how parents can assist children in specific areas of need, as reinforcement or enrichment, or as motivators for wanting to read because parents can set an example of reading in the home. Frequent visits to the library during school vacations are important. Parents are invited to visit the Title I Reading Lab to observe as well as to offer their



assistance. Workshops are planned for parents to enable them to better understand the learning needs of their children.

### Classroom Reading Teacher

The classroom reading teacher is a valuable asset to the Title I Reading teacher in that being co-workers, there is greater effort to teach and observe the "whole" child-- not just a small segment in a small grouping and in a relaxed, informal environment as is found in the Title I Reading Lab. For the correlated program to work at its maximal efficiency, it is imperative that the two teachers work together, each sharing expertise with the other, being supportive of each other, assessing and reassessing the needs of the student they share.

The instructional personnel works together as a team. Their efforts are child-centered and much positive reinforcement is expected if there is to be successful learning experiences.

### Summary, Conclusion and Recommendations

Upon entry into the Title I Reading Program as a teacher, the writer discovered a situation whereby the student was not benefiting as much as he could because of the lack of coordinated teaching efforts between the classroom teacher using the Houghton Mifflin Reading Program and the Title I Reading Program. Immediately, an attempt was made to remedy the situation that was confusing the

student and detrimental to the rapport between teachers.

To prevent a haphazard, disorganized teaching approach, the writer developed a program and designed a chart that correlated the HMRP skills, the diagnostic/evaluative instruments, and the multi-modal materials available to insure maximal efficiency of the time the student spent in the Title I Reading Lab. The ultimate effectiveness of the program and the efficiency of the chart will be determined by the instructional personnel.

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APPENDIX A

Houghton Mifflin Reading Program

Series 1976

# HOUGHTON MIFFLIN READING PROGRAM

## 1976 Series

LEVEL	TITLE OF BOOK	SUGGESTED GRADE LEVEL
Readiness	Ready Steps	Kindergarten
A	Getting Ready to Read	1 (Readiness)
B	Rockets	1 (Pre-Primer)
C	Surprises	1 (Pre-Primer)
D	Footprints	1 (Pre-Primer)
E	Honeycomb	1
F	Cloverleaf	1
G	Sunburst	2
H	Tapestry	2
I	Windchimes	3
J	Passports	3
K	Medley	4
L	Keystone	5
M	Impressions	6

## GETTING READY TO READ -- Level A

## UNIT 1

Distinguishing Letter Forms -- Dd, Ff, Gg, Ii, Mm, Oo  
 Listening for Beginning Sounds  
 Making Letter-Sound Associations  
 Matching Beginning Sounds and Letters  
 Using Spoken Context and Letter-Sound Associations  
 Decoding Printed Words in Spoken Context

## UNIT 2

Distinguishing Letter Forms -- Aa, Bb, Ee, Ss, Tt, Ww  
 (Same as Unit 1)

## UNIT 3

Distinguishing Letter Forms -- Cc, Jj, Kk, Nn, Pp,  
 Uu, Zz  
 (Same as Unit 1)  
 Matching End Sounds and Letters -- d, n, t  
 High-Frequency Words -- in, is, a; I, go, to  
 Rebus Reading

## UNIT 4

Distinguishing Letter Forms -- Hh, Ll, Qq, Rr, Vv,  
 Xx, Yy  
 (Same as Unit 1)  
 Matching End Sounds and Letters -- l, d, n, t  
 High-Frequency Words -- you, will, not; on, and, we  
 Rebus Reading

## UNIT 5

Distinguishing Letter Forms -- Sh,sh; Wh,wh; Th,th;  
 Ch,ch  
 (Same as Unit 1)  
 Matching End Sounds and Letters -- l, d, n, t  
 Decoding Printed Words in Printed Context  
 High-Frequency Words -- she, the; he, it  
 Rebus Reading



# ROCKETS -- Level B

LESSON	SKILL	SEQUENCE
1.	112a, 113a	Consonant and Vowel Recognition
2.	112b	Reviewing (w,g,h,c,t,p,r,b,m)
3.	112d	Consonant p in Final Position
4.	112b	Reviewing (j,d,f,k,l,n,v,s,y)
5.	112e	<u>ck</u> Digraph
6.	113e	<u>et</u> Phonogram
7.	215	Noting Correct Sequence
8.	112f	<u>tr</u> Cluster
9.	112d	m,v,r,s in Final Position
10.	113e	<u>at</u> Phonogram
11.	112f	<u>st</u> Cluster
12.	218	Recognizing Word Referents
13.	112e	Reviewing (ch,sh,th,wh)
14.	112e	Final Position ch, sh, and th
15.	331	Classification
16.	113e	<u>an</u> Phonogram
17.	112b	Initial Position: z
18.	221	Drawing Conclusions
19.	114a	<u>-s</u> Ending for Plural Nouns
20.	113e	<u>op</u> Phonogram
21.	214	Noting Details
22.	112f	<u>pl</u> Cluster

# SURPRISES -- Level C

LESSON	SKILL	SEQUENCE
1.	113d	Sound Association for <u>ay</u>
2.	114a	<u>-ing</u> Ending
3.	113e	<u>lck</u> Phonogram
4.	332	Choosing the Best Title
5.	112f	<u>sm</u> Cluster
6.	114a	<u>-s</u> Ending for Verbs
7.	112c, 112d	<u>c/s/</u> Association
8.	215	Noting Correct Sequence
9.	113e	<u>ook</u> Phonogram
10.	112f	<u>fl</u> Cluster
11.	115b	<u>y</u> as a vowel
12.	112f	<u>sc</u> Cluster
13.	331	<u>C</u> lassification
14.	112f	<u>fr</u> Cluster
15.	113e	<u>un</u> Phonogram
16.	113d	<u>V</u> owel plus w
17.	214	Noting Details

# FOOTPRINTS -- Level D

LESSON	SKILL	SEQUENCE
1.	114a	<u>-ing</u> Ending (Doubling Final Consonant)
2.	221	<u>Drawing</u> Conclusions
3.	112b	<u>pr</u> Cluster
4.	114a	<u>-est</u> Ending
5.	113e	<u>ack</u> Phonogram
6.	114a	<u>-er</u> Ending
7.	113e	<u>ot</u> Phonogram
8.	113d	Sound Associations for <u>oo</u>
9.	218b	Recognizing Adverb Referents
10.	113e	<u>ell</u> Phonogram
11.	114a	<u>-ed</u> Endings
12.	113d	Sound Association for <u>ai</u>
13.	113e	<u>in</u> Phonogram
14.	331	Classification
15.	116	Compound Words
16.	114a	Review <u>-s</u> , <u>-ed</u> , <u>-ing</u> Endings
17.	113e	<u>en</u> Phonogram
18.	215	Noting Correct Sequence
19.	112f	<u>gr</u> Cluster
20.	113d	Sound Association for <u>oy</u> and <u>oi</u>



# HONEYCOMB -- Level E

LESSON	SKILL	SEQUENCE
1.	112d	x in Medial and Final Position
2.	214	Noting Details
3.	113e	<u>ake</u> Phonogram
4.	112f	<u>cr</u> Cluster
5.	112f	Sound Associations for <u>qu</u> and <u>squ</u>
6.	114a	<u>-ed</u> , <u>-ing</u> Endings (Dropping Final e)
7.	112f	<u>nk</u> Cluster
8.	112f	<u>br</u> Cluster
9.	113d	Sound Association for <u>aw</u>
10.	112f	<u>thr</u> Cluster
11.	112c,d,e	/j/ for g, ge, dge
12.	331	Classification
13.	113d	Sound Association for <u>oa</u>
14.	112f	<u>sl</u> Cluster
15.	113e	<u>ide</u> Phonogram
16.	113d	Sound Association for <u>ee</u>
17.	113e	<u>ight</u> Phonogram
18.	113e	<u>all</u> Phonogram
19.	114b	Common Syllable <u>ly</u>
20.	114b	Common Syllable <u>ful</u>
21.	221	Drawing Conclusions
22.	113e	<u>ame</u> Phonogram
23.	213	Following Directions
24.	114a	<u>-es</u> Ending
25.	215	Noting Correct Sequence
26.	112f	<u>cl</u> Cluster
27.	113e	<u>ock</u> Phonogram
28.	112f	<u>sk</u> Cluster
29.	112f	<u>str</u> Cluster
30.	332	Choosing the Best Title
31.	113e	<u>ad</u> Phonogram
32.	231a	Choosing Correct Word Meaning

# CLOVERLEAF -- Level F

LESSON	SKILL	SEQUENCE
1.	113b	Long a Sound
2.	215	Noting Correct Sequence
3.	113b	Short a Sound
4.	114b	<u>-en(n)</u> Ending
5.	112f	<u>dr</u> Cluster
6.	221	Drawing Conclusions
7.	113b, 115b	Sound Associations for <u>a</u>
8.	114a	<u>-y</u> Ending
9.	113b	Long e Sound
10.	114a, 114d	Changing <u>y</u> to <u>i</u> Before Endings
11.	113b	Short e Sound
12.	113e	<u>est</u> Phonogram
13.	114b	Common Syllable <u>ness</u>
14.	113b, 115b	Sound Associations for e
15.	113b	Long i Sound
16.	331	Classification
17.	113b	Short i Sound
18.	113d	Sound Associations for <u>ow</u>
19.	218	Pronoun and Adverb Referents
20.	113b	Sound Associations for i
21.	113b	Long o Sound
22.	112f	<u>sn</u> Cluster
23.	113b	Short o Sound
24.	112f	<u>bl</u> Cluster
25.	114c	Common Syllable <u>a</u>
26.	113b	Sound Associations for o
27.	113e	<u>old</u> Phonogram
28.	214	Noting Details
29.	114c	Common Syllable <u>un</u>
30.	113b	Long u Sound
31.	231a	Choosing Correct Word Meaning
32.	113b	Short u Sound
33.	213	Following Directions
34.	117	Contractions
35.	332	Choosing the Best Title
36.	112f	<u>sp</u> Cluster
37.	113b	Sound Associations for u
38.	112f	<u>spr</u> Cluster
39.	112f	<u>gl</u> Cluster

SUNBURST -- Level G

LESSON	SKILL	SEQUENCE
1.	113b	Distinguishing Between Long/Short Vowels
2.	114c	Common Syllable <u>be</u>
3.	112f	<u>tw</u> Cluster
4.	113e	<u>amp</u> Phonogram
5.	231a	Choosing Correct Word Meanings
6.	114e, 117	Apostrophe
7.	113d	Sound Association for <u>au</u> and <u>aw</u>
8.	311a	Alphabetical Order: First Letter
9.	113g	Vowels and Vowel Sounds
10.	113e	<u>ump</u> Phonogram
11.	216	Comma of Address
12.	221	Drawing Conclusions
13.	113f	Sound Associations for <u>or</u>
14.	113d	Sound Associations for <u>ea</u>
15.	216	Commas in a Series
16.	132, 321a	Getting Meanings of Homographs
17.	113f	Sound Associations for <u>ar</u>
18.	215	Noting Correct Sequence
19.	113e	<u>oat</u> Phonogram
20.	311a	Alphabetical Order: Second Letter
21.	113g	Vowel Sounds and Syllables
22.	113e	<u>ine</u> Phonogram
23.	114b,c, 115c	Common Syllables <u>ness</u> , <u>ly</u> , <u>ful</u> , <u>a</u> , <u>be</u> , <u>un</u>
24.	114a	<u>-ves</u> Inflection of /f/-ending Base Words
25.	213	Following Directions
26.	113d	Sound Associations for <u>ie</u>
27.	214	Noting Details
28.	113e	<u>ash</u> Phonogram
29.	113e	<u>and</u> Phonogram
30.	331	Classification
31.	112f	<u>sw</u> Cluster
32.	114b, 115c	Common Syllable <u>ward</u>
33.	113e	<u>ank</u> Phonogram
34.	332	Choosing the Best Title



# TAPESTRY -- Level H

LESSON	SKILL	SEQUENCE
1.	114b, 115c	Common Syllable <u>tion</u>
2.	216	Commas of Address and Apposition
3.	114b, 115c	Common Syllable <u>ment</u>
4.	216	Commas in a Series
5.	113g	Vowel Sounds and Syllables
6.	213	Following Directions
7.	114c, 115c	Common Syllable <u>re</u>
8.	113f	Sound Associations for <u>ir</u>
9.	112e	Sound Associations for <u>kn</u> and <u>wr</u>
10.	114c, 115c	Common Syllable <u>ex</u>
11.	221	Drawing Conclusions
12.	113f	Sound Associations for <u>ur</u>
13.	112c, 112d	Sound Associations for <u>s</u>
14.	114d	Recognizing Base Words, <u>Inflected</u> Forms
15.	113f	Sound Associations for <u>er</u>
16.	331	Classification
17.	231a	Choosing Correct Word Meanings
18.	115d	Syllable Generalization 1
19.	114d, 115c	Recognizing Forms of Base Words
20.	215	Noting Correct Sequence
21.	311a	Using Alphabetical Order: Third Letter
22.	113d	Sound Associations for <u>ou</u>
23.	114b, 115c	Common Syllable <u>less</u>
24.	114c, 115c	Common Syllable <u>al</u>
25.	114b, 115c	<u>-ist</u> Ending
26.	114b, 115c	Common Syllable <u>ture</u>
27.	218	Recognizing Word Referents
28.	114c, 115c	Common Syllable <u>dis</u>
29.	214	Noting Details
30.	116	Compound Words: One Part Known
31.	115d	Syllable Generalization 2
32.	332	Choosing the Best Title

# WINDCHIMES -- Level I

LESSON	SKILL	SEQUENCE
1.	115c	Common Syllable <u>ance</u>
2.	231a	Choosing the Right Meaning
3.	115c	Common Syllable <u>mis</u>
4.	217	Getting Meaning <u>From</u> Special Type
5.	115	Figuring Out New Words
6.	115d	Syllabication Generalization 1
7.	115c	Common Syllable <u>de</u>
8.	215	Noting Correct Sequence
9.	115c	Common Syllable <u>or</u>
10.	231b	Getting Meaning of Familiar Words
11.	115d	Syllabication Generalization 2
12.	231b, 231c	Getting Meaning From Context
13.	115c	Common Syllable <u>pro</u>
14.	216	Commas: Apposition, Address, Series, Quotation
15.	214	Noting Important Details
16.	221, 224	Drawing Conclusions, Predicting Outcomes
17.	114d	Recognizing Base Words
18.	114b	Ordinal Numbers
19.	216	Quotation Marks
20.	213	Following Directions
21.	311a	Alphabetical Order
22.	311b, 311c	Locating Words in Dictionary
23.	233	Using Dictionary to Get Meanings of Words
24.	216	Apostrophe
25.	115c	Common Syllable <u>ible</u>
26.	218	Pronoun and Adverb Referents
27.	332	Choosing the Best Title
28.	233	Choosing Right Meaning from Dictionary
29.	114d	Base Words as Dictionary Aid
30.	223	Getting the Main Idea
31.	113	Mastering Vowel Sounds
32.	131a	Getting Pronunciation from Dictionary
33.	331	Classifying Words
34.	115c	Common Syllable <u>age</u>
35.	115c	Common Syllable <u>ally</u>
36.	131b	Listening for Stressed Syllable
37.	216	Exclamation Mark, Dash, Parentheses, Ellipsis, Colon
38.	131b	Schwa
39.	131b	Understanding, Using Stress Marks
40.	132	Getting Pronunciation of Homographs
41.	235, 237	Interpreting Nonliteral Language
42.	131	Review of Dictionary Pronunciation Skills

# PASSPORTS -- Level J

LESSON	SKILL	SEQUENCE
1.	233, 311c	Review Dictionary Skills: Guide Words and Getting Meaning
2.	115c	Common Syllable <u>per</u>
3.	131	Review Dictionary Skills: Pronunciation
4.	115c	Common Syllable <u>ad</u>
5.	114d	Base Words as Dictionary Aid
6.	235a	Similies
7.	115c	Common Syllable <u>ant</u>
8.	331	Synonyms and Antonyms
9.	115c	Common Syllable <u>pre</u>
10.	223	Getting the Main Idea
11.	115c	Common Syllable <u>able</u>
12.	115c	Common Syllable <u>ous</u>
13.	213	Following Directions
14.	235b	Metaphors
15.	115c	Common Syllable <u>ish</u>
16.	114d	Base Words: Pronunciation Affected by Affixes
17.	235, 237	Interpreting Nonliteral Language
18.	115c	Common Syllable <u>com</u>
19.	332	Paragraphs Topics
20.	231	Using Context to Get Meaning
21.	121c	Getting Meaning from Stressed Words
22.	215	Noting Correct Sequence
23.	216	Getting Help From Commas
24.	231b	Getting Unfamiliar Meaning from Familiar Words
25.	115c	Common Syllable <u>en</u>
26.	115c	Common Syllable <u>ate</u>
27.	331	Classifying Sentences by Meaning
28.	115c	Common Syllable <u>in</u>
29.	132	Getting Pronunciation of Homographs
30.	227	Making Mental Pictures
31.	216	Quotation Marks, Exclamation Mark, Dash, Ellipsis, Colon
32.	115c	Common Syllable <u>ence</u>
33.	218	Pronoun and Adverb Referents
34.	234	Meaning of Compound Words
35.	214	Noting Important Details
36.	221	Recognizing Power of Words to Show Feelings and Mood
37.	221, 224	Drawing Conclusions, Predicting Outcomes
38.	115c	Common Syllable <u>ent</u>
39.	114d	Review Forms of Base Words
40.	115c	Common Syllable <u>ive</u>



# BASAL WORD LISTS

## Level A -- GETTING READY TO READ

in	is	a	I
go	to	you	will
not	on	and	we
she	the	he	it

## Level B -- ROCKETS

get	help	cat	can
see	come	stop	here
where	are	have	this
me	with	want	real
am			

## Level C -- SURPRISES

fish	school	day	play
take	fun	no	there
picture	look	for	my
now	be	your	big
don't	one	at	what
fly	that	out	do
work	of	did	run
away	how	surprise	find

## Level D -- FOOTPRINTS

dog	man	house	like
know	walk	but	us
way	little	back	much
tell	problem	him	up
hot	boy	more	wait
after	animals	was	had
then	all	red	tree
paint	good	color	got
yes	some	book	read
girls	they	name	too
green			

Level E -- HONEYCOMB

two	thought	store	just
them	let	put	any
make	from	jump	box
open	said	words	who
asked	so	happy	far
could	cried	eat	if
laughed	busy	ran	think
very	her	time	listen
saw	were	hear	room
about	children	when	went
story	over	their	others
may	end	three	mean
hillside	before	better	his
an	old	home	made
sleeps	friend	never	love
should	mother	father	decided
by	as	lights	began
again	say	everything	last
bed	around	minute	came
fall	grow	water	down
men	than	need	many
ever	these	stay	yourself
care	right	moon	bright
must	even	called	loud
left	stick	picked	soon
took	rainbow	bird	gold
wonder	found	climbed	ahead
would	rock	trying	high
best	place	woods	reached
eye	cross	wish	face
until	show	told	still
turned	keep	sure	fast
sentence	hard	true	cut
voice			

Level F -- CLOVERLEAF

long	ago	strong	only
sit	has	each	window
baby's	enough	feet	door
gone	sound	wind	pulled
gave	kind	does	give
feel	or	short	vowel
those	same	stand	letter
first	map	road	cars
mountain	farms	city	new
why	ready	close	off
signs	miles	white	ten
west	miss	top	woman
south	push	moved	north
hold	sky	black	heard
cornfield	stars	buildings	once
steps	ground	been	next
small	king's	people	morning
live	great	legs	start
cry	always	most	street
eggs	watched	happened	dropped
own	sing	idea	sat
through	stood	tail	front
under	hand	dresses	blue
tall	grand	drawbridge	late
well	dance	ships	brother
teacher	because	talk	dry
cold	plants	sun	hunting
leave	flowers	milk	balls
notebook	plain	covered	paintbrush
part	knew	done	our
fine	easily		



## Level G -- SUNBURST

bring	while	seemed	nearly
count	hundred	river	follow
below	which	change	different
year	snowshoe	summer	winter
against	notice	piece	answer
food	often	use	heavy
beautiful	suddenly	world	behind
beauty	slowly	week	few
garden	paper	table	numbers
order	begin	list	together
games	women	might	airplane
landing	money	ride	such
both	party	remember	horse
filled	quickly	toward	second
warm	deep	train	island
seashells	four	boathouse	halfway
between	nothing	fire	town
also	spells	hours	buy
nobody	life	set	songs
fact	add	consonant	catch
plan	though	pointed	lay
directions	glasses	writing	cow
strange	pages	although	ice
laughter	above	sailed	rest
lightning	apartment	carry	six

## Level H -- TAPESTRY

family	whole	special	uncle
passed	clothespin	mark	question
class	act	line	seeds
country	learn	cooked	music
presses	group	check-out	arms
young	forest	large	pounded
earth	important	soil	sand
village			

APPENDIX B

Prescriptive Reading Inventory

Objectives

## PRI LEVEL I

(K.0-1.0)

- Auditory Discrimination:
  - 1. Sound Discrimination
    - 1a. Minimal Pairs
    - 1b. Three Speech Sounds
  - 2. Sound Matching
    - 2a. Initial Consonant Sounds
    - 2c. Rhyming Sounds
- Visual Discrimination:
  - 3. Form Matching
    - 3a. Nonletter
    - 3b. Letters
  - 4. Visual Reasoning
    - 4a. Part-Whole
    - 4b. Figure-Ground: Letter
- Alphabet Knowledge:
  - 5. Sound-Symbol Correspondence
    - 5a. Sound to Letter
    - 5b. Decoding: Letter
  - 6. Letter Names
    - 6a. Lowercase
    - 6b. Uppercase to Lowercase
- Language Experience:
  - 7. Oral Language
    - 7a. Use of Context
    - 7c. Use of Syntax: Picture
- Comprehension:
  - 8. Literal Comprehension
    - 8a. Picture Story: Detail/Event Sequence
    - 8b. Oral Story: Detail/Event Sequence
  - 9. Interpretive Comprehension
    - 9a. Picture Story: Main Idea/Inference
    - 9b. Oral Story: Main Idea/Inference
- Attention Skills:
  - 10. Attention Skills
    - 10a. Visual Attention
    - 10b. Auditory Attention

Number of objectives: 10



PRI LEVEL II

(K.5-2.0)

- Auditory Discrimination:
- 1. Sound Discrimination
  - 1b. Three Speech Sounds
  - 1c. Syllables
  - 2. Sound Matching
  - 2a. Initial Consonant Sounds
  - 2b. Final Consonant Sounds
- Visual Discrimination:
- 4. Visual Reasoning
  - 4c. Figure-Ground: Word Part
  - 4d. Visual Sequences
- Alphabet Knowledge:
- 5. Sound-Symbol Correspondence
  - 5c. Decoding: Blends/Digraphs
  - 5d. Encoding: Blends/Digraphs
- Language Experience:
- 7. Oral Language
  - 7b. Classroom Vocabulary
  - 7d. Use of Syntax: Word
- Comprehension:
- 8. Literal Comprehension
  - 8a. Picture Story: Detail/Event Sequence
  - 8b. Oral Story: Detail/Event Sequence
  - 9. Interpretive Comprehension
  - 9a. Picture Story: Main Idea/Inference
  - 9b. Oral Story: Main Idea/Inference
- Attention Skills:
- 10. Attention Skills
  - 10a. Visual Attention
  - 10b. Auditory Attention
- Initial Reading:
- 11. Sight Vocabulary
  - 11a. Word Definition
  - 11b. Antonyms
  - 12. Initial Reading
  - 12a. Sentence Completion
  - 12b. Sentence Sense

Recognition of Sound and Symbols:

1. Vowel Sounds: Matching Like or Variant
3. Vowel Sounds: Unlike

Phonic Analysis:

4. Consonant Substitution: Blends
5. Consonant Substitution: Initial and Final
6. Consonant Substitution: Final
7. Syllables: Number

Structural Analysis:

16. Inflected Words: Singular/Plural
17. Inflected Words (Endings) and Affixes
19. Adjectives: Positive, Comparative, Superlative
20. Prepositions and Prepositional Phrases
21. Pronouns
23. Contractions: Word Pairs/Verb Phrases
24. Compounds: Recognition
28. Subject/Verb Agreement: Irregular Verb
29. Sentence Building: Subject-Predicate

Translation:

38. Like or Unlike Entities: Word Definitions
39. Like or Unlike Entities: Synonyms
40. Like or Unlike Entities: Antonyms
41. Like or Unlike Entities: Positive/Negative Sentences
42. Use of Context: Sentence Completion
43. Homonyms in Context
- 44a. Sentence Sense: Match
- 44b. Sentence Sense: Identify Nonsense

Literal Comprehension:

57. Event Sequence
58. Story Setting
59. Story Detail: Recall or Descriptive Words

Interpretive Comprehension:

62. Cause
63. Inference
64. Conclusion: Formation

- 67a. Main Idea: Title
- 67b. Main Idea: Summary or Theme
- 68. Character Analysis: Feelings
- 69. Character Analysis: Motive or Cause
- 72. Sensory Imagery

Critical Comprehension:

- 79. Problem: Solution
- 83. Reality and Fantasy



Phonic Analysis:

1. Vowel Sounds: Matching Like or Variant
2. Sounds of Single Consonants and Digraphs
5. Consonant Substitution: Initial and Final
7. Syllables: Number
8. Rhyming Words
9. Silent Consonants
10. Silent Vowels
11. Variant Vowel Sounds: y
12. Variant Vowel Sounds: r-colored
14. Phonetic Parts: Variant Sounds

Structural Analysis:

17. Inflected Words: Affixes
18. Possessives
19. Adjectives: Positive, Comparative, Superlative
21. Pronouns
23. Contractions: Word Pairs or Verb Phrases
26. Word Structure: Endings, Spelling Changes
27. Verb Tense
34. Defining Affixed Words

Translation:

47. Phrase Definition in Context
48. Word Definition in Context
49. Word Definition in Isolation
50. Multimeaning Words and Definitions
52. Synonyms: Selection
54. Homonyms in Context
55. Homographs: Selection

Literal Comprehension:

57. Event Sequence
58. Story Setting
59. Story Detail: Recall or Descriptive Words

Interpretive Comprehension:

62. Cause or Effect
63. Inference
64. Conclusions: Formation
66. Predicting Future Actions
67. Main Idea: Summary, Title, and Theme

- 68. Character Analysis: Feelings
- 69. Character Analysis: Motive or Cause
- 70. Character Analysis: Descriptive Words, Traits,  
or Attitudes
- 72. Sensory Imagery
- 74. Figurative Expression: Definition
- 77. Mood
- 78. Time Span and Period

Critical Comprehension:

- 83. Fantasy and Reality

Phonic Analysis:

- 9. Silent Consonants
- 13. Variant Vowel Sounds: Digraph, Diphthong
- 14. Phonetic Parts: Variant Sounds
- 15. Phonetic Parts: Blending

Structural Analysis:

- 22. Pronouns: Referent
- 25. Compounds: Formation
- 30. Sentence Building: Phrase Selection
- 31. Phrase Information
- 32. Affixes: Identifying Prefixes, Suffixes
- 33. Affixes: Building Words
- 34. Defining Affixed Words
- 37. Punctuation: Exclamation Point

Translation:

- 45. Meaning of Related Words in Context
- 46. Most Precise Word in Context
- 48. Word Definition in Context
- 49. Word Definition in Isolation
- 51. Multimeaning Words and Synonyms
- 53. Antonyms: Selection
- 54. Homonym Pairs: Selection

Literal Comprehension:

- 57. Event Sequence
- 58. Story Setting
- 59. Story Detail: Recall or Descriptive Words
- 60. Story Detail: Recall by Parts
- 61. Story Detail: Identifying True Statements

Interpretive Comprehension:

- 62. Cause and Effect
- 63. Inference
- 64. Conclusion: Formation
- 66. Predicting Future Action
- 67. Main Idea: Summary, Title, and Theme
- 70. Character Analysis: Descriptive Words, Traits, or Attitude
- 71. Descriptive Words or Phrases



- 72. Sensory Imagery
- 73. Idioms or Figures of Speech
- 75. Simile
- 76. Metaphor
- 77. Mood
- 78. Time Span and Period

Critical Comprehension:

- 80. Literary Forms: Fable
- 83. Fantasy and Reality: Discriminate
- 84. Fantasy and Reality: Distinguish
- 89. Author Purpose

## APPENDIX C

### Humphreys County Statistics

# HUMPHREYS COUNTY STATISTICS

## Standardized Tests Humphreys County Schools, April, 1979 "Total Reading"

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Test	MAT	MAT	CAT	CAT	CAT	CAT	CAT
Grade Level	1.8	2.8	3.8	4.8	5.8	6.8	7.8
* Range	3.9	5.8	7.5	10.3	9.8	10.9	10.3
** Mean	2.03	3.11	3.87	5.13	6.55	7.11	7.95
% at or above Grade Level	58.5%	62.8%	47.2%	49.7%	65.8%	58.1%	53.5%
% below Grade Level	41.5%	37.2%	52.8%	50.3%	34.2%	41.9%	46.5%
Population	142	145	144	153	146	172	170

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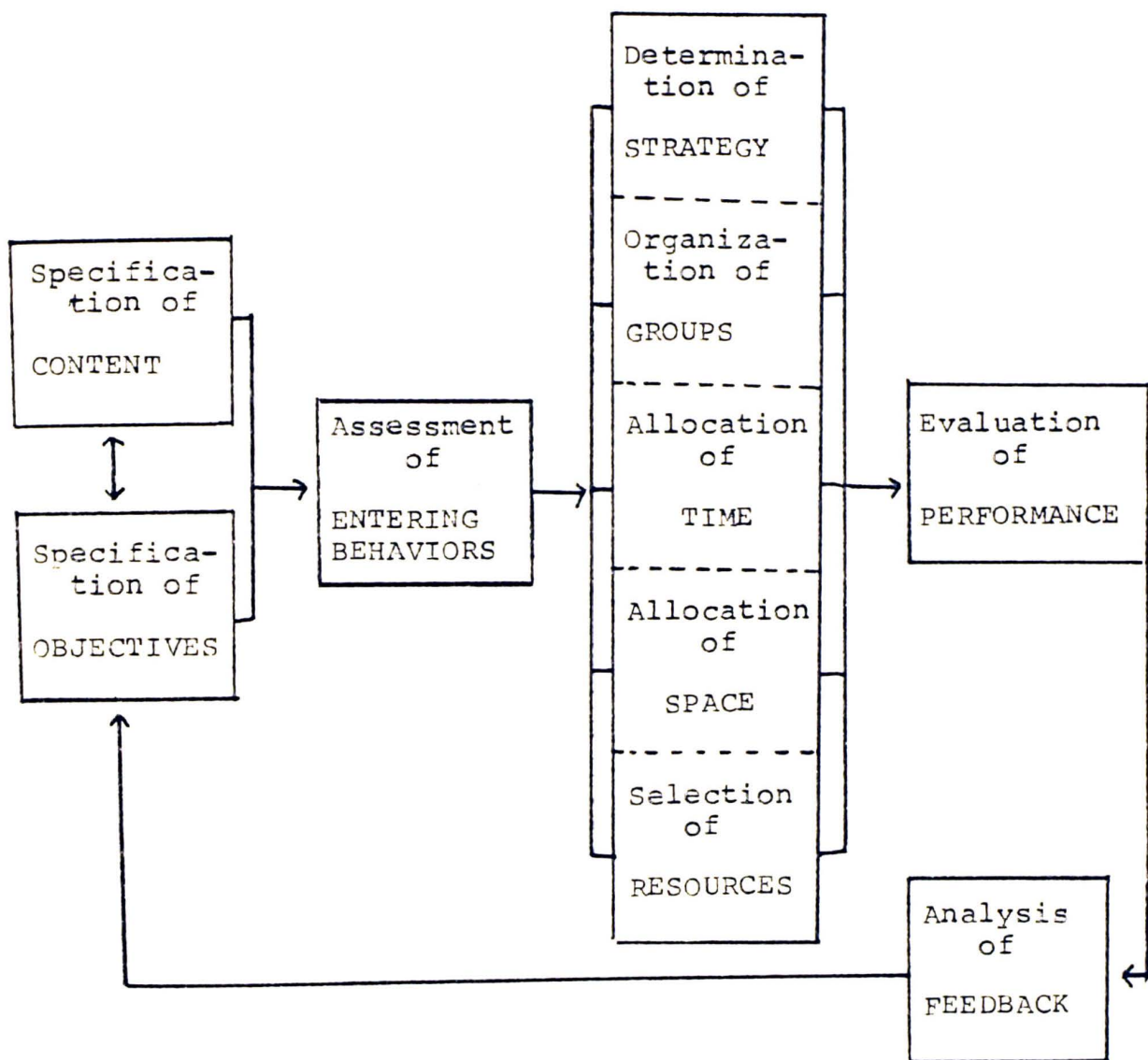
\*Range: Lowest to highest grade level score within grade.  
 \*\*Mean: Sum of score divided by number of scores.



## APPENDIX D

### Task Analysis Model

THE TASK ANALYSIS:  
A SYSTEMATIC APPROACH TO INSTRUCTION



from: Vernon S. Gerlach and Donald P. Ely, Teaching and Media: A Systematic Approach (Englewood Cliffs, N.Y.: Prentice-Hall, Inc., 1971), p. 13.

APPENDIX E

Referral Forms

## TITLE I READING REFERRAL

STUDENT: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT: \_\_\_\_\_ TEACHER REFERRING: \_\_\_\_\_

Current placement in Houghton Mifflin Reading Program: \_\_\_\_\_

Transfer student? \_\_\_\_\_ Has student ever been retained? \_\_\_\_\_ What grade? \_\_\_\_\_

TEST DATA:

Metropolitan Achievement Test			
Date: _____			
	Gr. Eq.	%tile	Stanine
Vocabulary			
Comprehension			
Reading			
Total Reading			

California Achievement Test			
Date: _____			
	Gr. Eq.	%tile	Stanine
Vocabulary			
Comprehension			
Reading			
Total Reading			

Other tests:

Check each that applies:	Now attends	Has been referred	Has attended but not now
Title I Reading			
Resource			
Speech Therapy			
Psychologist			
Other: What?			

ADDITIONAL COMMENTS or OBSERVATIONS

For Title I use:

Date entered: \_\_\_\_\_

Date removed: \_\_\_\_\_

Reason \_\_\_\_\_

Title I Teacher: \_\_\_\_\_



T

## APPENDIX F

### Materials Checklist

# HOFFMAN READING PROGRESS LOG

STUDENT: \_\_\_\_\_

LEVEL: \_\_\_\_\_

DATE: \_\_\_\_\_

Achievement Unit 100-	0	1	2	3	4	5	6	7	8	9	Mastery____ Date____ Notes:
Listening Readiness											
Audio-Visual Story											
Do and Discover											
Extended Learning											
Read to Learn											
Achievement Unit 101-	0	1	2	3	4	5	6	7	8	9	Mastery____ Date____ Notes:
Listening Readiness											
Audio-Visual Story											
Do and Discover											
Extended Learning											
Read to Learn											
Achievement Unit 102-	0	1	2	3	4	5	6	7	8	9	Mastery____ Date____ Notes:
Listening Readiness											
Audio-Visual Story											
Do and Discover											
Extended Learning											
Read to Learn											

## MERRILL LINGUISTIC READINESS PROGRAM

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

(+ Mastery; R Review; - Nonmastery)

SURVEY TEST	Following Directions	Mechanics in Reading	Listening	Auditory Discrimination	Visual Discrimination		Letter Knowledge
	FD	MR3	L3	A2	V2.4		LK3
							LK2
							LK1
DIAGNOSTIC TESTS		MR2	L2	A1	V2.3	V1.6	LK1.2
					V2.2	V1.5	
						V1.4	
		MR1	L1			V2.1b	V1.3
					V2.1a	V1.2	
						V1.1	



# SPECIFIC SKILLS and SUPPORTIVE SKILLS (Barnell Loft)

STUDENT: \_\_\_\_\_

[ + Mastery; R Review; - Nonmastery]

	Picture	Prep.	A	B	C	D	E	F	Notes:
Working With Sounds									
Following Directions									
Using the Context									
Locating the Answer									
Getting the Facts									
Getting the Main Idea									
Drawing Conclusions									
Detecting the Sequence									
Phonic Analogies									
Rhyme Time									
Understanding Word Groups									

## APPENDIX G

Reference Materials for Chart

## REFERENCE MATERIALS FOR CHART

Numerous materials have been referred to from time to time in constructing the Chart for correlated program as well as for additional activities for prescriptions. These materials are not numerically footnoted, and certainly do not comprise an exhaustive listing.

Less formal sources of information have come from workshops, lectures, class notes, and fellow teachers. A workable file consisting of old and current issues of magazines and clippings from various other sources proves beneficial.

### Books

- Berman, Michell and Linda Shevitz. I Can Make It On My Own: Functional Reading Ideas and Activities for Daily Survival. Santa Monica, Calif.: Goodyear, 1978.
- Bloomer, Richard H. Skill Games to Teach Reading. Dansville, N. Y.: Instructor, 1973.
- Brefogle, Ethel, Sue Nelson, Carol Pitts, and Pamela Santich. Creating a Learning Environment: A Learning Center Handbook. Santa Monica, Calif.: Goodyear.
- Burie, Audrey Ann and Mary Ann Heltshe. Reading With a Smile: 90 Reading Games That Work. Washington, D. C.: Acropolis, 1978.
- Carson, Patti and Janet Dellosa. Stick Out Your Neck: Try Learning Activities. 1977.
- Chambers, Dewey W. Storytelling and Creative Drama. Dubuque, Iowa: Wm. C. Brown, 1970.
- Chernow, Fred B. and Carol Chernow. Classroom Portfolio of Energizers, Puzzles, Quizzes, Games and Brain Teasers. West Nyack, N. Y.: Parker, 1979.

- Colwell, Lida C. Jump to Learn: Teaching Motor Skills for Self-Esteem. San Diego, Calif.: Pennant, 1975.
- Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children. 2d ed.; Boston: Houghton Mifflin, 1975.
- Dallman, Martha, Roger L. Rouch, Lynette Y. C. Chang, and John J. DeBoer. The Teaching of Reading. 4th ed.; New York: Holt, Rinehart and Winston, 1974.
- Defense Civil Preparedness Agency. Your Chance to Live. San Francisco: Far West Laboratory for Educational Research and Development, 1972.
- Durkin, Dolores. Teaching Young Children to Read. 2d ed.; Boston: Allyn and Bacon, 1976.
- Fenderson, Julia K. Reading Box. Carson, Calif.: Educational Insights, 1974.
- Forgan, Harry W. Ph-organ's Phonics. Santa Monica, Calif.: Goodyear, 1978.
- \_\_\_\_\_. The Reading Corner: Ideas, Games, and Activities for Individualized Reading. Santa Monica, Calif.: Goodyear, 1977.
- Forte, Imogene, Mary Ann Pangle, and Robbie Tupa. Cornering Creative Writing: Learning Centers, Games, Activities, and Ideas for the Elementary Classroom. Nashville, Tenn.: Incentive Publications, 1974.
- Forte, Imogene and Mary Ann Pangle. More Center Stuff for Nooks, Crannies and Games. Nashville, Tenn.: Incentive Publications, 1976.
- Frith, Michael and Sharon Lerner. Sesame Street Big Bird's Busy Book. New York: Children's Television Workshop, Random House, 1975.
- Furth, Hans G. and Harry Wachs. Thinking Goes to School: Piaget's Theory in Practice. New York: Oxford University Press, 1974.
- Gerlach, Vernon S. and Donald P. Ely. Teaching and Media: A Systematic Approach. Englewood Cliffs, N. J.: Prentice-Hall, 1971.
- Greene, Harry A. and Walter T. Petty. Developing Language Skills in the Elementary Schools. 4th ed.; Boston: Allyn and Bacon, 1971.



- Hall, Nancy A. Rescue: A Handbook of Activities to Motivate the Teaching of Elementary Remedial Reading. Stevensville, Mich.: Educational Service, 1969.
- Hamilton, Virginia and Charlotte Fischer. Discover New Ways: Centers, Games, Tasks. Hillsborough, Calif.: Hillsborough School District, 1972.
- Harnishfeger, Lloyd. Basic Practice in Listening: Games and Activities. Denver, Colo.: Love, n.d.
- Heilman, Arthur W. Phonics in Proper Perspective. 2d ed.; Columbus, Ohio: Charles E. Merrill, 1968.
- Hess, Robert D. and Doreen J. Croft. Teachers of Young Children. Boston: Houghton Mifflin, 1972.
- Hopkins, Lee Bennet. Let Them Be Themselves. New York: Citation Press, 1974.
- Humphrey, James and Virginia Moore. Read and Play (Series). Champaign, Ill.: Garrad, 1962.
- Humphreys County Curriculum Guide, K-3. An unpublished work, Waverly, Tenn.: Board of Education, 1976.
- Jones, Ruth E. For Speech Sake! Activities for Classroom Teacher and Speech Therapists. Rev. ed.; Belmont, Calif.: Fearon, 1970.
- Kaplan, Phyllis G., Susan K. Crawford, and Shelley L. Nelson. NICE: Nifty Innovations for Creative Expression. Denver, Colo.: Love, 1977.
- Kaplan, Sandra Nina, Shelia Kunishima Madsen, and Bette Taylor Gould. Teacher's Choice: Ideas and Activities for Teaching Basic Skills. Santa Monica, Calif.: Goodyear, 1978.
- Karlin, Muriel Schoenbrun. Teacher's Handbook of Special Learning Problems and How to Handle Them. West Nyack, N. Y.: Parker, 1977.
- Kinghorn, Harriet. Classroom and Workshop-Tested Games, Puzzles, and Activities for the Elementary School. West Nyack, N. Y.: Parker, 1975.
- LaPray, Margaret H. On the Spot Reading Diagnosis File. West Nyack, N. Y.: Center for Applied Research in Education, 1978.

Leeper, Sarah Hammond, Ruth J. Dales, Sara Sikes Skipper, and Ralph L. Witherspoon. Good Schools for Young Children. 3rd ed.; New York: Macmillan, 1974.

Lewallen, Joyce. Individualized Techniques and Activities for Teaching Slow Learners. West Nyack, N. Y.: Parker, 1976.

Lloyd, Dorothy M. 70 Activities for Classroom Learning Centers. Dansville, N. Y.: Instructor, 1974.

Malehorn, Hal. Encyclopedia of Activities for Teaching Grades K-3. West Nyack, N.Y.: Parker, 1975.

Mallett, Jerry J. Classroom Reading Games Activities Kit. West Nyack, N. Y.: Center for Applied Research in Education, 1975.

Maynard, Fredelle. Guiding Your Child to a More Creative Life. Garden City, N. Y.: Doubleday, 1973.

Miller, Wilma H. Reading Diagnosis Kit. New York: Center for Applied Research in Education, 1974.

Moffett, James and Betty Jane Wagner. Student-Centered Language Arts and Reading, K-3. 2d ed.; Boston: Houghton Mifflin Co., n.d.

Orem, R. C. Montessori and the Special Child. New York: G. P. Putnam's Sons, 1969.

Paige, Rae, et als. The Electric Company Guide. New York: Children's Television Workshop, Random House, n.d.

Pasamanick, Judith. Write About is All About Writing, Reading and Reasoning. Great Neck, N. Y.: Center for Media Development, 1978.

Pitcher, Evelyn Goodenough, Miriam G. Lashee, Sylvia Feinburg, Nancy C. Hammond. Helping Young Children Learn. Columbus, Ohio: Charles E. Merrill, 1966.

Ryono, Susan. Peter Possum's Practice Papers for Perfect Pencilmanship. Palos Verdes Peninsula, Calif.: Frank Schaffer, 1975.

\_\_\_\_\_. Read Carefully: Reading Comprehension Worksheets. Palos Verdes Peninsula, Calif.: Frank Schaffer, 1976.

Schaffer, Frank. Read Think Color. Palos Verdes Peninsula, Calif.: Frank Schaffer, 1974.

Smith, James A. Creative Teaching of the Language Arts in the Elementary School. 2d ed.; Boston: Allyn and Bacon, 1973.



Sur, William R. This Is Music for Today (graded series) and Teacher's Editions. Boston: Allyn and Bacon, 1971.

Teachers Journey Through the Seasons. Stamford, Conn.: Teacher, 1979.

Torrance, E. Paul. Encouraging Creativity in the Classroom. Dubuque, Iowa: Wm. C. Brown, 1970.

Wagner, Guy, Max Hosier, Mildred Blackman, and Laura Gilloley. Educational Games and Activities. New York: Teachers Publishing Corp., 1960.

Wagner, Guy and Max Hosier. Reading Games: Strengthening Reading Skills with Instructional Games. New York: Teachers Publishing Corp., 1960.

Ward, Evangeline H. Early Childhood Education Approaches, Materials and Equipment. Dansville, N. Y.: Instructor, 1974.

Weber, Evelyn. Early Childhood Education: Perspective on Change. Worthington, Ohio: Charles A. Jones, 1970.

Williams, Robert L. and Kamala Anandam. Cooperative Classroom Management. Columbus, Ohio: Charles E. Merrill, 1973.

Witucke, Virginia. Poetry in the Elementary School. Dubuque, Iowa: Wm. C. Brown, 1970.

#### MAGAZINES

Learning. Palo Alto, Calif.: Education Today.

Reading Teacher. Newark, Del.: International Reading Association Publications.

Teacher. Stamford, Conn.: Macmillan Professional Magazine.

APPENDIX H

Publishers and Sources  
of  
Instructional Materials



Publishers and Sources  
of Instructional Materials

Most of the instructional materials mentioned in this study were purchased from Acme School Supply and Tennessee Visual Educational Service, both agencies located in Nashville, Tennessee, and addresses included in the listing. These two companies are representatives of several other companies whose catalogs and addresses are listed.

Workbooks and Duplicating Masters

Merrill Phonics Skilltext (Charles E. Merrill, Co.)

A -- Costume Shop	reading level	1.0
B -- Costume Kids		1.5
C -- Space Visitors		2.0
D -- Sign Makers		2.5
E -- Detective Club		3.0
F -- Whiz Kids		4.0

Open Highways (Scott, Foresman and Co.)

My Starter Book	Readiness
Read and Write	1.0

Developmental Reading Text-Workbook (Bobbs-Merrill Co.)

Up and Away	1.0
Animal Parade	2.0
Picnic Basket	3.0
Blazing New Trails	4.0

New Diagnostic Reading Workbook Series (Charles E. Merrill)

Mother Goose	Readiness
Nip, the Bear	1.0
Red Deer, the Indian Boy	2.0
Scottie and His Friends	3.0

Various companies produce good duplicating masters programs. Some may be purchased directly through their companies; however, those purchased that are mentioned in this study came from Acme or Tennessee Visual.

Good Apple  
Hayes  
Instructo  
Milliken  
Frank Schaffer  
Scholastic  
Taskmaster

### Programs and Kits

Numerous programs and kits are on the market. Some that were mentioned are:

CRL (Instructional/Communication)  
HELP! (Center for Early Learning)  
Hoffman (Hoffman Information Systems)  
Houghton Mifflin (Houghton Mifflin Co.)  
Innovative Science (ISI Learning Systems)  
International Teaching Tapes (Reading Improvement Series)  
Kottmeyer, +4 (Webster Division, McGraw-Hill)  
Listen and Think (EDL/McGraw-Hill)  
Merrill Linguistic Reading Program (Charles E. Merrill)  
Passport (Perfection Form)  
PRI Teacher Resource File (CTB/McGraw-Hill)  
Specific Skills (Barnell Loft)  
Study Scope (Benefic Press)  
Supportive Skills (Barnell Loft)  
Troll Vocabulary Series (Troll Associates)  
Vowel Sounds (Milton Bradley)

### Read-Alongs

Either the school or county librarians are the best sources for selection of appropriate books for early beginning readers or reluctant readers. Many catalogs list their books by grade or reading level. The same may be said regarding the

selection of filmstrips. "Reaching Up: Individualized Reading from Scholastic" is an excellent program for individualizing reading using the student's selection of books. "Rib Tickling American Folktales" is a favorite filmstrip series. These two mentioned programs are published by Scholastic and Troll Associates, respectively. Other companies are:

- Crestwood House
- Curriculum Associates
- Eye Gate Media
- Garrard
- Jabberwocky
- Pendulum Press
- Rand McNally
- Random House
- Reader's Digest
- Scholastic
- SVE--Society for Visual Education, Inc.
- Troll Associates

### Music and Games

Most educational catalogs will list some games and manipulative activities for teaching reading. Specifically referred to are:

- "Amos and His Friends" series (Imperial International Learning Corporation)
- Hap Palmer records (Educational Activities)
- Whistle Stop Series (Shakean Station)
- Get Set Games (Houghton Mifflin)

Other companies are:

- Acme School Supply
- Developmental Learning Materials
- Eye Gate Media
- Gamco
- Imperial International Learning Corp.
- Incentives for Learning
- Mafex
- Frank Schaffer
- Tennessee Visual

Trend Enterprises  
Xerox

### Magazines

Functional reading centers include various children's magazines. Those listed in this study as favorites are:

Sprint (Scholastic)  
Highlights (Highlights for Children, Inc.)  
Ranger Rick (National Wildlife Federation)  
Humpty Dumpty (Parents' Magazine Enterprises)

Various companies produce comic books pertaining to ecology or other such informational subjects. Often these are free for the asking. Two addresses:

Radio Shack Division of Tandy Corporation  
One Tandy Center  
Fort Worth, Tex. 76102

Walt Disney Educational Media Co.  
500 South Buena Vista St.  
Burbank, Calif. 91521



Addresses

Acme School Supply Company  
1807-A 21st Avenue, South  
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Benefic Press  
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Bobbs-Merrill Company  
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Indianapolis, Ind. 46268

Center for Early Learning  
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Crestwood House  
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Mankato, Minn. 56001

CTB/McGraw Hill  
Del Monte Research Park  
Monterey, Calif. 93940

Curriculum Associates  
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Developmental Learning Materials  
7440 Natchez Avenue  
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Educational Activities, Inc.  
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EDL/Educational Developmental Laboratory  
Division of McGraw-Hill Book Company  
1221 Avenue of the Americas  
New York, N. Y. 10020

Eye Gate Media  
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Box 299  
Carthage, Ill. 62321

Highlights for Children, Inc.  
2300 West 5th Avenue  
Columbus, Ohio 43216

Hoffman Information Systems  
5623 Peek Road  
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Houghton Mifflin Company  
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Atlanta, Ga. 30324

Imperial International Learning Corp.  
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Nashville, Tenn. 37212

Incentives for Learning, Inc.  
600 West Van Buren Street  
Chicago, Ill. 60607

Instructional/Communications Technology, Inc.  
Huntington, N. Y. 11743

Instructo Corporation  
Cedar Hollow and Matthews Roads  
Paoli, Penn. 19301

ISI Learning System  
Innovative Sciences, Inc.  
300 Broad Street  
Stamford, Conn. 06901

Jabberwocky  
Department 737, P. O. Box 6727  
San Francisco, Calif. 94101

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Baldwin, N. Y. 11510

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Media Materials, Inc.  
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Columbus, Ohio 43216

Milton Bradley Company  
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National Wildlife Federation  
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Parents' Magazine Enterprises, Inc.  
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Bergenfield, N. J. 07621

Pendulum Press, Inc.  
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Perfection Form Company  
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Rand McNally and Company  
School Department--Box 7600  
Chicago, Ill. 60680

Random House School Division  
400 Hahn Road  
Westminster, Md. 21157

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Educational Division  
Pleasantville, N. Y. 10570

Reading Improvement Series  
Lakeland, Fla. 33803

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26616 Indian Peak Road  
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Scholastic Book Service  
904 Sylvan Avenue  
Englewood Cliffs, N. Y. 07632

Scholastic Magazines, Inc.  
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Scott, Foresman and Company  
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Glenview, Ill. 60025

SVE/Society for Visual Education, Inc.  
1345 Diversey Parkway  
Chicago, Ill. 60614

Tennessee Visual Educational Service  
1001 Woodland Street  
Nashville, Tenn. 37206

Trend Enterprises  
St. Paul, Minn. 55165

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Mamah, N. Y. 07430

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