A Skill Based Approach to Organizing and Cataloguing Supplemental Reading Materials at the Elementary Level

Patricia E. Selby
Central Washington University

Follow this and additional works at: http://digitalcommons.cwu.edu/graduate_projects

Part of the Curriculum and Instruction Commons, Educational Methods Commons, and the Elementary Education and Teaching Commons

Recommended Citation
http://digitalcommons.cwu.edu/graduate_projects/37

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.
A SKILL BASED APPROACH TO ORGANIZING AND CATALOGUING
SUPPLEMENTAL READING MATERIALS
AT THE ELEMENTARY LEVEL

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Patricia E. Selby
April, 1982
A SKILL BASED APPROACH TO ORGANIZING AND CATALOGUING SUPPLEMENTAL READING MATERIALS AT THE ELEMENTARY LEVEL

by

Patricia E. Selby

April, 1982

This project organized and catalogued all of the supplemental reading materials of an elementary reading room according to a reading skills code list. The code list was developed by consulting reading skills lists and the school district's student learning objectives. Fifteen major skill areas were included in the code list. Each was broken down into subskills which were assigned code numbers. Each supplemental material was examined and catalogued under the appropriate code number. A handbook was compiled which explained the system and listed all of the materials by skill area.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the Project</td>
<td>1</td>
</tr>
<tr>
<td>Method</td>
<td>2</td>
</tr>
<tr>
<td>Limitations</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Organization of the Remainder of the Project</td>
<td>3</td>
</tr>
<tr>
<td>2. REVIEW OF LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Individualized Instruction</td>
<td>4</td>
</tr>
<tr>
<td>Reading Management Systems</td>
<td>6</td>
</tr>
<tr>
<td>3. PROCEDURES</td>
<td>10</td>
</tr>
<tr>
<td>Development</td>
<td>10</td>
</tr>
<tr>
<td>Implementation</td>
<td>12</td>
</tr>
<tr>
<td>4. THE PROJECT</td>
<td>13</td>
</tr>
<tr>
<td>Reading Skills Code List</td>
<td>15</td>
</tr>
<tr>
<td>Abbreviation Key</td>
<td>17</td>
</tr>
<tr>
<td>Visual Perception</td>
<td>18</td>
</tr>
<tr>
<td>Auditory Discrimination</td>
<td>21</td>
</tr>
<tr>
<td>Sight Words</td>
<td>24</td>
</tr>
<tr>
<td>Sound-Symbol Associations: Consonants</td>
<td>26</td>
</tr>
<tr>
<td>Sound-Symbol Associations: Vowels</td>
<td>30</td>
</tr>
<tr>
<td>Morphology: Structural Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Syllabication</td>
<td>36</td>
</tr>
<tr>
<td>Study Skills</td>
<td>38</td>
</tr>
<tr>
<td>Vocabulary Development/Word Meaning</td>
<td>41</td>
</tr>
<tr>
<td>Comprehension</td>
<td>43</td>
</tr>
<tr>
<td>Language</td>
<td>47</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>50</td>
</tr>
<tr>
<td>Multi-Level Individualized Kits/Programs</td>
<td>52</td>
</tr>
<tr>
<td>Motivational Readers</td>
<td>55</td>
</tr>
<tr>
<td>HBJ Supplemental Materials</td>
<td>57</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>5. SUMMARY AND RECOMMENDATIONS</td>
<td>60</td>
</tr>
<tr>
<td>Recommendations</td>
<td>60</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>62</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

The most difficult and demanding task facing the elementary school teacher today is also the one that is most important: adjusting instruction to the individual differences of children. This project developed a system of organizing supplementary reading materials which provided an opportunity for the teacher to individualize reading instruction.

Background

In the fall of 1981, a new elementary school, James McGee School, opened in Pasco, Washington. Housed within the school is a district funded reading room with supplementary reading materials. These materials are available for the teachers to use in their classrooms. However, no organized cataloguing system is presently used. The teachers must search through all the materials in order to find an appropriate selection. This time consuming process has led teachers not to use the supplementary materials as much as they would otherwise.

Purpose

The purpose of this project was to design and implement a skill based approach to organizing and cataloguing supplemental reading materials at the elementary level.

Importance of the Project

The need for individualizing instruction in reading grows out of the wide range of abilities and interest of students, and the differences in their instructional needs. Individualized instruction attempts to match the learning experiences provided for each student to his/her unique blend of personality, learning style, and present level of accomplishment.

In an individualized program, materials must cover not only a wide variety of skills, but also a wide range in terms of levels. In
order to accommodate the particular learning styles and preferences of students, a variety of types of materials must be available ranging from those which are primarily workbook type to those which require listening or viewing, or a combination.

It appeared obvious then, that a great wealth of materials is beneficial, even critical, in an individualized program. However, these materials are helpful only when care is exercised in collecting, organizing, and using the materials. This project will enable teachers to quickly locate materials which are catalogued according to skill area, publisher, and media type.

Method

Upon reviewing various reading skill lists, this researcher developed a list containing fifteen broad skill areas in reading. Each skill area was then broken down into subskills and assigned code numbers.

Next, an inventory was taken of all the supplemental reading materials housed in the reading room. The materials were catalogued according to the reading skills code list.

Finally, a master copy was drawn up which listed all the materials by skill area, publisher, and media type.

Limitations

The cataloguing system developed covers fifteen broad skill areas in reading which are broken down into subskills. The system is not intended to be an all inclusive set of sequentially ordered behavioral objectives. Such lists of behavioral objectives were researched and consulted, however, in order to develop the system.

Due to time limitations and a desire to streamline the system, each material was catalogued with no more than two code numbers.

The project included all the supplemental reading materials housed within the school's reading room. It would be helpful to catalogue the basal reading series materials as well, but the limitation of time, money, and other job responsibilities prohibited such an effort.

A final limitation regards teachers' use of the project. The
project was explained in detail to the teaching staff during an inservice given by the author. It was well received, but only time will tell if the teachers will make use of the project in order to facilitate individualization in their classrooms.

Definition of Terms

Supplemental reading materials, for the purpose of this project refers to all of the non-basal reading materials housed in the reading room. This includes games, kits, duplicating master books, activity cards, non-basal books, wipe away cards, activity books, and self-check activities.

   Code number: the specific number assigned to each subskill.

   Cataloguing is the process of matching and labeling the supplementary materials with the appropriate code number/numbers.

Organization of the Remainder of the Project

   Chapter 2 contains a review of literature. Chapter 3 describes the organization and implementation of the project. Chapter 4 contains a copy of the project and Chapter 5 contains a summary and recommendations.
Chapter 2

REVIEW OF LITERATURE

Two major areas were researched in order to develop this project. They were individualized instruction and reading management systems. Individualized instruction will be discussed first.

Individualized Instruction

Students differ widely in needs, interest, and abilities. Individualized instruction seeks to meet these varied needs. Most often individualized instruction is defined in terms of student behavior. Dell (1972) states that with individualized instruction each student has the opportunity to work toward achieving objectives that are appropriate for him and is allowed to work at a pace that is challenging but does not push him faster than he is able to achieve. Lewis (1971) adds that more responsibility for learning is placed on the student to become a self-directed and self-initiating learner.

The need for individualized instruction is clear. However, studies indicate that about ninety-five to ninety-eight percent of our primary and eighty percent of our intermediate grades use basal readers. (Spache 1972) Most schools divide reading instruction by grade level; most teachers divide their classes into three subgroups (high, medium, and low). Once a student is placed in a group, it is unlikely that the student will be reevaluated and/or placed into different groups during the school year. (Carlon 1981) The student is often locked into the group and forced to progress through the material at the same rate as others, regardless of whether that rate is too fast or too slow for the individual.

As students progress through school, their range of differences increase rather than decrease. According to Zintz (1973), teachers can expect to find a range of reading achievement, as measured by standardized test, of about, three years by the end of the second grade, four years by the end of third grade, and five years by the end of fourth grade, six years by the end of fifth grade, and
seven years by the end of sixth grade. In addition, each student has 
four levels of reading; independent, instructional, frustration and 
capacity. The independent level is the level in which the student can 
read fluently and fully comprehend. The instructional level is defined 
as the level in which the child makes no more than five errors per one 
hundred words and achieves at least seventy-five percent comprehension. 
The frustration level is the level at which difficulties become obvious, 
comprehension is below seventy-five percent, many words are mispro­
nounced or substituted, etc. The highest level is the capacity level. 
It is the theoretical level of the student's potential. The capacity 
level is the highest level at which the student can achieve at least 
seventy-five percent comprehension on material which is read to him. 
(Zintz 1973)

Instruction should be provided at the instructional level, 
but given the wide range of reading achievement within students of a 
grade level, and the fact that every child functions at several levels, 
it is obvious that most children are not being taught at their 
instructional level. Some children are locked into a group at their 
independent level and some children are locked into a group at their 
frustration level.

Individualized reading instruction has been defined in many 
different ways. Veatch (1959) lists three characteristics of indi­
vidualized reading instruction. They are: 1) self selection of mate­
rial by students for their own instruction, 2) individual conferences 
between each student and the teacher, and 3) groups organized for 
other than reasons of ability or proficiency in reading.

Spache (1972) however, terms individualized reading a 
misnomer since it does not mean completely individualized instruction 
or the abandonment of the concept of grouping. He further states that 
self selection is emphasized, but assigned reading is also necessary. 
To quote Spache, "It is obvious that an approach which demands a 
constant one-to-one teacher pupil relationship in the area of reading 
instruction would be completely impractical in present day class­
rooms." (15:79)

What then constitutes an effective program? An effective 
individualized reading program must accommodate the wide range of 
abilities among its students, it must assure that each student is
reading materials at his/her instructional level, and it must allow each student to progress at his/her individual rate. (Carlon 1981)

Wallen (1972) agrees that students should be provided materials at their instructional level. He further states that teachers should identify the appropriate instructional exercises for each student's specific skill needs. According to Wallen, a criterion-reference system in which testing and teaching are related to specific skill objectives is the best way to provide the most appropriate instruction for specific reading skill needs. With such a system the teacher orients instruction to the child's learning, rather than to his/her own teaching.

Both Carlon and Wallen agree that instruction must be adjusted to the individual differences of children. The difficulty lies in the implementation of individualization. Armstrong and Pinney (1977) suggest the following four steps be followed: 1) state objectives, 2) diagnose learner needs, 3) select appropriate learning activities, and 4) evaluate instructional effectiveness. (1:11)

Reading Management Systems

In order to develop the skill list which is used as the basis for this project, objective-based reading programs were studied. These objective-based reading programs are commonly referred to as reading management systems. There are a variety of reading management systems in use since their introduction in 1971. Some of the more well-known ones are the American Learning Corporation, Random House, Westinghouse, Fountain Valley, the Wisconsin Design and Houghton Mifflin. (Mather 1977)

Johnson and Pearson (1975) list five characteristics of reading management systems:

1) a sequentially ordered set of behavioral objectives for the various reading skills monitored by the system,
2) a set of subtests with one or more items designed to measure each objective,
3) a rule or set of rules deciding what level of achievement constitutes mastery of each objective,
4) a resource file listing specific workbook pages, copy masters, games or kits, and teaching strategies teachers can use to provide instruction and practice for children who have failed to attain mastery of specific skills, and

5) a method of reporting to teachers which students have or have not mastered which skills.

Lawrence and Simmons (1978) state that the intent of reading management systems is consistent with the concept of individualization. The systems are designed to present an orderly and sequential scheme for meeting individual needs.

There appear to be two reasons for the influx of these systems. Governmental mandates for continuous, uniform evaluation and accountability, such as the Stull Bill in California and in federal programs, is one factor. (Mather 1977) Another is the increased public interest in reading scores.

This project dealt with two components of reading management systems; the set of behavioral objectives and the resource file.

Behavioral objectives state what the learner will be able to do at the conclusion of his training. Some of the reading management systems have as many as three hundred to four hundred behavioral objectives to cover the many subskills monitored by the system in the first six grades of school. (Cornelius 1977)

Teaching to behavioral objectives is not without controversy. Opponents such as Spiegel (1974) believe that reading is a holistic process that cannot easily be divided into sets of skills and subskills.

According to a document published by the Wichita Public Schools (1974), the positive features of behavioral objectives outweigh the negative aspects. It cites the following five advantages:

1) Behavioral objectives cause teachers to be more student-centered. They realize the need to think of alternatives in teaching methods. They must consider why they are teaching a specific skill and whether they are teaching the skills in the best sequence.
2) Behavioral objectives offer the potential for increasing the amount of diagnostic-prescriptive teaching. They imply more specificity in instruction.

3) Behavioral objectives stated and implemented correctly make it easier to show children and parents where progress is being made. When children know where they are going and why, the better the chances for success.

4) Teachers must know something about the reading process if they are to teach it. Behavioral objectives lead teachers to understand that reading is a skill and not another content area.

5) Through the specific language of behavioral objectives, the public can understand the necessary reading skills and their sequence.

Kamm and White (1979) make a strong case for skill based instruction. They believe that with skills as a focus rather than materials, teachers can be confident they are emphasizing permanent learning tools, rather than bits and pieces of factual information which may only be retained temporarily. Also with skills as a focus, teachers can provide specific activities that pertain to one skill or one aspect of one skill, e.g. one consonant blend or one context clue.

In order to provide specific activities that pertain to one skill or subskill, a wealth of materials is necessary. This allows teachers to provide a variety of learning activities and to break away from the constant use of ditto sheets.

In conclusion this researcher notes there is a clear and pressing need to individualize reading instruction. Methods range from totally individualized programs which emphasize self selection of books and independent pacing to reading management systems which emphasize mastery of reading skills. Regardless of the method chosen, a wide variety of instructional materials is a necessity. The convenient organization of these materials is also a necessity to allow for their efficient use. This project, which catalogued and organized supplemental reading materials according to a skill list, was intended
to help teachers locate instructional materials which would facilitate individualized instruction.
The purpose of this project was to develop and implement a skill based approach to organizing and cataloguing supplemental reading materials at the elementary level. The first section of this chapter covers the development of the project, implementation is covered in the second section.

**Development**

The first step in the project involved developing a reading skills list including skills from the kindergarten level through the sixth grade level. Many sources were consulted in order to draw up the list. The following references were particularly helpful: 1) the Barbe Checklist for Reading Skills, 2) the Pasco School District's student learning objectives for reading, and 3) the scope and sequence chart of the basal reading series used in Pasco, Harcourt, Brace and Jovanovich. The goal in developing the skill list was to be comprehensive without being cumbersome.

Initially eleven major skill areas were chosen for inclusion on the list. They were: 1) visual perception, 2) auditory discrimination, 3) sight words, 4) sound-symbol associations: consonants, 5) sound-symbol association: vowels, 6) morphology: structural analysis, 7) syllabication, 8) study skills, 9) vocabulary development/word meaning, 10) comprehension, and 11) language.

After examining the supplemental materials, this author determined that another skill area, English as a second language should be included on the list. In addition three other topics were included on the list: multi-level individualized kits/programs, motivational readers, and Harcourt, Brace and Jovanovich supplemental materials. The last three were not truly skill areas, however materials were of such a nature as to require inclusion on the list.

Each of the fifteen major skill areas was broken down into subskills. Each subskill was assigned a code number which corre-
sponded to its major skill area. A complete copy of the reading skills code list is included in Chapter Four, an example follows:

1. Visual perception
   1.0 General
   1.1 Pictures
   1.2 Forms and Shapes
   1.3 Letters and Numbers
   1.4 Words
   1.5 Colors

After the reading skills code list was developed, an inventory was taken of all the supplementary reading materials housed in the reading room. This included duplicating master books, games, kits, wipe away cards, activity cards, non-basal books, and activity books. Each item was listed by title, level (if indicated by publisher), publisher, and media type. If there was more than one copy of an item, the number of copies was indicated in parenthesis. Some of the materials were teacher made, in that case no publisher was listed.

Cataloguing, the process of matching each material with the appropriate code number/numbers, was the next and most important step. Each item was examined in order to determine which skill/skills it covered. The item was then catalogued with the appropriate code number/numbers. Some materials covered many subskills within one major skill area, these materials were catalogued with the general subskill code number (i.e. 2.0 General Auditory Discrimination). Materials which covered subskills from different major skill areas were catalogued under no more than two code numbers. This limit was chosen to streamline the project. As the materials were catalogued they were checked off on the inventory to insure that all materials were catalogued.

Each item was labeled with the appropriate code number/numbers. In addition, a circulation card was typed for each item which included the code number/numbers, title, publisher, and media type. The card was placed in a pocket which had been affixed to the item. The pocket contained the same information as on the circulation card.

The final step in developing the project involved putting the information together in a manner helpful to the classroom teacher. A handbook was constructed which contained the following: 1) an introduction, 2) a copy of the reading skills code list, 3) an abbreviation
key for the publishers' names and the media types, and 4) a section for
each of the fifteen major skill areas. Each major skill area was
broken down into subskill headings. Under the subskill headings, all
the corresponding materials were listed by title, publisher, level (if
indicated by publisher), and media type. Some subskill areas had no
corresponding materials; those subskills were listed and given the
notation, "no materials at present".

The handbook was contained in a large three hole binder.
Divider tabs were used to identify and separate the sections. Copies
of the handbook were made by the school district.

Implementation

After the handbook had been compiled and copied, the author
conducted an inservice on its use for the teaching staff. The inservice
included a brief background of the project, a review of the reading
skills code list, and an explanation of how the materials were cata-
logued. Teachers were led step by step through the process of locating
materials in the handbook. The procedure for checking out materials by
using the circulation card was also explained. The inservice ended
with a question and answer session. Following the inservice, teachers
were encouraged to make use of the project.
Chapter 4

THE PROJECT

This chapter contains a copy of the project; a handbook which utilized a skill based approach to organizing and cataloguing supplemental reading materials at the elementary level. The handbook was contained in a large three hole binder with divider tabs to identify and separate the sections. The tabs have been omitted from this chapter, in all other respects the following pages are a copy of the handbook.
Introduction
The purpose of this project was to design and implement a skill-based approach to organizing and cataloguing all of the supplemental reading materials housed in the reading room of James McGee Elementary School. It is hoped that such a system will facilitate teachers’ use of the materials and further enhance individualized instruction.

Method
Upon reviewing various reading skills lists, a list was developed which contained fifteen broad skill areas in reading. Each skill area was then broken down into subskills which were assigned code numbers.

Next, an inventory was taken of all the supplemental reading materials housed in the reading room. The materials were examined to determine the skills they covered. Then the materials were catalogued according to the reading skills code list. Each item was labeled with the appropriate code number.

A master copy was drawn which listed all the materials by skill area, level (if indicated by the publisher), publisher, and media type. The master copy was placed in a large binder for convenient use by the teachers.

Usage
This handbook is to be used by teachers in order to locate supplemental reading materials related to specific skills. In order to use it successfully the following steps should be followed: 1) identify the skill area for which materials are needed, 2) locate the skill area on the reading skills code list, 3) turn to the appropriate section in the handbook, 4) review the list of materials catalogued under the skill heading, and 5) check out the appropriate materials from the reading room.
READING SKILLS CODE LIST

1. Visual Perception
   1.0 General
   1.1 Pictures
   1.2 Forms and Shapes
   1.3 Letters and Numbers
   1.4 Words
   1.5 Colors

2. Auditory Discrimination
   2.0 General
   2.1 Rhyming
   2.2 Single Consonants
   2.3 Consonant Blends
   2.4 Consonant Digraphs
   2.5 Vowels - Short
   2.6 Vowels - Long

3. Sight Words
   3.0 General (Dolsch)
   3.1 Basic Sight (HBJ)
   3.2 Similar Looking Words
   3.3 Reversals
   3.4 Number Names
   3.5 High Frequency

4. Sound-Symbol Associations:
   Consonants
   4.0 General
   4.1 Initial Consonant Mixed
   4.01 Initial Consonant (b-m)
   4.02 Initial Consonant (n-z)
   4.2 Terminal Consonant
   4.3 Initial, Medial, Terminal Mixed
   4.4 Consonant Blends
   4.5 Consonant Digraphs
   4.6 Consonant Blends and Digraphs Mixed
   4.7 Hard and Soft c & g

5. Sound-Symbol Associations:
   Vowels
   5.0 General
   5.1 Short Vowels Mixed
   5.01 Short a
   5.02 Short e
   5.03 Short i
   5.04 Short o
   5.05 Short u
   5.2 Long Vowels Mixed
   5.3 Long, Short, Silent, Mixed

5. Sound-Symbol Associations:
   Vowels Continued
   5.4 Dipthongs
   5.5 Vowels with r
   5.6 Vowels with l or w
   5.7 Vowels with gh
   5.8 Y as a Vowel or Consonant
   5.9 Digraphs

6. Morphology: Structural Analysis
   6.0 General
   6.1 Inflectional Endings
   6.2 Compound Words
   6.3 Possessives
   6.4 Contractions
   6.5 Prefixes
   6.6 Suffixes/Endings
   6.7 Y to i
   6.8 Doubling Consonant
   6.9 Dropping Final e
   6.10 Plurals

7. Syllabication
   7.0 General
   7.1 Auditory
   7.2 Vccv Clue
   7.3 Vcv Clue
   7.4 "le" Clue
   7.5 Open and Closed Syllables
   7.6 Accents

8. Study Skills
   8.0 General
   8.1 Dictionary
   8.01 Letter Names and Alphabet Sequence
   8.02 Guide Words
   8.03 Pronunciation Key
   8.04 Phonetic Respelling
   8.05 Appropriate Word Meaning
   8.2 Glossary
   8.3 Index
   8.4 Encyclopedia Study
   8.5 Summarizing
   8.6 Outlining
   8.7 Note Taking
   8.8 Reading Maps, Tables, Graphs
   8.9 Reading Rate
   8.10 Writing a Book Report
9. Vocabulary Development/
   Word Meaning
   9.0 General
   9.1 Synonyms
   9.2 Antonyms
   9.3 Homonyms
   9.4 Single Word Meanings
   9.5 Multiple Word Meanings
   9.6 Phrases and/or Sentence Meanings
   9.7 Connectives, Conjunctions, Prepositions

10. Comprehension
    10.0 General
    10.1 Main Idea
    10.2 Sequence
    10.3 Following Directions
    10.4 Inference
    10.5 Story Characters
    10.6 Drawing Conclusions/
         Generalizations
    10.7 Contrasting or Comparing
    10.8 Fact, Fiction, Opinion
    10.9 Classifying
    10.10 Reading in Content Area
    10.11 Listening
    10.12 Context Clues
    10.13 Details

11. Language
    11.0 General
    11.1 Punctuation
    11.2 Parts of Speech
    11.3 Creative
    11.4 Spelling
    11.5 Capitalization
    11.6 Usage of Verbs

12. English as a Second Language
    12.0 General

13. Multi-Level Individualized
    Kits/Programs
    13.0 General
    13.1 Comprehension
    13.2 High Interest/Low Vocabulary
    13.3 Spelling
    13.4 Phonics
    13.5 Readiness
    13.6 Structural Analysis
    13.7 Activity Cards/Centers

14. Motivational Readers
    14.0 General

15. HBJ Supplemental Materials
    15.0 General
    15.1 Bookmark Library
    15.2 Filmstrips
    15.3 Try This
    15.4 Vocabulary/Language Skills
    15.5 Word Service Decoding Box
    15.6 Tutorial Program
    15.7 HBJ Instructional Charts
ABBREVIATION KEY

Publishers:

American Teaching Aides (ATA)
Barnell Loft (BL)
Bell and Howell (B&H)
Benefic Press (BP)
Boning (Bon)
Bowmar Noble (BN)
Carson/Dellosa (CD)
Creative Teaching Press (CTP)
Disney Schoolhouse (DSH)
Economy (EC)
Educational Insights (EI)
Good Apple (GA)
Harcourt Brace Jovanovich (HBJ)
Hayes School Publishing Co. (HSP)
Holt, Rinehart & Winston (HRW)
Ideal (ID)
Instructional Curriculum Media (ICM)
Learning World (LW)
Millikin (Mill)
Milton Bradley (MB)
National Computer Systems (NCS)
Philograph (Philo)
Prentice Hall (PH)
Schaffer (Sch)
Science and Research Associates (SRA)
Scholastic Book Service (SBS)
Taskmaster (TM)
Trend (TR)
Unigraph (UN)

Media Type:

Duplicating Master Books (DM)
Game (G)
Kit (K)
Wipe Away Cards (WA)
Activity Cards (AC)
Self-Check Activities (SC)
Books (non-basal) (Bks)
Activity Books (AB)
1. **VISUAL PERCEPTION**

1.0 General
1.1 Pictures
1.2 Forms and Shapes
1.3 Letters and Numbers
1.4 Words
1.5 Colors
1.0 General

<table>
<thead>
<tr>
<th>Size Discrimination Classification</th>
<th>TM</th>
<th>DM</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Scene Sequence Cards (2)</td>
<td>MB</td>
<td>G</td>
</tr>
<tr>
<td>Howie's House Set 1 Visual Skills</td>
<td>B&amp;H</td>
<td>K</td>
</tr>
</tbody>
</table>

1.1 Pictures

<table>
<thead>
<tr>
<th>High Seas</th>
<th>Sch</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cannon</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>The Campfire</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>4 Picture Cards</td>
<td>MB</td>
<td>G</td>
</tr>
<tr>
<td>Original Memory Game (2)</td>
<td>MB</td>
<td>G</td>
</tr>
<tr>
<td>Dinosaurs &amp; Prehistoric Flipbook</td>
<td>TR</td>
<td>SC</td>
</tr>
<tr>
<td>Alike &amp; Not Alike Set 1 (2)</td>
<td>ID</td>
<td>AC</td>
</tr>
</tbody>
</table>

1.2 Forms and Shapes

<table>
<thead>
<tr>
<th>Yo Ho Ho</th>
<th>Sch</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Treasure</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Pre-Reading Visual Discrimination Boards (2)</td>
<td>Philo</td>
<td>G</td>
</tr>
<tr>
<td>Color-Shape Bingo</td>
<td>TR</td>
<td>G</td>
</tr>
<tr>
<td>The Original Memory (2)</td>
<td>MB</td>
<td>G</td>
</tr>
<tr>
<td>Shape &amp; Design</td>
<td>TM</td>
<td>DM</td>
</tr>
</tbody>
</table>

1.3 Letters and Numbers

<table>
<thead>
<tr>
<th>2 Inch Tracing Letters</th>
<th>TR</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Inch Tracing Letters</td>
<td>TR</td>
<td>AC</td>
</tr>
<tr>
<td>Alphabet Skills</td>
<td>Sch</td>
<td>SC</td>
</tr>
<tr>
<td>Alphabet Flipbook</td>
<td>TR</td>
<td>SC</td>
</tr>
<tr>
<td>Matching Letters</td>
<td>Bon</td>
<td>K</td>
</tr>
<tr>
<td>Matching Initial Consonants</td>
<td>Bon</td>
<td>K</td>
</tr>
<tr>
<td>Matching Final Consonants</td>
<td>Bon</td>
<td>K</td>
</tr>
<tr>
<td>Matching Upper &amp; Lower Case Letters</td>
<td>Bon</td>
<td>K</td>
</tr>
<tr>
<td>Matching Letters &amp; Words</td>
<td>Bon</td>
<td>K</td>
</tr>
<tr>
<td>Learning With Laughter One to Ten</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>ABC–Great Alphabet Race</td>
<td>TR</td>
<td>G</td>
</tr>
<tr>
<td>Mailman</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Down on the Farm</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>The Carrot Patch</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Alphabet Bingo</td>
<td>TR</td>
<td>G</td>
</tr>
<tr>
<td>Find the Honey</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>The Treasure Hunt</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Puppy Tracks</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Catch the Mouse</td>
<td>Sch</td>
<td>G</td>
</tr>
</tbody>
</table>

1.4 Words

| Matching Letters & Words           | Bon| K  |
| Matching Words                     | Bon| K  |
### 1.5 Colors

<table>
<thead>
<tr>
<th>Activity</th>
<th>Category</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Shape Bingo</td>
<td>TR</td>
<td>G</td>
</tr>
<tr>
<td>Dragon Dash</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Circus Parade (2)</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Find the Balloons (2)</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Little Bo Peep (2)</td>
<td>Sch</td>
<td>G</td>
</tr>
<tr>
<td>Follow Me (2)</td>
<td>Sch</td>
<td>G</td>
</tr>
</tbody>
</table>
2. **AUDITORY DISCRIMINATION**

2.0 General
2.1 Rhyming
2.2 Single Consonants
2.3 Consonant Blends
2.4 Consonant Digraphs
2.5 Vowels - Short
2.6 Vowels - Long
2.0 General

Look'n Do TR G
Beginning Sounds MB G

2.1 Rhyming

Objects that Rhyme (2) ID G
Rhyming Bingo TR G
Pictures that Rhyme (2) MB G
Rhyming Zig Zag Sch G
Circus Fun Sch G
Pet Shop Sch G
Dog Show Sch G
Something Fishy Sch G
Horse Shoes Sch G
Hungry Cats Sch G
Riddle Riddle Rhyme Time (2) Bon K
Basic Rhyming Families (2) TM DM
Rufus Rabbits Rhyme Time (2) Sch DM
Rhyming Words Punch Thru Cards TR AC

2.2 Single Consonants

Learning with Laughter b PH K
" " " d PH K
" " " g PH K
" " " h PH K
" " " l PH K
" " " m PH K
" " " p PH K
" " " r PH K
" " " s PH K
" " " t PH K
" " " w PH K
" " " g & s PH K
" " " f & b PH K
" " " k & l PH K
" " " p & n PH K
" " " r & t PH K
" " " m & d PH K
Beginning Sounds MB G

2.3 Consonant Blends

Learning with Laughter fr & pr PH K
" " " sm, sw, sp PH K
" " " br & cr PH K
" " " gl & bl PH K
" " " st & sk PH K
" " " pl & sl PH K
" " " fl & cl PH K
### 2.3 Consonant Blends

<table>
<thead>
<tr>
<th>Learning with Laughter</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sn &amp; sc</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>gr, dr, tr</td>
<td>PH</td>
<td>K</td>
</tr>
</tbody>
</table>

### 2.4 Consonant Digraphs

<table>
<thead>
<tr>
<th>Learning with Laughter</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sh &amp; th</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>ch &amp; wh</td>
<td>PH</td>
<td>K</td>
</tr>
</tbody>
</table>

### 2.5 Vowels – Short

<table>
<thead>
<tr>
<th>Learning with Laughter</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CVC short e</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>CVC short i</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>CVC short o</td>
<td>PH</td>
<td>K</td>
</tr>
<tr>
<td>CVC short u</td>
<td>PH</td>
<td>K</td>
</tr>
</tbody>
</table>
3. SIGHT WORDS

3.0 General (Dolsch)
3.1 Basic Sight HBJ
3.2 Similar Looking Words
3.3 Reversals
3.4 Number Names
3.5 High Frequency
3.0 General (Dolsch)

In Half
Take a Bow
Rabbit Magic
Suspended
Bird Magic
We Read Sentences Levels 1-5

The Reading Game - Sight Vocabulary Program I
" " " " " " " II
" " " " " " " v

3.1 Basic Sight (HBJ)

Sun Up - Color Coded Words
Color Coded Sentences
Dominoes
Bingo
Old Maid
Rotten Apples
Bang
Sentence Puzzles
Happy Morning - Fish
Bang
Old Maid
Phrase Cards

Magic Afternoon - Bingo
Sun & Shadow - Phrases
SRA Reading Laboratory 1b

3.2 Similar Looking Words

No materials at present

3.3 Reversals

No materials at present

3.4 Number Names

Learning with Laughter One to Ten

3.5 High Frequency

Learning with Laughter run, see, go, come
" " " " here, is, for, a
" " " " I, you, to, we, like
" " " " I, see, the, in

Reading Games Levels 1-5
Vocabulary Mastery Program Set 4
" " " " Set 5
" " " " Set 6
4. **SOUND-SYMBOL ASSOCIATIONS: CONSONANTS**

4.0 General
4.1 Initial Consonant Mixed
4.01 Initial Consonant (b-m)
4.02 Initial Consonant (n-z)
4.2 Terminal Consonant
4.3 Initial, Medial, Terminal Mixed
4.4 Consonants Blends
4.5 Consonant Digraphs
4.6 Blends and Digraphs
4.7 Hard and Soft c & g
4.8 Silent Consonants & Some Letter Combinations
4.0 General

Phonetic Quizmo
Special Vowels & Consonants
Word Elements Levels A–C

4.1 Initial Consonant Mixed

Basic Phonics T, S, M (2)
Basic Phonics B, C, N (2)
Basic Phonics J, Y, Z, X, Q (2)
Basic Phonics R, L, P (2)
Fun with Initial Consonants
Learning Initial Consonants
Basic Beginning Consonants
Basic Phonics Book 1
Beginning Sounds Flipbook
More Initial Consonants (2)
Initial Consonant Punch Thru Cards
Phonics–Initial Consonants Grades K–1
Consonant Bingo (3)
Initial Consonant Disc
Sound Hunt (2)
Silly Sounds
Bean Stalk
Get the Carrots
Start Your Engines
Grandma's House
Little Red Riding Hood
Fire Bunnies
Cinderella
Its Pouring
Billy Goats Gruff
Three Bears
Consonant Bingo
Beginning Sounds

4.01 Initial Consonant (b–m)

Basic Phonics F, D, H (2)
Learning with Laughter b
d
g
h
l
m
j
k
f
c
4.02 Initial Consonant (n–z)

Learning with Laughter  p  PH  K
  "  "  "  r  PH  K
  "  "  "  s  PH  K
  "  "  "  t  PH  K
  "  "  "  w  PH  K
  "  "  "  y & z  PH  K
  "  "  "  v  PH  K

Initial Consonants - Self Check  Sch  SC

4.2 Terminal Consonant

Ending Sounds Flipbook  TR  SC
Final Consonants  (2)  Sch  SC
Phonics Final Consonant  Sch  WA
Final Consonant Punch Thru Cards  TR  AC
Basic Phonics Grades 1–3  Sch  DM
Basic Phonic Final Consonants  (2)  Sch  DM
Basic Final Consonants  (2)  TM  DM
Don't Feed the Animals  Sch  G
Final Consonant Discs  TR  G

4.3 Initial, Medial, Terminal Mixed

Learning with Laughter  g & s  PH  K
  "  "  "  f & b  PH  K
  "  "  "  k & l  PH  K
  "  "  "  p & n  PH  K
  "  "  "  r & t  PH  K
  "  "  "  m & d  PH  K

4.4 Consonant Blends

Learning with Laughter  fr, br  PH  K
  "  "  "  sm, sw, sp  PH  K
  "  "  "  br, cr  PH  K
  "  "  "  gl, bl  PH  K
  "  "  "  st, sk  PH  K
  "  "  "  pl, sl  PH  K
  "  "  "  fl, cl  PH  K
  "  "  "  sn, sc  PH  K
  "  "  "  gr, dr, tr  PH  K

Initial Consonant Blends  Bon  K
Consonant Blend Punch Thru Cards  TR  AC
Phonics 1A  HSP  DM
Phonics 1B  HSP  DM
Basic Phonic Blends  Sch  DM
Advanced Initial & Final Blends  TM  DM
Basic Initial Blends  TM  DM
4.4 Consonant Blends

Space Flight  Sch  G
Speed Cycle    Sch  G
Motocross      Sch  G
Donky Derby    Sch  G
Zoom Around the Zoo Sch  G

4.5 Consonant Digraphs

Consonant Digraphs (2)  TM  DM
Learning with Laughter  sh, th  PH  K
" "  " "  ch, wh  PH  K
Run for Your Life  Sch  G
Space Race        Sch  G

4.6 Blends and Digraphs

Phonics Activities 1D  HSP  DM
Blends & Digraphs Seasonal Activities  CTP  DM
Consonant Blends & Digraphs (2)  Sch  SC
Digraph & Final Blends  Bon  K
Time for Sounds, Initial Blends & Digraphs  Bon  K
Sound Hunt Blends & Digraphs (2)  ATA  G
Blend & Digraph Scratch-n-Sniff  CTP  G

4.7 Hard and Soft c & g

Learning with Laughter  g & c  PH  K
5. SOUND-SYMBOL ASSOCIATION: VOWELS

5.0 General
5.1 Short Vowels Mixed
  5.01 Short a
  5.02 Short e
  5.03 Short i
  5.04 Short o
  5.05 Short u
5.2 Long Vowels Mixed
5.3 Long, Short, Silent, Mixed
5.4 Diphthongs
5.5 Vowels with r
5.6 Vowels with l or w
5.7 Vowels with gh
5.8 Y as a Vowel or Consonant
5.9 Combination Vowel Sounds - Digraphs
5.0 General

Phonetic Quizmo
Word Elements Levels A-C

5.1 Short Vowels Mixed

Short Vowel Punch Thru Cards
Short Vowels
Short Vowel Discs
Sub Scramble
Basic Phonics # 8 Short Vowels (2)
Basic Phonics # 7 Short Vowels (2)
Positively Phonics Short Vowels
Phonic Riddles, Tongue Twisters and Happy Thoughts

5.01 Short a

Sea Race
Main Station
Beware of Trolls
Seven Dwarfs
Pot O Gold

5.02 Short e

Seven Dwarfs
Gingerbread Man
Learning with Laughter Short e

5.03 Short i

Sea Race
Beware of Trolls
Learning with Laughter Short i

5.04 Short o

Main Station
Gingerbread Man
Aladdin's Lamp
Learning with Laughter Short o

5.05 Short u

Aladdin's Lamp
Pot O Gold
Learning with Laughter Short u
5.2 Long Vowels Mixed

Basic Phonics # 9 Long Vowels
Long Vowels (2)
Positively Phonics Long Vowels Mixed
Phonic Riddles, Tongue Twisters and Happy Thoughts
Long Vowel Punch Thru Cards
Long Vowel Discs

5.3 Long, Short, Silent, Mixed

Vowels B
Vowels Bingo
Sea of Vowels
Phonic Stories Short & Long Vowels
Short Vowels - Long Vowels (2)
Short & Long Vowels

5.4 Diphthongs

Space Fun

5.5 Vowels with r

Weightless
New Friends
Land Craft

5.6 Vowels with l or w

No materials at present

5.7 Vowels with gh

No materials at present

5.8 Y as a Vowel or Consonant

Learning with Laughter Y as a Vowel

5.9 Digraphs

Space Window
Road Race
Helicopter Rescue
Learning with Laughter ee & oa " " ea & ai
Learning with Laughter ee & oa " " ea & ai
Learning with Laughter ee & oa " " ea & ai
6. MORPHOLOGY: STRUCTURAL ANALYSIS

6.0  General
6.1  Inflectional Endings
6.2  Compound Words
6.3  Possessives
6.4  Contractions
6.5  Prefixes
6.6  Suffixes/Endings
6.7  Y to i
6.8  Doubling Consonant
6.9  Dropping Final e
6.10 Plurals
6.0 General

Roots/Stems Advanced Levels 1-6  Bon  K
Roots/Stems Levels F1-2  Bon  K

6.1 Inflectional Endings

No materials at present

6.2 Compound Words

Compounds Levels A-F  Bon  K
Compound Words & Contractions  TM  DM
Compounds - Advanced  DW  AC

6.3 Possessives

Punctuation & Possessives  TM  DM

6.4 Contractions

Compound Words & Contractions  TM  DM

6.5 Prefixes

Prefixes Levels D-F  Bon  K
Prefixes Advanced Levels 1-3  Bon  K
Root Words  TM  DM
Suffixes & Prefixes  TM  DM
Lion Tamer  Sch  G
Structural Skills Quizmo  MB  G
Human Cannon Ball  Sch  G
Feed the Elephants  Sch  G
The Big Top  Sch  G
Penguin Party  Sch  G
The Sandwich  Sch  G

6.6 Suffixes/Endings

Learning with Laughter  s, ed, ing  PH  K
Endings/Suffixes Levels B-F  Bon  K
Endings/Suffixes Advanced Levels 1-3  Bon  K
Root Words  TM  DM
Suffixes & Prefixes  TM  DM
Tooth Ache  Sch  G
Dog Catcher  Sch  G
Fire Station  Sch  G
Construction Workers  Sch  G
Bee Chef  Sch  G
The Sandwich  Sch  G
Structural Analysis Quizmo  MB  G
6.7 Y to i
   No materials at present

6.8 Doubling Consonant
   No materials at present

6.9 Dropping Final e
   No materials at present

6.10 Plurals
   Learning with Laughter  s & es
   PH      K
7. SYLLABICATION

7.0 General
7.1 Auditory
7.2 Vccv Clue
7.3 Vcv Clue
7.4 "Le" Clue
7.5 Open & Closed Syllables
7.6 Accents
7.0 General

Bean Bag Bounce  Sch  G
Syllable Safari    Sch  G

7.1 Auditory

No materials at present

7.2 Vccv Clue

No materials at present

7.3 Vcv Clue

No materials at present

7.4 "le" Clues

No materials at present

7.5 Open & Closed Syllables

No materials at present

7.6 Accents

No materials at present
8. STUDY SKILLS

8.0 General
8.1 Dictionary
8.01 Letter Names & Alphabet Sequence
8.02 Guide Words
8.03 Pronunciation Key
8.04 Phonetic Respelling
8.05 Appropriate Word Meaning
8.2 Glossary
8.3 Index
8.4 Encyclopedia Study
8.5 Summarizing
8.6 Outlining
8.7 Note Taking
8.8 Reading Maps, Tables, Graphs, etc.
8.9 Reading Rate
8.10 Writing a Book Report
8.0 General

Dictionary Skills
Research & Study Skills
Study Skills Sorcery
Dictionary Skills Grades 2-4 (2)
Research Grades 3-5
Dictionary Skills

8.1 Dictionary

Dictionary Skills (2)
Self-Directing Dictionary Skills
Dictionary

8.01 Letter Names & Alphabet Sequence

Baron's Race
Sidewalk Surfing
Barrell Press
Motocross Game
The Sheriff
Bike Trail

8.02 Guide Words

Mountain Climb

8.03 Pronunciation Key

No materials at present

8.04 Phonetic Respelling

Treehouse

8.05 Appropriate Word Meaning

No materials at present

8.2 Glossary

No materials at present

8.3 Index

No materials at present

8.4 Encyclopedia Study

No materials at present
8.5 Summarizing
No materials at present

8.6 Outlining
No materials at present

8.7 Note Taking
No materials at present

8.8 Reading Maps, Tables, Graphs

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Map Skills</td>
<td>Sch</td>
<td>DM</td>
</tr>
<tr>
<td>Follow the Compass</td>
<td>Sch</td>
<td>DM</td>
</tr>
<tr>
<td>Driving the Highway</td>
<td>Sch</td>
<td>DM</td>
</tr>
<tr>
<td>Going Home</td>
<td>Sch</td>
<td>Dm</td>
</tr>
<tr>
<td>Take a Trip</td>
<td>Sch</td>
<td>DM</td>
</tr>
<tr>
<td>Our Town</td>
<td>Sch</td>
<td>DM</td>
</tr>
</tbody>
</table>

8.9 Reading Rate
No materials at present

8.10 Writing a Book Report

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing a Book Report</td>
<td>PH</td>
<td>DM</td>
</tr>
</tbody>
</table>
9. VOCABULARY DEVELOPMENT/WORD MEANING

9.0 General
9.1 Synonyms
9.2 Antonyms
9.3 Homonyms
9.4 Single Word Meanings
9.5 Multiple Word Meanings
9.6 Phrases and/or Sentence Meanings
9.7 Connectives, Conjunctions, Prepositions
### 9.0 General

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find A Word</td>
<td>Sch</td>
</tr>
<tr>
<td>Vocabulary Development Levels 2-3 (2)</td>
<td>Sch</td>
</tr>
<tr>
<td>Vocabulary Development Levels 4-5 (2)</td>
<td>Sch</td>
</tr>
<tr>
<td>Swap Levels A-D</td>
<td>DW</td>
</tr>
<tr>
<td>Turn About Levels A-E</td>
<td>DW</td>
</tr>
<tr>
<td>Strike Out Levels A-E</td>
<td>DW</td>
</tr>
<tr>
<td>Fun with Words Levels A-F</td>
<td>DW</td>
</tr>
</tbody>
</table>

### 9.1 Synonyms

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms &amp; Antonyms</td>
<td>TM</td>
</tr>
<tr>
<td>Antonym, Synonym, Homonym</td>
<td>Sch</td>
</tr>
<tr>
<td>Lollipop Luv</td>
<td>Sch</td>
</tr>
<tr>
<td>Cone Climb</td>
<td>Sch</td>
</tr>
<tr>
<td>Vocabulary Quizmo</td>
<td>MB</td>
</tr>
</tbody>
</table>

### 9.2 Antonyms

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonym, Synonym, Homonym</td>
<td>Sch</td>
</tr>
<tr>
<td>Opposites Flipbook</td>
<td>TR</td>
</tr>
<tr>
<td>Fun House</td>
<td>Sch</td>
</tr>
<tr>
<td>Jungle Land</td>
<td>Sch</td>
</tr>
<tr>
<td>Vocabulary Quizmo</td>
<td>MB</td>
</tr>
</tbody>
</table>

### 9.3 Homonyms

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homonyms &amp; Homographs</td>
<td>TM</td>
</tr>
<tr>
<td>Frog Jump</td>
<td>Sch</td>
</tr>
<tr>
<td>Bunny Hop</td>
<td>Sch</td>
</tr>
<tr>
<td>Cat Time</td>
<td>Sch</td>
</tr>
<tr>
<td>Turtle Trot</td>
<td>Sch</td>
</tr>
<tr>
<td>Dog Days</td>
<td>Sch</td>
</tr>
<tr>
<td>Hot Dog</td>
<td>Sch</td>
</tr>
<tr>
<td>Pizza Party</td>
<td>Sch</td>
</tr>
<tr>
<td>Fight for the Franks</td>
<td>Sch</td>
</tr>
</tbody>
</table>

### 9.4 Single Word Meanings

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parachute Ride</td>
<td>Shc</td>
</tr>
</tbody>
</table>

### 9.5 Multiple Word Meanings

No materials at present

### 9.6 Phrases and/or Sentence Meanings

No materials at present

### 9.7 Connectives, Conjunctions, Prepositions

No materials at present
10. COMPREHENSION

10.0  General
10.1  Main Idea
10.2  Sequence
10.3  Following Directions
10.4  Inference
10.5  Story Characters
10.6  Drawing Conclusions/Generalizations
10.7  Contrasting or Comparing
10.8  Fact, Fiction, Opinion
10.9  Classifying
10.10 Reading in Content Area
10.11 Listening
10.12 Context Clues
10.13 Details
10.0 General

Reading Comprehension Level 1 Sch DM
" " Grade 1 Part 2 (3) TM DM
" " Stories Level 2 Sch DM
" " Grade 2 Part 1 (2) TM DM
" " Grade 2 Part 2 TM DM
" " Grade 3 Part 1 TM DM
" " Grades 1-3 (2) Sch DM
" " Grade 4 Part 1 TM DM
" " Grade 5 Part 1 TM DM
" " Grade 6 Part 1 TM DM
" " Grade 7 Part 1 TM DM

My First Stories Level 1 Sch DM
My First Stories Level 2 Sch DM
My Second Stories Level 1 (2) Sch DM
My Second Stories Level 2 Sch DM

Reading for Meaning Sch DM
Reading for Meaning Grades 3-4 Sch DM
Reading for Money Grades 2-3 Sch DM
Comprehension Skills Grades 2-3 Sch DM
Understanding What You Read Level 2 Sch DM
Reading Cartoons Levels 2-4 Sch DM
Plays for Kids Grades 2-4 Sch DM
Who, What, When, Where, & Why Grades 3-6 Sch DM
Super Reader Grades 4-8 Sch DM
Finding the Facts Sch DM
Reading Comprehension Sch AC
Comprehension Skills Level 2 Sch WA

Sentence Builder MB G
Dinosaur Derby Sch G
Hamster Trail Sch G
Lilypad Leap Sch G
Reptile Race Sch G
Snail Pace Sch G

10.1 Main Ideas

Famous People Stories UN DM
Multi-Cultural Stories Grades 3-5 Sch DM
Getting the Main Idea Level 4-5 Sch DM
Getting the Main Idea Level 3-4 Sch DM

10.2 Sequence

Sequencing Grades K-1 Sch DM
Sequencing Grades 2-3 Sch DM
Sequencing Grades 3-4 Sch DM
Four Scene Sequence Cards (2) MB G
### 10.3 Following Directions

<table>
<thead>
<tr>
<th>Following Directions</th>
<th>Grades</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-2</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>1-3</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>4-6</td>
<td>Sch DM</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>K-1</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Sch DM</td>
</tr>
<tr>
<td>Look'n Do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Directions</td>
<td>1-2</td>
<td>Sch WA</td>
</tr>
<tr>
<td></td>
<td>2-3 (3)</td>
<td>Sch WA</td>
</tr>
<tr>
<td></td>
<td>Level 1</td>
<td>Sch WA</td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Sch WA</td>
</tr>
<tr>
<td>Whale Watch</td>
<td></td>
<td>Sch G</td>
</tr>
<tr>
<td>Porpoise Parade</td>
<td></td>
<td>Sch G</td>
</tr>
<tr>
<td>Dinner Diver</td>
<td></td>
<td>Sch G</td>
</tr>
<tr>
<td>Show Time</td>
<td></td>
<td>Sch G</td>
</tr>
<tr>
<td>Oscar</td>
<td></td>
<td>Sch G</td>
</tr>
</tbody>
</table>

### 10.4 Inference
No materials at present

### 10.5 Story Characters
No materials at present

### 10.6 Drawing Conclusions/Generalizations

<table>
<thead>
<tr>
<th>Drawing Conclusions</th>
<th>Grades</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-4</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Sch DM</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>Sch DM</td>
</tr>
</tbody>
</table>

### 10.7 Contrasting or Comparing
No materials at present

### 10.8 Fact, Fiction, Opinion
No materials at present

### 10.9 Classifying

- Roller Coaster | Sch G
- Space Ride    | Sch G
### 10.10 Reading in Content Area

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies—People</td>
<td>4–5</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td>Social Studies—Places &amp; Things</td>
<td>3–4</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td>Social Studies—Places &amp; Things</td>
<td>4–5</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td>Reading in the Content Areas</td>
<td></td>
<td>B&amp;H K</td>
<td></td>
</tr>
</tbody>
</table>

### 10.11 Listening

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Grades</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K–1</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1–2</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3–4</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5–6</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3</td>
<td>Sch DM</td>
<td></td>
</tr>
</tbody>
</table>

| Listening Skills Program — Basic |       | BP K     |        |
|                                 | Primary| BP K     |        |
|                                 | Average| BP K     |        |
|                                 | Advanced| BP K    |        |

### 10.12 Context Clues

<table>
<thead>
<tr>
<th>Using Context Clues</th>
<th>Grades</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1–3</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td>Language Context Clues</td>
<td>3–4</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4–5</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5–6</td>
<td>Sch DM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>Sch DM</td>
<td></td>
</tr>
</tbody>
</table>

| Context Clues Level 1           |         | Sch WA    |        |
| Context Clues Level 2           |         | Sch WA    |        |

### 10.13 Details

No materials at present
11. LANGUAGE

11.0  General
11.1  Punctuation
11.2  Parts of Speech
11.3  Creative
11.4  Spelling
11.5  Capitalization
11.6  Usage of Verbs
11.0 General

The Bug Collectors
Grammar Grades 3-4
Grammar Grades 4-5
Grammar Grades 5-6

11.1 Punctuation

Language Drills & Tests Grade 3
" " " Grade 5
" " " Grade 6
Grammar Grades 3-4
" Grades 4-5
" Grades 5-6
Capitalization & Punctuation Grades 2-4
" Grades 2-6
Punctuation & Possessives
Punctuation Patterns (2)
Punctuation Bingo (3)
Model Plans
Bird Watching
Kite Flying
Flub Stubs

11.2 Parts of Speech

Grammar Riddles Level 1
Grammar Mysteries Level 1
Language Drills & Tests Grade 3
" " " Grade 5
" " " Grade 6
Noun, Pronouns & Verbs Grades 4-6
Conjunctions, Prepositions, Interjections
Parts of Speech Grades 3-6
Parts of Speech Bingo (2)
King Kong
Dinosaur
Big Foot
Wolfman
Lost Glurp

11.3 Creative

Creative Writing
Creative Expression Grades K-1
Creative Writing Grades 2-3
" " Grades 6-8
Creative Writing Rocket
Creative Writing Round-Up
My Spelling Dictionary Grades K-3 (2)
11.3 Creative

Desk Top Story Starters                   CTP  DM
Schoolhouse Sillies Grades 2-4           Sch  DM
Story Starters to Sharpen Creative Writing CD  DM
Cartload of Creative Story Starters      CD  DM
Language Skills Grades 2-4               Sch  DM
Fingerprint Funnies Grades 2-4           Sch  DM
Good Apple Creative Writing Book         GA  DM
Write In!!                                EI  DM

11.4 Spelling

My Spelling Dictionary Grades K-3 (2)    CTP  DM
Spelling                                Sch  AC

11.5 Capitalization

Skindiving                               Sch  G
Flub Stubs                               Sch  G

11.6 Usage of Verbs

Frisbee Toss                             Sch  G
Jogging                                  Sch  G
Tubing                                   Sch  G
Skate Boarding                           Sch  G
Roller Skating                           Sch  G
12. ENGLISH AS A SECOND LANGUAGE

12.0 General
12.0 General

Linguistic Word Pattern Program  Set I  B&H  K
Linguistic Word Pattern Program  Set II (2)  B&H  K
English Development  Set 1 (2)  B&H  K
13. MULTI-LEVEL INDIVIDUALIZED KITS/PROGRAMS

13.0 General
13.1 Comprehension
13.2 High Interest/Low Vocabulary
13.3 Spelling
13.4 Phonics
13.5 Readiness
13.6 Structural Analysis
13.7 Activity Cards/Centers
13.0 General

Language Master—Mastering Decoding Skills
  th, z, w  B&H  K
Language Master—Mastering Decoding Skills  e, a  B&H  K

13.1 Comprehension

Multiple Skills Series — Multi-Picture Level  BL  K
  "  "  "  Introductory Level  BL  K
  "  "  "  Preparatory Level  BL  K
  "  "  "  Levels A–I  BL  K
SRA Reading Laboratory  1a  SRA  K
SRA Reading Laboratory  1b  SRA  K
SRA Skills — Comprehension  SRA  K

13.2 High Interest/Low Vocabulary

Listening Skills Program — Advanced  BP  K
  "  "  "  Average  BP  K
  "  "  "  Basic  BP  K
  "  "  "  Primary  BP  K
Major Sports Series  BN  K
Sydney Primary  BN  K
Pets Primary  BN  K
Mikie Primary  BN  K
Toys Primary  BN  K
Morton & Friends Primary  BN  K
Laughs & Secrets Primary  BN  K
Crime Fighers Intermediate  BN  K
Cats & Cycles Intermediate  BN  K
Horses Intermediate  BN  K
Dogs Intermediate  BN  K
Aviation Intermediate  BN  K
Special People Intermediate  BN  K
Escape Intermediate  BN  K
Fads Intermediate  BN  K
Sprint Libraries 1  2.0 – 2.4  SBS  Bks
  "  "  1A  2.0 – 2.5  SBS  Bks
  "  "  2  2.5 – 2.9  SBS  Bks
  "  "  2A  2.5 – 2.9  SBS  Bks
  "  "  3A  3.0 – 3.4  SBS  Bks
Sprint Starter Library A  1.5 – 1.9  SBS  Bks
  "  "  B  1.5 – 1.9  SBS  Bks
  "  "  1B  2.0 – 2.4  SBS  Bks
  "  "  2B  2.5 – 2.9  SBS  Bks
  "  "  3B  3.0 – 3.4  SBS  Bks
13.3 Spelling

CPS Kit I Primary EC K
CPS Kit II Intermediate EC K
Continuous Progress in Spelling Box 1 EC K
Continuous Progress in Spelling Box 2 EC K

13.4 Phonics

The Reading Game Sound System 1-14 B&H K
Delta NCS K
The Phonics Express SRA K
The Phonics Explorer SRA K
The Readiness Stage SRA K
SRA Skills – Phonics SRA K

13.5 Readiness

The Readiness Stage SRA K

13.6 Structural Analysis

SRA Skills – Structural Analysis SRA K

13.7 Activity Cards/Centers

Reading Activity Cards Sch DM
Reading Grades 1-4 (2) Sch DM
Reading Sch DM
14. MOTIVATIONAL READERS

14.0 General
14.0 General

<table>
<thead>
<tr>
<th>Title</th>
<th>HRW</th>
<th>Bks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Martin Reading Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds Around the Clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of the Storyteller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of a Young Hunter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of a Powwow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds I Remember</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound of Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of a Dog Hunt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds in the Wind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of Laughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of Mystery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds of a Distant Drum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. **HBJ SUPPLEMENTAL MATERIALS**

15.0 General
15.1 Bookmark Library
15.2 Filmstrips
15.3 Try This
15.4 Vocabulary/Language Skills
15.5 Word Service Decoding Box
15.6 Tutorial Program
15.7 HBJ Instructional Charts
15.0 General

No materials at present

15.1 Bookmark Library

The Bookmark Library Levels 1-5 (3) HBJ K
The Bookmark Library Levels 6-7 (3) HBJ K
The Bookmark Library Levels 8-9 (3) HBJ K

15.2 Filmstrips

Bookmark Reading Filmstrips Box A Grade 1 HBJ K
" " " Box B Grade 1 HBJ K
" " " Box C Grade 1 HBJ K
" " " Box A Grade 2 HBJ K
" " " Box B Grade 2 HBJ K
" " " Box C Grade 2 HBJ K
" " " Box A Grade 3 HBJ K
" " " Box B Grade 3 HBJ K
" " " Box C Grade 3 HBJ K
" " " Box A Grade 4 HBJ K
" " " Box B Grade 4 HBJ K
" " " Box C Grade 4 HBJ K
" " " Box A Grade 5 HBJ K
" " " Box B Grade 5 HBJ K
" " " Box C Grade 5 HBJ K
" " " Box A Grade 6 HBJ K
" " " Box B Grade 6 HBJ K
" " " Box C Grade 6 HBJ K

15.3 Try This

Try This (4) HBJ K
Now Try This (4) HBJ K
Try This Too (4) HBJ K

15.4 Vocabulary/Language Skills

Vocabulary/Language Skills Box (5) HBJ K

15.5 Word Service Decoding Box

Word Service Decoding Box (3) HBJ K

15.6 Tutorial Program

Tutorial Program Levels 1-5 HBJ K
" " Levels 6-7 HBJ K
" " Levels 8-9 HBJ K
15.7 HBJ Instructional Charts

<table>
<thead>
<tr>
<th>Bookmark Instructional Charts</th>
<th>Level 1</th>
<th>(4)</th>
<th>HBJ Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;</td>
<td>Level 2-3</td>
<td>(4)</td>
<td>HBJ Charts</td>
</tr>
<tr>
<td>&quot;</td>
<td>Level 4</td>
<td>(4)</td>
<td>HBJ Charts</td>
</tr>
<tr>
<td>&quot;</td>
<td>Level 5</td>
<td>(4)</td>
<td>HBJ Charts</td>
</tr>
<tr>
<td>&quot;</td>
<td>Level 6</td>
<td>(4)</td>
<td>HBJ Charts</td>
</tr>
<tr>
<td>&quot;</td>
<td>Level 7</td>
<td>(4)</td>
<td>HBJ Charts</td>
</tr>
</tbody>
</table>
Chapter 5

SUMMARY AND RECOMMENDATIONS

Individualized instruction is necessary because students differ widely in abilities, needs, and interests. In order to be effective, individualized instruction programs should have a great wealth of materials. The materials must cover a wide variety of skills at many different levels. Because students learn in many different ways, materials for eclectic approaches should be available.

Materials are of no help if they are not readily available in an organized fashion. This project organized and catalogued all of the supplemental reading materials housed in the reading room of James McGee Elementary School according to a reading skills code list developed by this author.

A handbook was constructed which contained the following: 1) an introduction which explained how to use the handbook, 2) a copy of the reading skills code list, 3) an abbreviation key, and 4) a section for each of fifteen major skill areas in reading. Each section listed subskills and corresponding materials. The materials were listed by title, level (if indicated by the publisher), publisher, and media type.

An inservice on the project was given to the teaching staff. The inservice included a brief background of the project, a review of the reading skills code list, and an explanation of how materials were catalogued. Teachers were led step by step through the process of using the handbook. The inservice ended with a question and answer session. Following the inservice, teachers were encouraged to make use of the handbook.

Recommendations

It is recommended that the scope of the project be enlarged to include all of the basal reading materials as well as the supplemental materials.

The handbook should be updated as materials are discarded and/
or added to the collection. The handbook should serve as a guide when purchasing or making new materials. An effort should be made to secure materials for those skill areas which had little or no corresponding materials.

As new teachers join the staff, they should be made aware of the handbook and its uses.
BIBLIOGRAPHY


