

1964

## A Survey of Reading Methods Suitable for use with Remedial Pupils

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A SURVEY OF READING METHODS SUITABLE  
FOR USE WITH REMEDIAL PUPILS

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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

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by  
Louie W. Cava

August 1964

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EXEMPTION

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## ACKNOWLEDGMENTS

The writer wishes to express his thanks to Dr. Donald J. Murphy, committee chairman; Dr. John Davis, and Dr. Jettye Fern Grant, committee members; who so generously contributed their time and thoughts to this study.

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Education, in today's complex world, is a difficult task. It needs the help of many. It requires the love and understanding of pupils by their parents; assistance and moral support from the community; and skill, patience, and diligence from the teacher. These three ingredients will make a good climate for learning.

One of the chief problems in education is that of teacher-pupil communication. Some students can grasp knowledge rapidly and effectively while others have difficulty. One of the most important areas in which many students have difficulty is in the learning of reading skills. This study is concerned with this problem.

#### I. THE PROBLEM

##### Statement of the Problem

There are many children today who are having difficulty learning to read. Most children learn to read by methods most common in school today, namely the basal reader and phonetic approaches.

This study will research and present a description of methods which may be used with those students who are having difficulty reading via the basal reader and phonetic approaches.

### Importance of the Study

Reading is the learning of important skills that a child must learn so he can pursue knowledge throughout his school career and later life. In the book, Keeping Reading Programs Abreast Of The Times, edited by William S. Gray, it states:

In today's complex world it is evident that no single skill plays a more important part in the development of capable and responsible citizens than that of reading. The chief kinds of improvement in reading which are necessary to achieve the foregoing purposes of schooling are in the area of understanding, of interpreting, of getting the meaning - quickly, effectively, completely - of what is read (10:23).

There is evidence that reading is taught better today than a generation ago, but from ten to thirty percent of the school population have reading deficiencies.

Why do some children have difficulty in reading? There are many causes of reading retardation, some of these are: (1) limited learning capacity; (2) neurological and congenital defects; (3) emotional or

mental disturbances; (4) ill health; (5) poor vision or hearing; (6) poor environment; and (7) poor teaching (21:3).

Teachers become frustrated because some of their pupils fail in reading. They are constantly searching for a method, a way, a "gimmick" which will enable them to teach all their pupils to read. There is no one way in which reading can be taught. One method can be used with success with one child and not be effective with another. A teacher has to know different and various methods to use when he is confronted with this problem.

The purpose of this study then is to provide the writer and other teachers with information about various methods which can be used with remedial students in reading.

## II. DEFINITIONS OF TERMS USED

There are many terms of a technical nature that need defining in the field of reading instruction. The definitions used here will be the ones existing in the current literature.

### Alexia

Alexia is a disorder in the perception or understanding of letter or word forms. This loss of ability

to read is also known as "word blindness." It is caused by a brain lesion that interferes in the process of word recognition.

### Cortex

The outer layer of gray matter of the cerebrum and cerebellum is the cortex. The cortex plays an important role in making the child neurologically ready for reading.

### Partial disability

Partial disability in reading may be due to obvious causes such as poor vision or hearing, illness, emotional instability, or lack of adequate schooling. In such cases pupils will usually develop normal reading skill when they are given the opportunity to learn by ordinary methods after the faulty conditions have been removed.

### Phoneme

A group of variants of speech sound usually all spelled with the same or equivalent letter and commonly regarded as the same sound are termed phonemes. For example, the "l" sound in leave, truly, and solely; the "t" sound in ten, stay, eight, etc.

### Posturalization

Posturalization is the act of placing a young

child in proper position while resting. This means to make sure the child's head in this position is facing in the same direction as the sub-dominant hand and leg.

### Retarded reader

A retarded reader is a child whose reading ability is below average for his age but has the capacity for better performance.

### Tonality

Tonality is a technique used to help people with cortex impairment regain their functional speech.

### Unilaterality

Unilaterality means being totally "right-handed," or "left-handed." Neurologists stress the dominance of one hand and that being ambidexterous may result in future speech and reading problems.

## CHAPTER II

### REVIEW OF THE LITERATURE

The school is largely responsible for results obtained. However, many children reach middle elementary grades unable to use reading as a learning tool. This condition exists even though we have improved textbooks, better teaching methods, modern school plants, and have focused more attention on the individual child. Is it possible, one may ask, to eliminate existing failures in reading? This question has not been answered by educators as of this writing (14:1).

Many lay people today have a favorite pastime, namely the noting of deficiencies in today's readers. Some will concentrate on a single factor as being the main cause of children not learning to read; a physical disability, lack of proper phonics instruction, or perhaps improper eye fixations (26:1).

The causes are many - not just one, and until we know what these are, adequate remedial instruction can not be initiated. In reviewing the literature, one find a number of factors that inhibit reading.

#### I. PHYSICAL FACTORS AFFECTING READING

There are many physical conditions that may be associated with low achievement in reading. Physical



deficiencies might include general bodily conditions due to infections or malnutrition; sensory defects such as loss of hearing and poor vision; and improper speech patterns. The physical causes for reading disability should be diagnosed and corrected when possible.

### General Health

General ill health, disease, malnutrition, infectious and glandular disorders might interfere with reading progress. Any of these factors could be operational to the point where the child becomes disinterested and discouraged.

### Loss of Hearing

Loss of hearing is also a handicap since the child may not be able to hear the correct pronunciation. Thus hearing deficiencies result in his reproducing sounds incorrectly (26:5). A child may have acceptable auditory acuity, but may have trouble hearing the beginnings, middles, or endings of words. He may also have trouble distinguishing between certain letter combinations (18:21). Having a hearing loss is likely to destroy the child's self-confidence and motivation if the child is made to feel stupid or unacceptable to the teacher or parents (26:5).

## Visual Defects

Vision is an act of perception and whatever interferes with perception may also interfere with vision. Among the more common visual defects are aniseikonia, aniseimetrobia, astigmatism, and binocular in-coordination. Aniseikonia produces the effect of a double exposure with one picture larger than the other. Aniseimetrobia gives a similiar effect but with two pictures out of proportion. The edges of the images are likely to be fuzzy and vague. Astigmatism is a defect in the optical system, as a lens, or of the eye, in which rays from one point of an object are not brought to a single focal point thus causing imperfect images. Binocular in-coordination is the inability to coordinate both eyes.

Errors in visual performance can be present even though there is no organic involvement, so a child should have an eye examination if any doubt arises as to his vision effectiveness (26:8-10).

Arthur Gates lists symptoms or conditions that should be looked for and reported to the nurse or physician:

1. Headache.
2. Pain in back of head and neck.
3. Pain in forehead and temples.

4. Eyes turned in (crossed) or out.
5. One eye turned up or down.
6. One eye closed or covered with the hand when reading or examining an object carefully.
7. Fluttering or trembling eyes.
8. Watering or discharging eyes.
9. Eyelids red, crusty at margins, or swollen.
10. Squinting, shielding the eyes, etc., when facing light.
11. Child reports vision blurred or doubled.
12. Child reports pain or smarting or stinging in eyes.
13. Difficulty in seeing blackboard.
14. Child holds book too close or repeatedly tries different distances as if trying to get a clear view.
15. Child turns head to one side when reading.
16. Child frowns when reading.
17. Child tires quickly when reading or doing other exacting visual work (9:87-88).

### Speech Defects

Speech defects can also cause reading disability. Prolonging baby talk, once reading has started, could be a hindrance. Auditory discrimination necessary for phonics instruction cannot function if baby talk is to continue.

Any malformation of the mouth and teeth should be called to the attention of a specialist so that normal speech development can occur (18:21).

A child who stutters or stammers has a definite interference in his reading activity. This tends to block smooth progress along the printed line. Any irregularities in speech patterns should be referred to the speech teacher (9:99).

## II. EMOTIONAL FACTORS AFFECTING READING

Emotional stability is one of the essential requirements for successful reading instruction. Both teachers and parents sometimes fail to recognize this need because they often relate reading deficiencies to the physical factors previously mentioned. A child should be free from emotional stress when reading instruction is begun and continued (18:23).

The school may contribute to emotional instability by introducing reading before the child is ready, giving long reading periods which may be beyond the child's concentration level, and by being so reading centered that the child is not enjoying other activities because of frustration in reading classes.

The home can also affect the emotional instability of the child in a number of ways.

### Sibling Rivalry

Several different kinds of brother and sister competition come under this heading. The child in question may be older and may regret a younger brother or sister getting more attention. He may also be slower in school and is reprimanded because a younger brother learns more readily. In some cases the problem child may be considered "inferior" and develop feelings of inferiority.

### Unequal Discipline

The second major cause of emotional instability in the home is unequal parental discipline. Frequently, the father is out of the home working, so the mother disciplines the child. The father may not have the patience or tends to be too strict during the comparatively short time he is with the child.

### Broken Homes

An even greater cause of emotional instability results in divorce or separation. Many more problems in reading result in children coming from broken homes as compared to homes where both parents share the task of raising the children (18:25-26).

### Over-anxious Parents

Many parents are overly anxious regarding their child's reading success. They expect miracles to happen and wonder if anything is wrong if the child isn't reading instantly (18:25-26).

## III. MENTAL FACTORS AFFECTING READING

For a good reader, reading is an apparently simple process. Just as children being the same age do not have the same physiological growth, many children do not have the same intellectual growth. A child can

be inhibited in reading due to mental incapacities, brain damage, or other malfunctions of the mental processes.

### Restricted Mental Ability

This is indeed a cause of poor reading because a child can't achieve beyond the limits set by his intelligence. For example, a child with an I.Q. of eighty should be able to read at about the fourth grade level by the time he reaches twelve years of age. The amount of progress would be less than normal as each year progresses, but the important thing is that he is working up to his capacity and we can expect no more.

### Brain Injury

Often times a childhood disease coupled with a high fever can result in injury to the brain. Also a young child may have fallen and damaged the brain before the skull hardened. Injuries such as this should be brought to the attention of a specialist.

### Lateral Dominance

Lateral dominance could also be a cause of reading difficulty. If a child is right-eyed and right-handed, or visa versa, problems in reading might not ensue but if a child is right-handed and left-eyed, or

visa versa, this causes mixed dominance. This could cause confusion in left-to-right eye movements when reading. This in turn will result in reversals.

#### IV. SOCIAL FACTORS AFFECTING READING

Many social factors can contribute to reading disability. Many parents blame the school and the school often blames the parents. As we have mentioned, there are many contributing factors causing reading failure. If we can eliminate some of the social factors, we will have eliminated many causes.

##### Poor Teaching

Yes, ineffective teaching is one of many causes of poor readers. Many teachers do not make adequate provisions for individualized instruction. Many do not understand the developmental process of their students.

##### Reading Atmosphere In The Home

The number of books and magazines in a home can greatly contribute to the child's interest in reading. Children like to copy adults, and if they see their parents showing an interest in reading, they will follow the same trail. Encouragement coupled with added incentive from the parents add to the child's potential reading readiness.

### Developmental Reading Program

One of the causes of poor reading is that the schools have not, at every grade and in every subject, accepted the fact that widely differing levels of ability are present.

It is impossible to impose grade standards under a developmental reading program. If we are going to recognize that all children do not progress at the same rate of development, we must also recognize the need for adequate teaching provisions at all levels.

Newton pretty well summarizes reading problems as follows:

For a good reader, reading is an apparently simple, yet effective, process. Not until the reading breaks down do we realize just how complicated it is. In this respect reading may be compared to an automobile engine. When every part is functioning, one only has to get behind the wheel and drive. Yet let one seemingly minor part fail to respond correctly and the whole mechanism fails to respond. Reading, creative reading in which the reader both thinks and reacts to the author's thoughts, is without doubt the most complicated of our mental process (18:27).

As one can see, many factors contribute to failures in reading. Before instruction of any kind can benefit the child materially, he must be relatively



free from these factors so that an adequate remedial reading situation can be set up for him in the classroom. Here the teacher, with the proper equipment and foresight, along with a good methodology, can meet the needs of these students either individually or in small group sessions.

After careful review of the literature the writer selected these methods for intensive study. These will be described and developed in the following chapter.

A method of tracing words with the fingers is called the kinesthetic method. According to Grace Fernald, a person is taught to read by responding to a felt need for a word in a story writing attempt (19:317).

The individualized reading approach is another means of teaching reading. Individualized reading is concerned with the overall development of the child's reading skills and interests. This approach traces its origin to a series of principles of child development-seeking, self-selection, and self-pacing (23:94).

Another method to be employed is that of using language experience charts. Lamoreau and Lee state that cooperative experience charts are valuable as a

meaningful way of introducing the reading of any new topic or unit at any level where they may be needed (16:7).

The linguistic approach is another method to teaching reading. One school of thought, the phonologists, concerns itself with the analysis of the sounds of spoken and written language; another school of thought, the structuralists, investigate the structure of our language. The investigation of the language structure entails the communication of ideas, such as word order or word position, word function, word groups that modify, expand, or change simple expressions, and the signals of intonation, such as pitch, stress, and pause (23:117-118).

Max Gunther states that the initial teaching alphabet method which was developed in England can be used as an initial teaching tool or as a remedial tool. This system has a forty-three symbol alphabet instead of the familiar twenty-six symbol alphabet. Each symbol stands for just one sound. Later, transfer to the standard alphabet should be routine (12:34-35).

The final method to be discussed in the following chapter will be that of the neurological-psychological approach. In discussing this method, Delacato says that children must be evaluated at a wholistic level in that children don't learn to speak and read in a vacuum,

nor do they learn to speak and read with small or specific parts of their minds and bodies. Delacato states that reading and speaking are part of a whole and subscribes to the wholistic theory of diagnosis, treatment, and prevention (3:17).

The above are various methods which will be discussed thoroughly in the following chapter. These methods may be adapted for use with remedial readers.

## CHAPTER III

### REMEDIAL READING METHODS

The following methods that can be used in initial reading instruction or in remedial instruction will be developed as to Definition, Methods, and Materials.

The methods to be investigated are the (1) Kinesthetic Method, (2) Individualized Reading Approach, (3) Language Experience Charts, (4) Linguistic Approach, (5) Initial Teaching Alphabet Method, and (6) Neurological-Psychological Approach.

It is the hope of the writer, that after a complete understanding of a method is obtained, the teacher can utilize one or more to use with particular students.

#### I. KINESTHETIC METHOD

From the earliest times we find descriptions of various forms of the kinesthetic method. Plato in the "Protagoras" from the book, Schools of Hellas, describes the early stages of learning to write. He states:

When a boy is not yet clever in writing, the masters first draw lines, and then give him the tablet and make him write as the lines direct (8:27).

In both Greek and Roman education the method of tracing on wax or ivory tablets, at least to the eleventh century, was prevalent (8:27).

### Definition

According to Fernald, the kinesthetic method may be defined as such:

In order to use the kinesthetic method for the development of word recognition, it is necessary that the word form be represented by the child's movements (8:26).

She further states that a person is taught to read by responding to a felt need for a word in a story writing attempt (19:317).

In most instances of the hand kinesthetic method, the word, letter, or phonetic element is traced with a pen, pencil, or fingers, having contact with the paper at all times (19:29).

### Methods

As was stated before, a person is taught to read by responding to a felt need for a word in a story writing attempt. The pupil asks the teacher for a word he can't write. The teacher writes the word on a piece of paper pronouncing it as she writes it. The student then traces the word with his finger and pronounces it at the same time. He then traces it as many times as he needs to before he can read it and write it on his own. He then uses the word in a sentence for his story. It must be remembered that the pupil actually

needs to form the word with his hand and vocalize it during the initial learning process. This is very important (19:317-318).

At first the child is free to write anything that is of interest to him when he writes the story. Later as his skill increases, he can work on projects in his various school subjects, utilizing his writing experience (8:33).

In determining the methods to use with the kinesthetic method, it is necessary to present various methods that can be used with two main groups - those of total or extreme disability and those of partial disability.

Total disability will be interpreted as those who are "word blind", commonly known as alexia. This type of child fails to acquire sufficient reading skills to make satisfactory school and life adjustments. This condition may be caused by brain damage of some sort or severe visual or auditory defects.

Partial disability will be interpreted as the acquisition of bad habits which tend to result in undesirable eye movements or abnormal reading skill in spite of regular school attendance.

Total or extreme disability. The following are stages in which the child must participate so that he will be able to recognize simple words and progress to normal reading.

In the first stage, the child learns by tracing a word the teacher has written for him so he can use it in his story. The teacher should write the word fairly large with crayola. The child traces the word with his finger, saying each part as he is tracing. He repeats this as often as is necessary until he knows how to write the word without looking at the copy. He then writes the word on a scrap of paper to be transferred later to his story. After using the word he can file it in a word file which may be made from a small box. This he can alphabetize to keep the new words together.

There are important rules to keep in mind in this initial stage:

1. Finger contact is very important. The child can use either one finger or two but contact with the paper is important.
2. The child should always write the word without looking at the copy. The flow of the hand is interrupted and his eye movements are going back and forth if he is always looking at the copy.

3. The word should always be written as a unit. Never have the child erase or substitute for the correction. If he does, have him start over.
4. Words should always be used in context. The child should know the meanings of the words he learns and experience words in meaningful groups.

The second stage is the same as the first, except that tracing is no longer necessary once he can learn without tracing. After a child has traced for a period of time, he will develop the ability to learn a new word by just looking at the word, saying it over to himself as he looks at it, and then he may write it without looking at the copy. He must still say each part as he writes it. The child is to continue writing freely and to read what he has put down on paper. He will be able to write longer and more complicated stories by now.

The following are important points to remember in the second stage:

1. The child must say each part of the word as he is writing it. He is not to say each letter by itself but say the whole syllable and then write it. For example, if he were



writing "baby" he would say "ba" and then write this syllable. He would then say "by" and write this syllable.

2. The teacher must type the word for the child soon after he writes it. The child can then put this word in his card file.

The third stage is the same as the second stage, but now the child is able to learn from the printed word. This he does by merely looking at it and saying it to himself before he writes it. In doing this, he will utilize his practice skills from the previous stages.

Important points to remember in this stage are:

1. The child learns directly from the printed word without the word being written for him.
2. The child now begins to want to read from books. He should be allowed to read as much and whatever he wishes.
3. The teacher should tell him any word he does not know. She can check the child on retention of the words he didn't know.

In the fourth stage the child has ability to recognize new words from their similarity to words or parts of words he has already learned.

Characteristics of this stage are:

1. The child can generalize to some degree and comprehend new words from other words he already knows.
2. The child should be allowed to read as much as he desires in a variety of magazines, books, and other reading literature.
3. Children should do all of their own reading. They are never to be read to by the teacher.
4. The child should not sound out a word or the teacher should not sound it out for him during this particular stage. He should point to the word and be told what it is.

When the child can read material of the achievement level of the class, he can be removed from the remedial reading situation and into a regular situation within the classroom.

In conclusion, if the child can (1) recognize new words with sufficient reading; (2) has an adequate reading vocabulary; and (3) has ability to perceive word groups in a meaningful way, he should be ready to leave the remedial program (8:31-55).

Partial disability. Many of the cases of partial difficulty in school are due to obvious causes such as poor vision or hearing, illness, lack of adequate schooling, or emotional instability.

Before beginning remedial work on these children, certain diagnostic tests must be given to determine intelligence, starting point, and the learning teaching technique for any particular subject. The diagnostic tests include intelligence tests to determine mental age; achievement tests to determine educational age as compared to the mental age; and diagnostic reading tests to determine the reasons why he is having difficulties.

The above tests can be informal consisting of the subject reading orally a paragraph or two to find out if he is (1) reversing the letters such as big for dig, was for saw, etc.; (2) adding or omitting sounds, e.g., trap for tap, or back for black; (3) substituting words, e.g., duck for dog; (4) repeating phrases, e.g., "The boy had a dog." "The boy had a dog."; and (5) refusing to attack words. The subject may be unable or reluctant to attack any words.

There are three main types of partial disability. The first main type involves the student who is unable to recognize certain words in an ordinary paragraph. The following methods are to be used with this type of student:

1. Select subject matter that is of particular interest to the student and of reasonable difficulty.

2. Have the student glance or skim rapidly to note any words he is uncertain of right away.
3. After the child marks the words in the paragraph, the teacher can pronounce them for the student.
4. The student may want the teacher to write a word for him. If this is so, have him pronounce it and trace the word if he needs to. Have him practice it until he knows it.
5. After a period of time, the student can write his own words but the important point is that the student must pronounce them each time he is writing them down.
6. The student should constantly be reviewed on the new words he has learned.

A second type of partial disability concerns the student who reads word for word even when he knows all the words. The following methods are to be used with this type of student who reads slowly:

1. It is necessary that word phrases be given the student in such a way that the student may perceive words in a unit and not as separate words. This requires interest

in the content to be read and a determined effort on the part of the student to read rapidly. Practicing with reading materials that provide him with real interest will determine success.

2. The reasons for slow reading should be explained to the pupil. He should be shown how the eyes move in slow reading and how they move in rapid reading. This can be accomplished with the use of a mirror. If a small mirror is placed opposite the page from which the subject is reading, a person sitting beside him can observe the movements of the eyes. Also, selections against time could be read, noting the amount read and time involved in successive readings. Comprehension checks could then be given the student.
3. Pacing could be used to expose words as meaningful groups to the student. This can be accomplished by using a plain card to control the exposure of the page. The teacher or another student could hold the card either above or below the line and slowly move the card downward. This action can be speeded up when the child is ready.

The third main type of partial disability involves the student who fails to comprehend material read. The following methods are to be used with this type of student:

1. If a person is of low intelligence, he may fail to comprehend because the concepts involved are too complex. This can be corrected if the teacher uses less complex material.
2. If a student is of average or superior intelligence and can recognize words well, but fails to comprehend, requiring him to use the ideas from the content without help or explanation is a good study method. For example, the teacher can ask him questions about the printed material which he will need to know in order to answer. Project work in conjunction with the reading assignment is a good comprehension study for it requires a knowledge of the contents of the written material to fulfill an interesting project (8:56-82).

### Materials

The following are materials which can be used with the kinesthetic method: (1) dark crayolas; (2) ink pens

and dark pencils; (3) student card file; (4) short strips of tagboard on which the teacher can write the pupil's words; and (5) intelligence tests, reading achievement tests, and diagnostic tests.

## II. INDIVIDUALIZED READING

In a typical school of a generation ago, individual differences among pupils did not form a basis for planning. The rate of progress was determined by the average pupils. The ones who did well were commended. Those who did poorly were told to pay closer attention and often kept after school for extra drill (13:103).

### Definition

Individualized reading is concerned with the overall development of the child's reading skills and interests. It adheres to a series of principles of child development, self-selection, and self-pacing. Children are motivated by internal needs and children will attempt to read those materials suited to his growth pattern and readiness. By individualizing the approach to reading, the teacher can best meet the range of individual difference and create permanent reading interests and tastes (23:92-94).

### Methods

The organization of an individualized reading

program requires more detailed planning than some other approaches. First the teacher must secure a wide variety of reading materials such as magazines, newspapers, pamphlets, trade books, library books, and basal books drawn from a number of reading levels.

Main essentials to individualized reading are outlined in the following paragraphs.

The individual conference. This takes the place of reading groups. Here the teacher hears the child read orally, checks on his comprehension, reading errors, and other behavior patterns. The individual conference is also used to evaluate the child's reading records.

Skills practice. This can be handled individually or in small groups. The skills practice arises directly from the individual conference. While the teacher may bring a few together for small group instruction, basal reader workbooks or non-consumable worksheets devised by the teacher provide the basis for most of the skill practices.

Independent activities. An integral part of the program is independent work which is related to language development by the independent reading of materials and writing of letters. Activities such as writing book reviews, poetry, reading newspapers or dramatizing parts of a story, play an effective role in the program.



Many self-initiated activities may result from the individualized approach. Students might, as an outgrowth of their classwork, arrange displays of their hobbies, perform science experiments, write poetry and stories, do committee and research work, and work with various art media.

Record keeping. Pupil records could be kept a variety of ways. These include: (1) a brief summary of the book, giving its title, author, pupil reaction, and brief description; (2) a listing on a card of new and unknown words met in reading, noting the book, page and definition; (3) a daily chart of reading accomplishments; and (4) a record of written work, projects, and participation in sharing (23:94-100).

Remedial work. Remedial instruction may be integrated with the other activities that are part of the program. This is one of the good features of an individualized program - remedial students are not separated or stigmatized by being apart from the regular group. Remediation becomes a normal unmarked part of the reading program.

Planned sharing period. This is a necessity in this type of a program because children choose what they like and want others to like the same things. Children should have these sharing times or "pooling times" often

so they may express themselves orally. This helps to promote incentive and encouragement to the others to find interesting things to do, and to engage in informal discussion with their peers (25:25-26).

The teacher has an opportunity to use a variety of methods in this approach. During an individual study period she may stop by and talk with the child about the book he is reading.

Two or three or more children who have read the same book can get together in an informal panel discussion whereby the teacher may ask questions such as "Why is the book titled as it is?" or "What characters did you like?" and "What part was the most interesting to you?" The children can be directly involved in questions and answers themselves.

Short oral talks or oral book "teasers" are an effective learning method. The child stops at an interesting part thus enticing another student to read this book.

Records of books children read could be kept on a graph and such headings as Pets, People, Aviation, Indians, Adventure, Seasons, etc., used. The value of keeping such a record is that it stimulates the child to see how many books he has read under each category. The teacher also has a check on types of books a student has read.

## Materials

While some are reading independently, part of the class may be working in work type skill materials. Workbook pages afford excellent practice, and should be used (7:133). The teacher needs a variety of practice material commercially prepared or teacher made. These should include puzzles or games, work type exercises, and self-testing materials (17:12).

The teacher should provide a variety of books whose subject matter are of common interest to children of their own age group. The reading difficulty of the books must provide a challenge for the more able students.

Teachers can purchase or make many devices that will help develop skills in word study such as flash cards, cross-word puzzles, word bingo games, consonant and vowel games, rhyming puzzles, etc.

Self-testing graded reading materials can also be utilized in this type of reading instruction. The S.R.A. Reading Laboratory contains 150 short stories and factual articles and 150 reading rate building exercises that are printed on cards at the different reading levels from grade two through grade nine. In using this particular laboratory, it enables the child to select a story on his reading level. He then reads it and self-tests himself. The child does his own records by recording and keeping this progress in another book. Once the teacher introduces the S. R. A. Laboratory

thoroughly, the child does the work independently asking for help when he needs it. The reading laboratory develops word study skills as well as speed and reading comprehension.

Another set of books called the Readers Digest Skill Builders offer graded selection to and in word study and comprehension skills. The stories contain factual, interesting material which the child reads on his own and can check his work with the teacher's manual.

Many magazines and paper backs provide sources of materials for individualized reading. Teachers can select books for the class from the Arrow Book Club which provides children's books for twenty-five and thirty-five cents. Children can also bring home books to read. Perhaps they will have books at home they will want to bring to school to share with others (11:1-6).

The following are some follow-up activities that can be used in an individualized program as described by Sharpe:

#### I. Fictional Stories

##### 1. Recording

- a. Keep individual record of titles read; dates; pages.
- b. "Beginning book report": Title, author, publisher. List important characters: illustrate, name. For more capable learner: comment about the book - what liked or not liked; why someone else should read it.
- c. If book contains several stories, list titles of most interesting ones, as well as book title.

2. Illustrating
  - a. Illustrate main characters.
  - b. Pictures of main events in sequence.
  - c. Illustrate most exciting events, or best liked.
  - d. Make book jacket for story.
  - e. Make diorama of favorite part of story.
  - f. Make miniature stage setting for exciting scene.
3. Committee work
  - a. Prepare a dramatization of part of the story.
  - b. Prepare parts to identify characters in story.
  - c. Make list of questions to ask others who have read the story.
  - d. Prepare answers to such questions.
  - e. Report on books or stories relating to unit students studied in basal readers.
  - f. Arrange book displays: "Our Favorite Books"; new and old books.
  - g. Classify book lists according to subjects: illustrate.
4. Oral reporting-audience situations.
  - a. Show illustration and tell about it.
  - b. Prepare interesting part of story to read; tell why liked it.
  - c. Decide if story could be true; could not be. Choose selections from story to read orally to prove decisions. Lower ability pupil could illustrate and tell to prove.
  - d. Interview adults concerning author; report orally.
  - e. Tell portion of story; predict how it might end, or make up different ending, or tell how reader would end it, and why if he were the author.
5. Written activities
  - a. Write title or sentence for illustrations.
  - b. Write sentence which tells of author's illustrations.
  - c. Make list of unusual, how, or difficult words.
  - d. Write something about the author (upper grades).
  - e. Write answers to blackboard or mimeographed questions prepared by teacher; group; or committee.

- f. Creative writings; original poems, plays, stories, essays; illustrate.
- g. Select important news and write a summary for class or school paper.
- h. Make bibliography: organize for mutual interests.

## II. Factual Interests

### 1. Recording

- a. Make a record of what was done to follow directions of simple experiment.
- b. Keep records of temperatures, weights, measures.
- c. Title and pages where directions were found.

### 2. Research

- a. To identify collections, such as shells, stamps.
- b. Make scrapbooks of pictures of collections pets, animals, social studies interests, science.
- c. Find picture words to illustrate each letter of alphabet: find pictures to illustrate these words where can draw own illustrations.
- d. Find stories which will answer questions of the group concerning social studies, science, other interests.
- e. Before taking a trip: plan what to see, how to go, places of interest to visit.

### 3. Committee work

- a. Groups work to find facts concerning interests.
- b. Organizing and recording information and data.
- c. Organize bulletin board, book table, or collections.
- d. Classify book lists according to subjects.
- e. Illustrating: time lines, murals, experiments.
- f. Compile bibliography for background of current news events; arrange display.

### 4. Oral reporting - make preparation for the following:

- a. Tell about a simple experiment and results.
- b. Report findings concerning group interests which have been learned through trips or interviews.

- c. Tell about collections.
  - d. Report interesting facts found when reading about interests.
5. Written activities
- a. Make lists of subject words; colors, food, phases of science, flowers, pets, etc.
  - b. Make a "picture" dictionary illustrating picture or subject words.
  - c. Find answers to questions of the group; list pages; make a bibliography file for reference.
  - d. Record references to information found in library; pictures; junior encyclopedias, topical interests; include topic, pages, authorities, dates.
  - e. Summarize information learned from charts, graphs, maps.
  - f. Compile bibliography of mutual interests; make 3 x 5 card file for reference and expansion.

### III. Study Skills

- 1. Games
  - a. Word drill, such as "I Know - I Do Not Know."
  - b. "Bingo" type games.
  - c. Following direction games for word drill.
  - d. Matching words and pictures.
- 2. Committee work, to study teams
  - a. Word analysis exercise.
  - b. Sight vocabulary practice.
  - c. Phrasing and expression in oral reading.
  - d. Help in speeding reading and skimming.
- 3. Oral - with teacher
  - a. Word analysis - structural, auditory, visual discrimination.
  - b. Word meanings - reminding children of own experiences which will help get new meanings and mental pictures and ideas.
  - c. Discuss special needs: prefixes, suffixes, unusual vowel sounds, rhyming words.
  - d. Working out group discussion standards.
- 4. Written activities
  - a. Make own study word cards.
  - b. Make list of unknown words; indicate location; check list with teacher.

- c. Find words that look alike.
- d. Find words that:
  - mean the same
  - mean the opposite
  - are written the same but have different meanings.
- e. Find and illustrate picture words.
- f. Choose a page in a story; make a list of all the words that begin with capitals; be able to tell why.
- g. Organize scrap books, showing words of:
  - similar structure, beginnings, endings
  - rhyming characteristics (22:42-45).

Barbe, in the book entitled, Educator's Guide to Personalized Reading Instruction, summarizes well the goal of an individualized or personalized reading program. He states:

The goal of personalized reading instruction is to help all children to learn to read better and to enjoy both the process and the results of reading. To the extent that the teacher using personalized reading instruction achieves these goals, she has been successful. When reading is more than just a school assignment, the reading program has been successful (1:231).

### III. LANGUAGE EXPERIENCE APPROACH

Reading is a process of gaining meaning. Comprehension in reading consists of interpreting mental images. Experience is the only way in which we can interpret anything. Our primary concern then, is to build up a background of first hand experiences in the children (16:121).

#### Definition

The language experience approach attempts to bring reading and other communication skills together in the



instructional program. The motivation is approached through the child's realization that his oral language, which is based on his experience, thoughts, and ideas of others, can be written and thus read. Speaking, listening, writing, and reading progress are without a doubt, interrelated and interdependent (23:132-134).

### Methods

The method used to develop the language experience approach to reading is by the use of experience charts. It is a cooperative effort by the students and teacher.

The following discussion will present five steps used in developing experience charts:

Step 1. Before chart stories can be drawn, the teacher must be sure the child has an area of experience from which the chart is to be drawn. For example, an area of experience might deal with a garden a child is making, an excursion recently taken, pets being cared for, etc.

Step 2. This step should be used as a discussion period or time to develop ideas and clarify concepts concerning the experiences to be used for their story. The teacher can profitably spend a great deal of time at this point as she must analyze many ideas expressed by the children; analyze the way they express themselves; and analyze the concepts indicated by their oral vocabulary.

Step 3. This is the step in which the teacher analyzes the common ideas expressed by the group. If the area is rich in experiences, more ideas are expressed and therefore much can be gained.

Step 4. During this step, the teacher writes the sentences on the chalkboard. These sentences reflect the group ideas and expressions. This step enables the pupils to see their sentences and feel the unity of their story.

Step 5. The last step in developing an experience chart story is the actual writing of the story two times. The story should be written on chart paper and again on tagboard. The latter copy is cut into phrases and later is pieced together by the children. Teachers should be aware of using phrases or words that seem too complicated for the children. If the words or concepts grow out of the experiences, then they have a right to use them.

An example of building an experience chart is given below. The teacher and children are studying a grocery store unit:

First, an excursion to the store is planned and the children help in the actual planning by deciding where they will go, what they will see, and what they want to learn. (A simple "planning" story is developed and written on the board so that the whole class can

see in print what they are planning to see and do.)

Next, the excursion to the grocery store is made. The experience and information gained by each child will depend upon the individual and the adequacy of the planning which preceded the trip. When the class returns to the school, the excursion will be discussed and at this time the cooperative experience chart can begin.

The teacher elicits oral expression of ideas and facts from the excursion. The children and teacher now attempt to unify their thoughts. When agreement is made on the expressions most wanted, the teacher writes them on the chalkboard. After the sentences are written, the teacher writes the story twice - once on chart paper and once on tagboard. The chart paper story is put on the chart rack so that everyone may see. The tagboard story is read also and then cut into phrases and sentences. The story is then rebuilt in the container. The rebuilding of the story serves to show children how phrases go together to make sentences.

The following illustrations will show a "planning" story and the later developing final experience chart story.

## "Planning" Stories

### OUR TRIP

We want to go on a trip.  
 We want to see a grocery store.  
 We want to see a grocery man.  
 We want to know many things.

### WE SHALL ASK:

1. Do you pack the big boxes?
2. Where do you get the bread?
3. Where do you get your eggs?
4. Do you pay for things?
5. Do you deliver your groceries?

## Final Experience Story

### OUR GROCERY STORE VISIT

Yesterday we went to the grocery store. We saw many different kinds of foods on display. Mr. Peterson, the grocer, explained many things about the store.

More than one story may be developed from a single experience.

### Materials

The following materials may be used with this program:

Chart paper of light oaktag is needed for cutting into phrases and sentences, preferably three-inch ruled news, 24" x 36" cream colored for mounting on the rack.

Printing tools are necessary. These should include a lettering pen (broad edge manuscript pen) and India ink. Black crayons such as the kindergarten size are excellent. Felt pens that have a wick instead of a pen point will be needed. The "magic marker" is one variety, and the "Cado" pen is another.

Chart racks can be made, if necessary, very inexpensively from a wooden frame with two legs. A chain could be stretched between the two legs like that of an "easel" (16:122-129).

Experience charts should be neat and balanced. The sentences should begin evenly on the left hand side of the paper until paragraph indentions are used.

Illustrated experience charts should be properly illustrated with pictures from magazines. The charts should deal with children's needs and interests. The concepts must grow out of the children's experiences.

#### IV. LINGUISTIC APPROACH

There are different schools of thought in teaching reading via the linguistic approach. One such school, termed the phonologists, concerns itself with the analysis

of the sounds of spoken and written language. Leonard Bloomfield is credited with the identification of various phonemes which are the basic sounds of our language. A second school of linguists, termed the structural or grammarians, investigate the structure of our language. They deal with the elements of language that result in the communication of ideas, such as word order, word function, word groups that modify, expand, or change simple expressions, and the signals of intonation such as pitch, stress, and pause. A third school, called the psycholinguistics, involves itself with the elements of prose style, such as personalization, ornamentation, and abstractness, all elements of language (23:117-118).

The writer will survey the phonologists approach in teaching reading using the linguistic method.

### Definition

Essentially, a linguistic system of teaching reading separates the problem of the study of word form from the study of word meaning. The child is engaged in relating the sound of a word to a form of the word in print. Leonard Bloomfield states:

In order to read alphabetic writing one must have an ingrained habit of producing the phonemes of one's language when one sees the written marks which conventionally represent these phonemes. A well-trained reader, of course, for the most part reads silently, but we shall do better for the present to ignore this fact, as we know that the

child learns first to read aloud.

The accomplished reader of English, then, has an over-practiced and ingrained habit of uttering one phoneme of the English language when he sees the letter p, another phoneme when he sees the letter i, another when he sees the letter n, still another when he sees the letter m, still another when he sees the letter d, and so on. In this way, he utters the conventionally accepted word when he sees a combination of letters like pin, nip, pit, tip, tin, nit, dip, din, dim, mid. What is more, all readers will agree as to the sounds they utter when they see unconventional combinations, such as pid, nin, pim, mip, nid, nim, mim. It is this habit which we must set up in the child who is to acquire the art of reading. If we pursue any other course, we are merely delaying him until he acquires this habit in spite of our bad guidance (2:9-10).

### Methods

Recognizing the letters is the first step in reading. The child should be familiar with all the letters, capital and small, before reading is begun. The letters should be presented in alphabetic order and read from left to right.

Next, other combinations of letters are presented including some actual words. The child does not have to know how to read the words but learns to read the letters in the left to right sequence. This should go on until a child can name each letter when shown to him.

The teacher must exhibit the letters on the blackboard if printed material is not available for the child. Drawing pictures or diagrams can be used also when the objects in the picture are moving from left to right, for example, a man shooting an arrow at a target. (The

boy at the left of picture and bottom of hill shown at the right.)

When the letters and left to right sequence has been established, reading can begin (2:35-36).

Beginning reading. Every letter must represent only one and always one phoneme in the first words a child reads. So first of all, our material must show each letter in only one phonetic value, that is, showing the letter "g" in the value it has in words such as get, got and gun. Material that contains words such as gem, although it has the same beginning letter but a different sound, should not be presented at this time.

Similarly, words like cat, can, and cot should be introduced in our first material and words such as city and cent excluded.

Words containing silent letters such as knit or gnat or words with double letters having the value of one sound such as add and bell, should be omitted in beginning reading. Other letters to be omitted in the beginning phase of reading include the x because it represents two phonemes (ks and gz) and q because it occurs only in connection with the letter u which makes the w sound.

The following letters have the ultimate value for use with beginning materials in reading:



Consonant letters

b as in bit  
 c as in cat  
 d as in dog  
 f as in fan  
 g as in get  
 h as in hen  
 j as in jam  
 k as in keg  
 l as in let  
 m as in man  
 n as in net  
 p as in peg  
 r as in red  
 s as in sat  
 t as in tan  
 v as in van  
 w as in wet  
 y as in yes  
 z as in zip

Vowel letters

a as in cat  
 e as in pet  
 i as in pin  
 o as in hot  
 u as in cut

The preliminary material then will consist of two and three letter words in which the letters have the sound value as given in the list above.

First reading. The first lessons in reading should contain words consisting of a vowel letter plus a consonant letter such as at, in, and words consisting of a consonant letter plus a vowel letter and another consonant letter such as hat, pin. The letters that are to be used should be "regular" such as the examples preceding. In addition to these letters the word a is

introduced. When the word a stands for a word it does not have the "regular" sound but has the "long" vowel sound as in the word cake. In ordinary speech, the word a will be spoken with a low stress and therefore will not clash with the "regular" sounds of a.

The following are sample exercises of the materials to use in the first reading:

can Dan man Nan pan ran

a can a fan a man

Dan ran a van.

A man ran a tan van.

big dig fig wig rig

a fig a wig a jig

Dan had a big map.

This is the procedure used with all the vowel letters. As a new vowel is presented, one should go back and use the previous vowels learned with the new.

Second phase of easy reading. We still deal with letters that are considered "regular" during this part of the program. Words are now presented which contain two or more successive consonant letters, such as in the words split or milk.

The five speech forms written with the letter "s" are also presented:

The plural suffix of nouns: caps

Third-person singular present-tense suffix of verbs: (Dan) bats.

The possessive suffix: cat's it's

Unstressed form of is: that's

Unstressed form of us: let's (run)

Words such as ribs or paws should not be introduced at this point because the g has the sound of z.

Certain combinations of two or three consonant letters which have "regular" value are presented also.

These are:

ng as in sing

th as in thin, tenth

nk as in sink

wh as in when

sh as in shed, fish

ck as in back

ch as in chin, much

tch as in catch

We then present words in which the consonant letters are written double but still have the regular value, such as well and egg. Two other spellings that are to be considered as "regular" will be introduced at this time. They are qu as in quit, and x as in box.

Only one word that is irregular is to be introduced during this second phase - the word the. Its spelling is irregular in two respects: (1) the th does not have the value it does in the word thin, and the letter e has not the regular value as in the word set.

The following are sample exercises of materials which may be used in the second phase of reading:

1. led sled lab slab nag snag cab scab  
kid skid mug smug  
Sam slid on a big red sled.  
Let us hop, let us skip, let us run.
2. gets let's Pat's that's  
Pat sits and reads.  
Pat's sister gets him wet with water.
3. King bang string hung sang  
Sam, bring us the string.  
Minnie swing in the swing.
4. ink blink trunk sink wink  
Nan had a red ring and Minnie had a pink ring.
5. shed shelf shot flash trash  
we heard a crash in the shed.
6. chin chip rich bench punch  
For lunch we had a sandwich.
7. think thrush length Smith fifth  
A thin man brought Seth a present.
8. which when wish whip whisk  
When Pal trots in, the cat whisks out.
9. back Jack click duck tuck  
Let Bill cut the big stick.
10. batch pitch Dutch snatch scratch  
Ann can patch and stitch the dress.

Third phase of easy reading. During this stage, we now present pairs of vowel letters, such as ea, ee, and combinations of a vowel letter with y or w, such as

ay, and ow. These combinations are still considered "regular".

A few two-syllable words and compounds are also added such as oatmeal, railway, about, and around.

Words with a final e as silent letters are brought up at this time. These may be called "semi-regular" when the final e is not the only vowel in the word. Some examples of these are, cake, have, etc.

The following are sample exercises of materials to use with the third phase:

1. bee sheet see greet tweet  
at lunch Nick had a sweet bun and jam.
2. bead read creak deal each  
Tom did not eat the veal chop.
3. boom zoom food spook goof  
See my gun, Sis? Soon I will shoot it.
4. gain brain chain aid raid  
Poor Bill had a bad pain from a sprain.
5. bay may clay plaything away  
Dick must keep it. It will not stray away.
6. boat oatmeal coast oak Joan  
Poach an egg, Joan, and Fix the oatmeal.
7. out scout outfit cloud ground  
Let's run around and around the playground and  
scream and yell and shout !
8. bow owl down uptown growl  
See the clown run around and hop and skip and  
jump and leap.

9. jaw claw down outlaw saw  
A cat can run and jump and spring and leap  
and creep and crawl.
10. haul launch fault Paul jaunt  
The fawn did not run away. It let Dad and  
Paul catch it.
11. boy Roy cowboy joy toy  
Dad got Roy a toy train.
12. oil join point spoil boil  
Jean can boil an egg and fix toast and tea.
13. have give live bade  
Stan and Jean live in a house on the hill.

Fourth phase. Up to this point, all words had a letter or letters that represented the same sound or sounds. Now we will present some common irregular spellings or sounds of words as follows:

th as in then

s for z as in his

suffixes es or 's for ez as in dishes, Gus's

d or ed for d as in rubbed

ed with e pronounced as in landed

l as in tickle

r as in flower

n as in sadden

ing as in making

ed for t as in slipped

to (with o standing for oo)

of (with f standing for v)

one-syllable words with final e for ee as in be  
words one, says, said, are, were, was, been

two-syllable words as in canvas  
 three and four syllable words as in delicate  
 the n't contraction as in can't  
 the m ending as in bottom  
 the y suffix as in muddy

The following are sample exercises of materials  
 to use with the fourth phase of this approach:

1. the then this with smooth  
 Breathe in this fresh air.
2. is as has choose noise  
 Did Ed Black cut down the tree with his axe?
3. Jill's hat. The boy's hat. Ben's hand.  
 Tim Gray's dad plants wheat.
4. dishes peaches wishes inches  
 Now and then Ann rinses the dishes.
5. boiled cooled cleaned cleared played  
 Liz played and played with her doll.
6. grabbed nabbed rubbed drummed  
 Frank dragged and dragged his sled up the hill.
7. to into onto  
 Hang onto that hat.
8. of  
 Let's drink the rest of the milk.
9. was  
 Fred was in the pool. The tenth of May was a  
 cool day.
10. he she we me be  
 If we wait at the end of the pond, the boat  
 will soon sail up to us.
11. one says said are were been  
 "Yes," said Nan's dad, "One leg has a crack in  
 it. Maybe Champ has been at it."

12. sunset gumdrop plaything cowboy  
The mailman left the mail in the mailbox.
13. gallop canvas August Wilma  
Linda spent the day in her hammock.
14. mixing singing thinking hearing  
Dan and Fred went fishing.
15. Africa detective unwilling relative  
Pat has not finished her Arithmetic yet.
16. Winter temper sister speaker  
Ted Hunter's dad is a lumber dealer.
17. thimble fumble camel total  
Just see Pal gobble up that meat !
18. kitten eaten captain chicken  
Mom has given Sal a pair of green mittens.
19. hadn't isn't aren't haven't  
Linda and Sal didn't wait. They said they  
couldn't.
20. freedom welcome problem atom  
When dad paints he has a problem.
21. Jimmy Sally muddy easy  
Carry your camera and plenty of film with you.

Fifth phase. This phase deals with the most common irregular spellings of vowel sounds. In this next section, a presentation of the irregular vowel sounds will be given:

a for ai, as in game

ea for ai, as in steak

are (ear, ere) for air, as in care (bear, there)



a as in father, car

a as in ask

a for aw as in salt

a as in wash

o as in dog

o for oa as in go

ow for oa, as in snow

or (ore, oor, our) for oar as in for, core, door, pour

y as in by

i as in bite

o (and ou) for u, as in son, young

u as in put

oo as in book, room

the r vowel, as in bird

u for yoo and oo as in cute, true

ew for yoo and oo, as in few, chew

ea for e as in head

e for ee, as in eve

The following are sample exercises of materials for use during the fifth phase:

1. ate came cave cane fade

Kate ate a date, and Jane ate a fig.

2. break great steak

Little Jimmy breaks his toys as soon as he gets them.

3. bare tear everywhere prayer

Gus had a great big bag of peanuts, which he shared with Paul and Mary.

4. father scarf tar smart carve

"Let's start." said little Jimmy, running to the boat. "I may catch a shark today."

5. ask aunt branch command  
Aunt Martha was stung by an ant.
6. all small false Walt  
All the boys were playing ball.
7. wash washtub Washington  
Wash your hands with warm water and soap.
8. long song gone coffee belong  
Fill up the coffee pot and we'll all have a  
cup of coffee.
9. go cold hoeing rope roll  
The nose cone from the rocket was never  
found. Maybe Joe put it in the hole.
10. bow shadow shown arrow  
That fellow is afraid of his own shadow.
11. or lord door four oar  
Go outdoors and pour the cat some milk.
12. I hide tiny kind Bible  
Shall we play hide and seek or blind man's  
bluff?
13. by cry dye tie why  
My sister can type very fast
14. son cousin flood none  
My cousin came to see the flood.
15. put bull bullet armful  
Mary, will you please put this paper on the  
bulletin board?
16. book cook room root  
The man had a book in his room.

17. fir her journey earn hurry worry  
Mother will worry until her sister's journey  
is over.
18. use due truth ruin  
Blueberry pie is my favorite. I'm telling  
you the truth.
19. few crew screw new  
The new boys made a few friends.
20. dead death weapon jealous  
The man took his weapon and came home with  
five dead rabbits.
21. be Peter mere hero frequent  
Pete Stevens is having a party this evening.

Sixth phase. In this last section, the irregular  
consonant spellings and some irregular vowel spellings  
which occur in small groups of words will be presented.

c as in cent, face

g as in gem, page, bandage

dg as in badge

k (silent) as in knee

g (silent) as in gnaw, gnat

w (silent) as in write, whole

b (silent) as in lamb, doubt

l (silent) as in talk, calm

h (silent) as in hour, school, John

t (silent) as in often, whistle

silent n (autumn) c (scene), th (clothes)

gh (silent) as in caught, high, bough

gh as in rough

ph as in phone, orphan

o, ou as in woman, could  
o, oe as in do, shoe  
ou as in soup; ui as in fruit  
eau as in beautiful; iew as in view  
ui as in build; u as in busy; e in pretty  
y as in hymn; ie as in mischief; ie as in field  
ei as in ceiling; eo in people; ey in key  
i as in gasoline; a as in any; ai as in again  
ue as in guess; u in bury; ie in friend; eo in leopard  
ei as in vein; ey in obey; ou as in soul; ew in sew  
oa in broad; eye; uy as in buy; ui in guide  
is as in aisle; island; ea as in heart; ua in guard  
ng as in finger, angle; i as in onion, Daniel  
i as in Columbia, champion; u as in language  
s as in sure; ss as in Russia; ce as in ocean  
ci as in special; xi as in anxious; ch as in machine  
ti as in nation  
g as in rouge; s as in measure  
si as in occasion; t as in picture, question  
d as in soldier, education  
x as in exact

The same procedure should be followed as in the previous five steps, that is, words, sentences, and paragraphs should be presented just like the examples shown above.

As one progresses to the next phase, the teacher must use the words in the new phase as well as repeating words in the previous steps (2:1-430).

### Materials

The following are materials which may be used in the linguistic approach:

The teacher can write the initial words and exercises on the chalkboard to demonstrate each phase. Textbooks and workbooks will be necessary. Charts can be used for review purposes during each phase of the linguistic approach. Pictures or diagrams will help to familiarize the students with left to right sequence.

#### V. THE INITIAL TEACHING ALPHABET

In 1960, London University's Institute of Education along with the National Foundation for Educational Research in England and Wales undertook to investigate the initial teaching alphabet (formerly known as the "Augmented Roman Alphabet") as a way of teaching reading (6:3).

Sir James Pitman, a member of England's Parliament and John Downing, Reading Research Officer at the University of London Institute of Education, were instrumental in developing the new initial teaching alphabet.

The initial teaching alphabet has been tested in England, Scotland, Wales and Ireland with good results. It is now being tested in some cities throughout the United States.

#### Definition

The initial teaching alphabet utilizes twenty-four letters (q and x are excluded) of our conventional alphabet plus nineteen new symbols of which some are combinations

of conventional letters. The total of forty-three letters or symbols stand for only one sound and every word is spelled exactly as it is pronounced.

This new alphabet is compatible with the conventional alphabet because one must make the transition to the conventional alphabet after becoming competent in the new (4:49).

John Downing in his book entitled The Initial Teaching Alphabet sums up the I.T.A. method as follows:

Summing up, it is claimed that I.T.A. should help the global approaches to the teaching of reading because it makes the visual patterns invariable, and it should help the phonic approach, because in I.T.A. each symbol represents, with certain exceptions, one phoneme. The exceptions are strictly limited so that the large number of alternative traditional spellings for the forty or so phonemes of the English language has been very considerably reduced in I.T.A., thus allowing children to discover rules linking the symbols of the spoken language. Furthermore, the design of I.T.A. is such that any difficulties at the transfer stage should be reduced to a minimum (6:21-22).

### Methods

Pre-reading stage. During the preparation stage of reading, there are the usual pre-reading activities, such as labels on the furniture, walls, etc., and all print is in I.T.A. The only exception to this is the writing of children's names in conventional print. Many children know their names and the spelling of it before they come to school so they may resent any attempt to alter it.

Before the more systematic teaching of reading begins, the teacher has to decide if the individual child is ready for reading. This is the same in the I.T.A. classroom, as in the classroom using conventional approaches. Children should not be permanently set against reading through forcing them to read before they are physically and mentally capable of reading. The teacher should base her time of starting to teach the child reading upon the usual indications of reading readiness.

When real efforts at reading have begun, the normal teaching methods preferred by the individual teacher and school can continue to be used in conjunction with the I.T.A. method (6:22-23).

The initial teaching alphabet. The following table will show the forty-three characters or symbols of the initial teaching alphabet and their phonemic values. It will also give the name of each symbol in conventional print as well as the traditional spelling of the words.

## The Initial Teaching Alphabet

TABLE I  
THE INITIAL TEACHING ALPHABET

Number	Character	Name in T.O. letters	Example	Traditional spelling
1	æ	ae	ræt	rate
2	b	bee	big	big
3	c	kee	cat	cat
4	d	dee	dog	dog
5	ee	ee	meet	meat
6	f	ef	fill	fill
7	g	gae	gun	gun
8	h	hae	hat	hat
9	ie	ie	tie	tie
10	j	jae	jig	jig
11	k	kae	kit	kit
12	l	el	lamp	lamp
13	m	em	man	man
14	n	en	net	net
15	œ	oe	tœ	toe
16	p	pee	pig	pig
17	r	rae	run	run
18	s	ess	sad	sad





Number	Character	Name in T.O. letters	Example	Traditional spelling
19	t	tee	tap	tap
20	ue	ue	due	due
21	v	vce	van	van
22	w	wae	will	will
23	y	yae	yell	yell
24	z	zee	zœ	zoo
25	s	zess	rœs	rose
26	wh	whae	when	when
27	ch	chae	chick	chick
28	th	ith	thin	thin
29	rh	thee	rhen	then
30	sh	ish	ship	ship
31	z	zhee	vizon	vision
32	g	ing	sig	sing
33	a	ah	father	father
34	au	au	taut	taut
35	a	at	appl	apple
36	e	et	egg	egg
37	i	it	dip	dip
38	o	ot	hot	hot
39	u	ut	ugly	ugly
40	œ	oot	bœk	book
41	œ	oo	mœn	moon
42	ou	ow	vou	vow
43	oi	oi	oil	oil

Note: For variants of d and r see Table VI, pages 81 and 95.



As one can readily see, I.T.A. is not a completely different alphabet from our traditional one. A deliberate attempt to ease the transition from I.T.A. to conventional spelling is made because all children must eventually read books in traditional print.

Forming letters in I.T.A. properly. Great care must be taken by teachers in instructing children to form the letters or symbols of I.T.A. The child must transfer good habits in their later writing of traditional print. For example, when forming the symbol "ŋ" which stands for "ing" in traditional print, the movements should be as follows:

1. start here → 
2. reverse up here → 
3.  ← reverse up here
4.  ← reverse down here

This method reinforces the correct habits needed in forming the n and g separately in traditional print.

The following table will show recommended ways of forming other new symbols of the initial teaching alphabet; symbols which are common to both I.T.A. and traditional print will not be shown. The arrows on the strokes indicate the direction of movement.

RECOMMENDED WAYS OF TRAINING CHILDREN TO FORM I.T.A. CHARACTERS  
IN THEIR WRITING

I.T.A.  
CHARACTER

STEPS  
2

3

4

æ

1  
→  
a

2  
æ

3  
æ

ee

1  
→  
c

2  
cc

3  
→  
ee

ie

1  
↓  
t

2  
t  
reverse

3  
ie

4  
→  
ie

oe

1  
→  
o

2  
o

3  
oe

I.T.A.  
CHARACTER

STEPS  
2

3

4

th

1  
↓  
t

2  
→  
t

3  
th

4  
th

sh

1  
→  
s

2  
sh

3  
sh  
reverse

4  
sh

z

1  
→  
z

2  
z

3  
z

ng

1  
↓  
n

2  
ng  
reverse

3  
ng

4  
ng  
reverse

a

1  
→  
a

2  
a

3  
a

I.T.A.  
CHARACTER

STEPS  
2

	1	2	3	4
ue				
Σ				
wh				
ch				
th				

I.T.A.  
CHARACTER

STEPS  
2

	1	2	3	4
au				
ω				
ω				
ou				
oi				

The transition from I.T.A. It must be emphasized that, although the initial teaching alphabet brings about changes in the traditional spelling it must be similiar enough to traditional print to permit an easy transition from the one to the other.

In some cases more than one spelling has been retained for the same phoneme to reduce the number of changes which would otherwise have to be made at the transition stage. For example, in I.T.A. both the "c" and "k" for that phoneme which occurs in words such as "cat", "cot", "kite" and "key" are kept. This will permit the student to select the one which most closely resembles the traditional spelling. Also, where a choice of pronunciation is permitted, the one which results in a spelling more closely resembling traditional print is chosen.

Similarity to our traditional alphabet is achieved by retaining twenty-four of its letters in the I.T.A. Most of the nineteen augmentations resemble the printed symbols which the child will eventually meet after the transition. For example, the symbol "ch" which occurs initially and finally in the word church closely resembles the traditional letters, "ch" that the transition should be made easily.

Particular attention has been given to keeping the top half of I.T.A. symbols as similar as possible to the top half of the traditional alphabet.

One very important aspect of the transition period should be noted. The transition is made when each individual child is ready. Each pupil progresses through the reading at his own pace, and moves on to traditional print books and materials when he has satisfactorily completed the course of I.T.A. reading material.

Self-checking vocabularies have been prepared for a transition stage series of books along with a number of other devices (5:330).

### Materials

Books, workbooks and supplementary materials for use with the I.T.A. method are listed below (15).

<u>Code Number</u>	<u>(Introductory Books) Title</u>
9-001	Alphabet book - sound symbols are introduced with illustrations and examples. Pupil's edition.
9-002	Teacher's edition (double set - unbound for easy display.)
9-101	Book I, Ready for Reading Workbook.
9-102	Teacher's Manual I.
9-200	Book 2 Reader.
9-300	Book 3 Reader.
9-201	Combined workbook for 2 - 3.

9-202	Combined Teacher's Manual for 2 - 3.
9-400	Book 4 Reader.
9-401	Workbook 4.
9-402	Teacher's Manual.
9-500	Book 5 Reader.
9-600	Book 6 Reader.
9-501	Combined workbook for 5 - 6.
9-502	Combined Teacher's Manual for 5 - 6.
9-700	Book 7 Reader.
9-701	Workbook 7.
9-702	Teacher's Manual.

All the above books are designed for use in a first year reading program. The book numbers indicate sequence rather than grade level.

<u>Code Number</u>	<u>(Supplementary Materials) Title</u>
9-010	The I.T.A. Handbook for Writing and Spelling. Reference Book and guide for teachers using I.T.A. with word list of I.T.A. spellings for 3,500 words.
9-005	Sound - Symbol Cards. The forty-three sound symbols. Pupil's (2 punch-out sheets, 2 sets per child.)
9-006	Teacher's four sets boxed - 5" x 5"
9-008	Vocabulary Cards. A set of eighty word cards (7" x 2½") - introduces some words met in books 2 and 3.



that it had much merit for those seeking techniques to be used in remedial reading situations.

What is this wholistic approach which should be adhered to in diagnosing and preventing reading problems? For example, if a child loses the function of a dominant hand (let's say he was right handed) stuttering, stammering, or failure in reading may result. Truly one can not say that the hand has a direct influence on reading ability, so where does the answer lie? The answer lies within the cortex of the brain where the hand is controlled. The child now has to adjust cortically to accommodate his world. The neurological adjustments and the resultant loss in reading ability and language ability are of a wholistic nature, involving the whole child (3:16-17).

Marjorie Seddon Johnson in her article, "Factors Related to Disability in Reading" summarizes the area of cortical dominance as follows:

There appears to be adequate evidence that language functions can be disturbed by malfunctioning of certain areas of the brain in the dominant hemisphere, usually the side opposed to the dominant hand. Present inadequate evidence, using tests which make bimanual production of certain patterns, suggests that there may be a positive relationship between confusion in "central" dominance and specific reading disability (3:13).

There are many factors relating to the neurological development of children. The basic difference between man and the animal world is that man has achieved cortical



dominance, that is, one side of the cortex controls the skills in which man out distances lower forms of animals. Man has evolved to the point that the two hemispheres of the brain have differentiated functions. Right handed humans are one sided, that is, they are right eyed, right footed and right handed, with the left cortical hemisphere controlling the person (3:21-25).

Tonality. Children at birth are tonal in nature in that they use only vowels in their crying or cooing. Consonants are only produced by accident. New babies tend to be left handed in choice of grasping and use of hand, and are using what will become the sub-dominant hand. (Most of them will become right handed adults.) At the age of six or six and a half, a dominant eye, hand and foot become established. At this time, children are taught the most complex language function, reading, because we assume that children are intellectually, socially, emotionally, and neurologically ready.

If the cortex which is opposite the side of the dominant side of the body is damaged (the dominant cortical hemisphere) we find a condition called aphasia or the inability to communicate. These people are unable to speak or read. One well known technique for helping such people regain their functional speech is using tonality. Although these people have damaged the skill side or dominant hemisphere of the cortex, the sub-dominant side remains

intact and it is this area that tonality finds its basis. If one takes such a patient and asks him to sing a familiar song, one would find that he can speak all of the words of the tune, can sing such songs as "Happy Birthday To You" and say his name as long as he is singing. When the song is over, he is unable to say his name. The conclusion reached is that the tonality carried the skill section, tonality being in the sub-dominant area.

If we are to establish a dominant area, we must eliminate any tonality in the remedial reading situation. Reading should be done only in whispers. This will tend to activate the dominant or skill hemisphere of the cortex while deactivating the sub-dominant or tonal hemisphere.

Children going through such a remedial program should not listen to music or sing. This will tend to activate the sub-dominant area more severely.

Sleep. Serialization of bodily movements is another important phase of neurological arrangement. If a newborn, when placed in a supine position (lying on its back) and his head is turned either right or left, there follows a reflex rotation of the spine in the direction of the head rotation. If the reflex is strong, the turning of the head leads to a turning of the body as a whole in the direction of the head rotation. These movements should be efficient and spontaneous. Serialization

makes for coordination, and poor readers seem unable to coordinate at both a gross and fine muscle level.

Poor readers seem un-coordinated in that they are unable to take advantage of the neural efficiency which serialization contributes. This is because of the lack of neural organization.

With proper posturalization, a child can achieve the more complex neuro-muscular organization required by the cortex of the brain. This unity is pre-requisite to the development of effective communication.

Proper posturalization in the prone position (lying face down) is also relevant in the supine position (lying on the back) but is reversed.

During proper posturalization, the eyes are looking toward the sub-dominant hand and the arm and leg are flexed on the side which the child is facing. The opposite (dominant) arm and leg is extended while the sub-dominant hand is near the mouth with palm down and thumb pointing to the mouth. The dominant hand should be extended with palm up and near the hip.

It has been found that poor readers either do not have a sleep pattern or have a faulty one. A good reader who has a specific sleep pattern usually sleeps facing the sub-dominant hand with the sub-dominant leg flexed (3:29-37).

Handedness and footedness. Children should be observed very carefully from infancy in terms of laterality. Most infants tend to use the left hand more than the right until the age of one year to eighteen months. At this time, about eighty-five per cent of children use the right hand as the preferred hand, but not as the only hand. The child now is ambidextrous but has a preferred hand. From this time on he should be encouraged to use the preferred hand for all activities and ambidexterity should be discouraged. If a child tends to be left handed, he should develop this as his dominant hand. The main point to be stressed is that ambidexterity should be discouraged and unilaterality or single handedness should be encouraged. This same principle applies to footedness also. A child should be encouraged to develop a dominant foot (3:45-56).

Vision. Measures to establish a dominant or sighting eye on the same side as the dominant hand is another important consideration. As binocular vision develops, it becomes habitual to use two eyes as a unit for visual perception. There exists however, one visual eye that is essentially monocular. This is the dominant or "sighting" eye. There is some evidence that when the controlling eye is on the side opposite that of handedness, the motor sequence as well as difficulties in speech, reading, and writing may result.

## Methods

Evaluating neurological arrangement. The following evaluations should be made of each child by the teacher:

1. Evaluate oral reading. Look for any signs of reversed reading such as "was" for "saw", "on" for "no", and any reversals within words in both spelling and reading.
2. Evaluate spelling. Look for letter confusions such as "very" for "every".
3. Evaluate reading by age and grade level. Use a test such as the Gates Reading Survey which will give a good evaluation of vocabulary, speed, and comprehension.
4. Evaluate individual intelligence by using the Wechsler Intelligence Scale for Children, and group measurements by using a test such as the California Test of Mental Maturity. These tests give both a verbal and non-verbal I.Q.
5. Compare the expectancy level with the reading level.
6. Ascertain hand preference and foot preference.
7. Ascertain sighting eye.
8. Set up a program for making the child unilateral.

Establishing neurological organization and laterality. There are two methods of use stressed in tonality.

These are:

1. Music should be minimal in that the child should not be allowed to sing and not listen to music for long periods of time. Repetitious activities are recommended during this stage.
2. Remedial activity should be silent on the part of the reader and all oral reading should be done from a skill point of view, in whispers only.

Posturalization. Specific steps of organization for use in posturalization are:

1. Parents should be instructed to posturalize the child upon his going to sleep and to check frequently to see that he is posturalized. (A child with a right side preference lying on the right side facing his sub-dominant flexed hand with left sub-dominant foot flexed also.)
2. The teacher can help properly posturalize the child during any rest periods at school.
3. The posturalization program should continue for at least a month before remedial reading is begun.

Handedness and footedness. The following methods are emphasized in this particular phase:

1. First of all, opportunity and encouragement should be directed toward developing single handedness. For example, in sports, throwing the ball should be limited to one hand.
2. Thumbsucking in a young child should be done with the sub-dominant hand.
3. Single footedness should also be encouraged by allowing the child to "kick" a ball with one or the other foot exclusively.
4. Two handed sports should be discouraged.
5. Children should be handed articles on the preferred side.
6. Children should be encouraged to use the preferred hand when using crayons, puzzle toys, paints, etc.
7. Sighting activities such as ball and archery games, using the telescope, and shooting games should be encouraged (3:68-70).

### Materials

Play equipment such as balls, toy pistols, puzzles, etc., can be used as to encourage the child to use his preferred hand.

Boards propped up so that a child can practice walking up and down the board on one foot is an important

device. He should walk on his preferred foot. A balancing board can be made simply to help children learn body balance. A square platform 16" x 16" can be placed upon a small post about three inches high and attached with a wing nut and bolt. The child at first can just learn to balance himself. As he becomes more proficient, he can bounce a rubber ball and catch it while he is balancing, and also throw bean bags or other objects at a target while he is balancing.

Peg board games can be devised from a piece of acoustic ceiling tile. Plastic golf tees with a half-inch cut off the sharp end will work well as pegs for the holes. The teacher or adult can outline a design with the pegs and the child can fill in around the outline or design one fully by himself. The child must use his dominant hand when placing the pegs so that laterality can be further developed.

One can suspend a ball to a rope and hang it to a tree or post similar to the tether ball arrangement. A small rubber ball can be used after the child has mastered hitting a larger ball. The child can practice using his dominant hand and his sighting or dominant eye in this activity (20:81-110).



## CHAPTER IV

### SUMMARY AND IMPLICATIONS

#### I. SUMMARY

It was the intent of this study to research and present a description of methods that can be used with remedial readers who are not achieving adequately using the conventional methods, namely the basal reader and phonetic approach.

The various methods researched and presented were the (1) Kinesthetic Method, a method in which the child responds to a felt need of learning words in a story writing attempt, by tracing words the teacher initially writes for him; (2) Individualized Reading Approach, a program which develops from the overall development of the child's reading skills and interests, and adheres to the principles of child development, self-selection, and self-pacing; (3) Language Experience Approach, a way of utilizing and writing experience charts which result from the child's immediate experiences; (4) Linguistic Approach, a method which adheres to the analysis of the sounds of spoken and written language; (5) the Initial Teaching Alphabet, a new system of teaching reading which was developed in England and utilizing forty-three symbols, each one standing for one sound; and

(6) Neurological-Psychological Approach, which concerns itself with being neurologically arranged with lateral dominance being established in vision, hand, and foot, before reading can begin.

It is the hope of the writer that teachers, wanting to help individuals with reading problems, can utilize one or more of these methods in the classroom.

## II. IMPLICATIONS

The writer feels the need for teachers to have a knowledge of different methods which can be used in teaching reading. One method does not work effectively with all pupils, therefore teachers need to know which ones are available to meet the children's needs.

Perhaps courses taken in college on "How to Teach Reading" should include methods and materials on these methods and others so the teacher may have a command of not one, but many approaches to the teaching of reading.

Due to the expense involved in adopting some of these methods in the way of books and materials, the teacher should be in a position to explain the merits and feasibility of these methods to administrators, parents, and faculty.

Caution should be used regarding some methods because they are still in the research stage. Teachers wanting to utilize these particular methods should keep

abreast of the literature and do individual research on their own.

In conclusion, the diagnosis of reading problems requires the knowledge and assistance of many to insure proper identification, prevention, and treatment regarding these problems. In order that an adequate remedial reading situation may develop the teacher should enlist the aid of specialists, psychologists, and medical personnel whenever possible, to insure an adequate diagnosis.

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