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Meeting the Needs of the Slow Learner at the Secondary Level

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Central Washington University

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MEETING THE NEEDS OF THE SLOW LEARNER
AT THE SECONDARY LEVEL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Joan L. Takach
May 1965
APPROVED FOR THE GRADUATE FACULTY

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Azella Taylor
DEDICATION

In dedication to Miss Hedwig Zorb, formerly headmistress of Saint Paul's School for Girls, Walla Walla, Washington, and presently Administrative Assistant at Saint Hild's and Saint Hugh's School, New York.

My everlasting appreciation to her might best be exemplified in the following quote:

"From compromise and things half done
Keep me with stern and stubborn pride,
And when the goal is won——
God, keep me still unsatisfied."
ACKNOWLEDGEMENTS

My love and appreciation go to each: my husband, Andrew, and my children, Michael, Mary Jane, William, June, Vern, Eric and Fredrick for their untiring patience in doing without a wife and mother.

Thank you to my grandparents, Ross and Inez Dent, for their encouragement and financial assistance.
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Education has been defined as,

That process which seeks to promote the maximum development of every boy and girl in terms of his unique nature and needs (43:V).

The necessity for providing adequate and appropriate kinds of educational experiences for all children has become more and more acute. Today's educators are most anxious to arrive at a satisfactory solution. The need for a solution has been emphasized by legislation, general public clamor, and world events. There is a widespread demand that there be an elimination or at least a reduction of numerous sociological problems precipitated by inadequately and inappropriately trained persons.

Featherstone states very concisely why we as educators and members of a free American society should be anxious to reach a solution to our "educational inadequacy."

If anyone doubts the need of sincere efforts to educate these slow learners, let him meditate on the fact that twenty out of every hundred pupils chosen at random means at least four million for the country as a whole. Then let him ponder the consequences for the general welfare of permitting the number of future adult citizens to grow up illiterate, uncultured, and uninformed in the American way of life. If anyone doubts the soundness of investing a considerable sum in their education, let him forecast the consequences of not making that investment, bearing in mind, of course, diminished capacity to produce as well as to consume, but more important, not overlooking the declining zeal for the democratic way of life that invariably accompanies illiteracy and ignorance (15:vii-viii).
Educators throughout the world, especially in countries like the United States where education is provided for all, are deeply concerned about the inability of a segment of the school population to achieve up to the level of its potential or even up to a specific grade-age expectation. A specific area of underachievement, such as underachieving in reading, can have serious consequences in life activities (32:1).

The school's concern for the underachiever in reading is society's concern for the laborer who fails to master his most valuable tool; the worker who might reject the refined modern devices for a primitive approach to the tasks which confront him.

The school can well be anxious about the underachiever in reading. A citizen who cannot read discriminatingly and independently on public issues is confined largely to "canned and planned" information and to the "biases" of the people he happens to know. To misunderstand what one does read is equally undesirable. Without reading, one's personal individuality is lost in a habitual resort to mass pictorial and auditory media.

The result for society is a population grooved in thought and habit and misfitted in vocation, a group of people whose attitudes and defenses mean a burden rather than a contribution (28:4-7).

There appears to be a lack of understanding of the characteristics and limited learning ability and potential
of the slow learners by most teachers. The teacher who daily faces the children is fully aware that a major problem exists. Undoubtedly, he realizes that the provision of meaningful experiences for the slow learner is one of his acute problems as a teacher. While the teacher may have relatively little understanding of the slow learner's characteristics and consequent educational needs, he is still aware that their attitude and behavior indicate that the educational experience being provided the other children in his room has little value or meaning to this child. The teacher, nevertheless, is expected to provide the slow learner with as adequate an educational program as is provided for the majority of the children.

The study is concerned with the problem of the slow learner and how the classroom teacher might meet his educational needs.
I. THE PROBLEM

The slow learner composes the largest group of exceptional children in the school. Among the general school population fifteen to twenty per cent of the children can be considered slow learners (17:13).

Since they are a very large group and do not deviate markedly from the average as do the other mentally retarded children, special education provisions have not been considered essential. The slow learners do provide one of the largest and most intense continuing problems facing the general classroom teacher. With our increasing school population, more children will be in the slow learning category, will need more parental help and understanding, will need a teacher who can provide, through an understanding of his characteristics and consequent educational needs, a program commensurate with his abilities (37:261).

This study is directed toward gaining a better understanding of the slow learner, determining means for educators to identify the educational needs of the slow learner based upon his characteristics, and ways to apply personalized instruction in meeting his reading needs at the secondary level.

Importance of the Study

The problem as it exists today is quite different at the two major levels or divisions of the school, elementary and secondary. The modern elementary schools using experience
units, individualizing instruction to the level of the child, forming small instructional groups within the classroom, and concerning themselves with the fundamentals in the skills, content, and personal relationship areas, have had much of value to offer the slow learner.

The 6-3-3 downward expansion of the secondary schools plus the widely practiced policy of social promotion has brought the problem of the slow learner to the forefront in the secondary school during the past two or three decades. Little has been done of a substantial and effective nature toward the achievement of a solution to the problem since it was first present. It is fully as acute today as when it first appeared (1:51-63).

According to Johnson, the thinking of teachers, administrators, and the general public and the resulting practices of the secondary schools are geared primarily to the average and superior students. The objectives are to prepare students to continue their formal education in institutions of higher learning or to take a productive place in society, primarily in business. States require minimum numbers of courses in civics, history, English or grammar, and physical education. Courses in these areas are assumed to provide the student with the information and understandings he needs to live a personally fuller life and to participate more intelligently in community, state, and national affairs. Beyond the basic core of subjects, a
student ordinarily has the choice of college preparatory, general education, commercial, fine arts, or home economics and industrial arts courses. There are more schools adding vocational skills and training to their courses of study in an attempt to meet the occupational needs of the slow learner.

Despite the rather wide diversity of courses available at the secondary level, seldom has a curriculum been designed specifically for the slow learner, except in a clinic or laboratory situation. The early, inherited objectives of the secondary schools have influenced the training program for teachers and administrators as well as curriculum and course offerings. The secondary teacher is most often a specialist trained in a specific subject-matter field. He is provided with techniques of instruction in his particular field, techniques that have been found to be of value for the majority of the students. These techniques are too often applied indiscriminately with the class expected to "catch on" and keep up. Those that cannot or do not keep up are failed, upon occasion given some supplementary help, or placed in a "slow" section of that course in the future (24:21-23).

How many times have educators heard teachers complain that students are no longer provided with the basic academic skills at the elementary level? As students they are unprepared to derive maximum benefits from instruction. They cannot read, write, spell, and do not know their number
combinations and tables. Many secondary teachers feel that the students' attitudes reflect disinterest in school and learning, together with resentment.

The secondary teachers and administrators who make statements such as these have failed to recognize the change that has taken place in the population attending public schools during the past half-century, that a number of students now entering the schools are intellectually incapable of achieving at the level traditionally expected in the high schools.

From where did these students come? Before the creation of the child labor and compulsory school attendance laws, these students were not encouraged to go beyond the elementary level. After social legislation was passed, the slow learner began to enter the schools in numbers. Hence, the educational problems of the slow learner were brought to the forefront.

The problem of the slow learner will not solve itself. The slow learners must attend school in accordance with compulsory attendance laws of the state. They must remain in school no matter how little they may apparently learn, no matter how discouraged they become, no matter what the extent of their academic failures may be.

Featherstone in defense of the slow learner says:

In school, at home, no matter where, one must never forget that the slow learner is no less a 'person,' no less an individual, than any other human being. His talents may be few, his promise slight, but he is none the less a member of mankind, cast in the same mold and made of the same clay. He claims equal right with others in the
regard of his fellow men, and to guidance and instruction designed to stimulate his growth to the fullest stature his powers permit. He, too, must be helped to stand on his own feet and face the world, self-reliant and unafraid (15:118).

Working with the slow learner requires unlimited patience, ingenuity, resourcefulness and enthusiasm on the part of the teacher but she should keep reminding herself of that old adage: 'When you come to a stone wall, if you look far enough you will find a door in it' (42:143).

The purpose of this study then is to provide the writer, interested in the problems of the slow learner, with a key to his "door."
Educators often wonder whether the problem of inefficiency or inability to learn is developed and somehow inherent in the way in which the students are taught, within the materials used or related to student-teacher relationships. With these concepts in mind, they tend to blame themselves for the creation of the slow learner.

The question of to blame or not blame is of little consequence, for there are many facets to consider and no one-to-one relationship discernible. Until the teacher understands the many causes and their relationship to the slow learner's consequent educational needs, his teaching will have little meaning or value (32:2-3).

The term slow learner has been applied to children with greatly differing characteristics, resulting in an ambiguity in terminology. It has been used by different authors to refer to all children who are not making adequate educational progress regardless of the cause.

Kirk feels that the term "slow learner" should be restricted to the child who does not have the capacity or potentiality to learn intellectual things, such as reading, at the same rate as average children. He is the child whose intellectual level on verbal intelligence tests indicates
that a retardation in intellectual development will affect the child's rate of learning intellectual material. The slow learner group should include the dull and border-line children with intelligence quotients of approximately 75-90, and if the term is stretched, the mentally handicapped with intelligence quotients of 60-70-80 (19:172-176).

Abrahams states that the term "slow learner" should be based upon the following descriptive ingredients:

1. The intelligence range should be approximately 75 to 90 I.Q. He warns that we must keep in mind the limitations of the test, the personnel giving it, variations in scores, when it is given, and other factors such as performance at 75 to 90 I.Q. level despite indications of higher potentialities.

2. Inaccurate measurement of intelligence may stem from one or more causes, related to such factors as family and home, neighborhood, culture, socio-economic conditions, or school.

3. These children may be in a regular classroom. They have not quite kept up in the earlier grades and have continued to lag further and further behind due to slower rates of learning.

4. These children are usually slow in intellectual matters, but not necessarily slow to the same extent in artistic, mechanical, or social activities (1:4-5).
Johnson classifies the slow learner according to his I.Q. of 85 to 90 and "obvious characteristics": his inability to "keep up" with the rest of the class in his rate of academic growth. For example, the slow learner learns to read approximately one year later than the majority of the children. This is also true of other skills and content areas. He states that their maximum mental growth range is "from 11 years to 13 years-6 months." These children form the lowest quartile, often dropping from school before graduation. Often the slow learner will show deviant, antisocial, unacceptable behavior in the classroom (24:9-10).

The writer feels that due to the ambiguity of terms used by the various authors, the designation of the term "slow learner" should be determined by competent personnel to fit a particular situation. They may wish to include all the above criteria, or limit them, depending on their needs.

The slow learners seen in the public schools are impossible to distinguish by merely looking at them. The cause of many of their problems is that they appear to be so normal and average that educators can fail to recognize or realize their disabilities and resulting educational problems.

I. PHYSICAL FACTORS

The slow learners are probably slightly below average in size, build, and motor ability. They deviate widely among
themselves in height, weight, and motor coordination. They do not tend to be outstanding athletes, but can participate in a socially acceptable activity. Johnson indicates that the slow learner's limitations confine him to the kind of athletics in which he can participate effectively and the manner in which he may be able to participate. He is not likely to be able to take part in a highly organized game. He may possess the physical requirements but usually lacks the intellectual ones. Physical activities involving less organization or even of an individual nature, such as golf and track, are more applicable (24:30-32).

In physical characteristics slow-learning children show as much variation as average children. There is some evidence that slow learners as a group show slight inferiority in physique and health as compared to average and superior children. Burt states that these children suffer more from general disability, either innate or environmental factors of poor feeding and poor medical care in early childhood. They do not have more major serious physical disabilities than average children, but a plurality of minor problems (8:206). They are likely to have two or more minor abnormalities per child whereas the normal seldom have more than one (2:261).

In general, it would appear that the slow learning and mentally retarded are slightly inferior physically to children of average intelligence. It would also be difficult
to generalize concerning a particular child, since there is
the possibility a slow learner can be superior to an average
card in physique and health.

II. EMOTIONAL AND SOCIAL FACTORS

In emotional and social behavior it is difficult to
distinguish the slow learners from the average child except
in specific situations. Featherstone observes:

Slow-learning children very often alleged to be
uncommonly lazy, and with good reason, but one should
be careful not to assume that laziness is constitu­
tional. Laziness is frequently due to ill health,
and even more frequently to educational maladjustment
(15:5).

In general, the behavioral characteristics of slow-
learning children are adjustment processes to continual
retardation and failure in school, compensating traits in
other than intellectual areas, truancy, and dropping out of
school at the end of the compulsory age limit of school
attendance. Kirk suggests that these behavior traits show
that the slow-learning are forced into showing the discrepans-
cies between their capacity to perform and the requirements
of the school environment (19:147).

In summarizing the emotional and social character-
istics of the slow-learning child, it can be said that because
of their slow progress in school, possibly due to poor health
and home conditions as well as low intelligence, these children
are usually at the lower end of achievement in academic
subjects in both the elementary and the secondary school. Nor did they tend to pursue intellectual activities, such as music, art, physical sciences, or hobbies, as they are intellectually prohibited. Many times they are older than the children in their grades because they have been held back a grade or two. In high schools they are usually placed in the lower sections of English, mathematics, and so forth. They tend to drop out of high school before completion and at the end of the compulsory school age, when they leave school at a younger age than their superior classmates. The high school, not being adapted to their learning rate, has tended to have a low holding-power for the slow learner. Because of increased attention to the slow learner and his educational problems in recent years, many schools are beginning to adapt instruction to the slow learner as they have done in the past for the average, gifted, and special education students.

III. PSYCHOLOGICAL AND EDUCATIONAL FACTORS

The slow learners are slow in their rate of intellectual development and retarded in their level of intellectual development compared to the average child, at any specific age. Due to retarded learning ability, adjustment problems and grasp of academic instruction are affected directly or indirectly. Many educators find it difficult to determine which characteristics of the slow learner are inherent and
which are acquired. Many educators are hesitant in their dealings with the slow learner. Rather than face the problem they might suggest that little or nothing of a positive nature can be done for them (24:32).

An understanding of the psychological evaluation of the rate and extent of intellectual growth of the slow learner is important for the initiation of an appropriate program. According to Johnson, the slow learner's rate of mental growth is between three-fourths and nine-tenths that of the average child. He states that they can learn to read, but do so one year later than the majority of the students. As a result of latent intellectual growth and/or psychological, physical, emotional, and social handicaps, they lag farther and farther behind as they grow older (24:10,32).

Ingram emphasizes the importance of early identification so that suitable educational opportunities from the beginning can be offered (23:14).

Among the kinds of information desired are the following: physical, emotional and mental development; defects and/or deviations from the normal; abilities, interests, achievements; family and community background; school data. Included in these areas of information should be specific details related to speech development, motor ability, vocabulary growth, and personality factors. The most widely used identification methods and materials in making a case study are:
1. Individual intelligence tests.
2. Group intelligence tests.
3. Personality tests.
4. Sociometric techniques to measure relationships among specific children in groups.
5. Achievement tests to measure subject-matter accomplishments.
6. Physical examinations to study growth and to discern defects.
7. Home and community information, based on forms filled out by parents, school social worker, and other professional personnel; use of home interviews and family history forms.
8. Anecdotal records objectively selected and prepared based on teacher observation.
9. Teacher judgments regarding the achievement and personality of the child.
10. Child interviews; other information from guidance counselors.
11. School history form which may include achievement test scores, grades, and other listed information.
12. Teacher-prepared materials: tests and games related to information and memory (1:21-22).
Kirk suggests that educators and service personnel should realize that although the slow learner learns to read in the same psychological pattern as other children, his learning progress can be handicapped by learning disabilities. Some of these specific disabilities as researched in the constructing of the Illinois Test of Psycholinguistic Abilities as reported by Kirk and McCarthy are:

**Auditory reception disability.** This disability in its severe form has been termed "word deafness, sensory aphasia, or receptive aphasia." In minor forms the child has difficulty in understanding oral communication, even though he has no hearing loss. Much instruction in a classroom requires listening and understanding ability.

**Visual reception disability.** With this type of deficiency the child has difficulty in interpreting the significance of meaningful visual materials such as pictures and objects. A deficit in this ability minimizes the effectiveness of visual aids.

**Association disabilities.** This refers to the inability of the child to relate meaningful auditory or visual material to past experience and to express these relationships either vocally or through motor expression. Reading contextual material requires the ability to form relationships. Reference to "reading between the lines," an
association process, actually means relating what is read to events and relationships from past experiences.

**Vocal expressive disability.** Some children can understand what is heard or seen but are unable to express themselves in words. A part of this type of disability is in the field of speech disorders. This disability is in the mental processes, or encoding function, rather than in the peripheral vocal apparatus. A child who has a cleft palate, or thick tongue, or other defects in the vocal apparatus would not be considered to have an expressive disability but rather a speech defect.

**Motor expressive disability.** Children with this type of disability tend to be defective in expressing themselves in motor or gestural ways. They tend to be disoriented in space, poor in dramatics, and defective in writing, not copying. They are generally unable to "show you" how things work, but may be able to "tell you" if they have intact vocal ability. Some children have expressive disabilities in both vocal and motor channels of communication (25:399-412).

Ability in auditory and visual reception, association, and vocal and motor expression is necessary for the effectiveness of the common methods of instruction and communication. Telling stories to children, giving them verbal directions, using visual aids, discussing the relationship of what has been seen or heard, and requesting children to express
themselves verbally and in motor terms, such as writing, drawing and dramatics, constitutes much of the work of a classroom (20:25-62).

II. DEFINITION OF TERMS USED

**Slow Learner**

A slow learner is a child who has a limited capacity or potentiality to learn intellectual concepts, especially in the area of reading. He is retarded in intellectual development which affects his rate of learning. He can still learn. His mental growth being three-fourths to nine-tenths slower than that of the average child retards the pace at which he learns. Although he can learn his maximum mental growth range, 11 years to 13 years-6 months handicaps him academically both on the elementary and secondary levels. In addition he may be handicapped psychologically, physically, emotionally, and socially.

**Underachiever**

The slow learner who is an underachiever is one who is not working at his level of capability. The underachiever is not necessarily a slow learner.

**Individualized Instruction**

Individualized Reading is a method of teaching by insight rather than by prescription. The teacher gains insight into the child's learning and the child develops
self-insight into his own learning needs. Under guidance, the child seeks, self-selects and paces his own rate of learning. He receives help in a particular skill when and if a problem appears. This may occur in individual conference, flexible skill groupings, or whole class groupings. Through individualized instruction the personal needs and learning characteristics of each child are realized and directed in such a way as to promote the maximum amount of growth.

**Mental Age**

Mental age is the child's verbal age or the intellectual level at which the child is functioning.

**Chronological Age**

Chronological age is the child's physical age in years.

**Intelligence Quotient (I.Q.)**

This term represents the relationship between the child's mental age and chronological age. It is calculated by dividing the mental age by the chronological age, and multiplying the obtained quotient by 100 to remove the decimal figure.
CHAPTER III

REVIEW OF LITERATURE

Tronsberg indicates that about eighty to ninety percent of the school day is spent in some form of reading activity and it is highly essential that every child be given the opportunity to learn to read according to his ability. Through reading, the child learns to protect himself and acquires knowledge and contentment. To many children, reading is a pleasurable experience, but to the slow learner, with limited mental ability, reading too often brings discouragement and failure (42:138).

Teaching the slow learner to read is often regarded as one of the most troublesome problems in the whole curriculum. Reading retardation remains the greatest single factor among school dropouts, according to a 1961 report from Daniel Schreiber, Director of the N.E.A. Project on School Dropouts. If reading is one of the major causes of school dropouts, then our challenge as teachers is clear; we must help our slow learners achieve reading success by providing a good program, one commensurate to his learning ability, as well as to his individual needs (Secondary Resource 32:23).
I. DIAGNOSIS OF SLOW LEARNER'S READING PROBLEMS

The teacher must be aware of the wide range of needs among individual children and must seek to meet these individual needs rather than to treat them as group problems. This will require careful study of individual children.

One of the first and most important steps is to discover, if possible, the cause of the child's delay in learning to read (37:48-49).

Identification consists of two major steps; screening and selection. In screening, the students are tested and observed, then ranked according to test results and observed performance. This initial step requires the use of standardized tests of intelligence and reading, for the purpose of ascertaining an estimate of how students perform in major areas of reading in relation to their capabilities. The second step, selection, makes use of a combination of formal and informal measures to determine corrective and instructional needs of the individual.

In the process of identifying the problem of the slow learner, it is important that multidimensional criteria be used. Standardized tests should not be the final word on reading status and reading need (47:71). There are other important factors, according to Witham, such as intellectual and mental ability, level of reading achievement, interest,
and the motivation to achieve, which should be considered in the process of identification (32:27-32).

Davis warns that cultural loading in group intelligence and standardized reading tests is a powerful determinant of retardation and discouragement of the children and adolescents from the lower socio-economic groups (Secondary Resource 32:25-26).

Witham states that the scores the slow learner makes on group intelligence tests that fall below the average range of mental ability probably cannot be accepted with any degree of certainty. Underachievers and slow learners will often score higher on the non-verbal or performance section of a test than on the verbal. Whenever possible an individual intelligence test should be administered. It enables the teacher to probe for pupil strengths and weaknesses with greater accuracy. The same is true for survey tests in reading (32:24).

Formal measures. Perhaps the best available guide for the study and selection of standardized tests of intelligence and achievement is Buros' *Fifth Mental Measurements Yearbook*.

Strange, McCullough, and Traxler point out that the individual intelligence scales are not free from reading factors; items depending on the knowledge and use of words penalize the poor reader. They state further that the correlation between scores on reading comprehension tests
and group verbal tests is generally high, between .50 and .80, while the correlation of reading scores with quantitative intelligence test scores is much lower. Furthermore, they suggest that intelligence tests tend to correlate more highly with tests of reading comprehension than with tests of rate. They recommend that since the relationship between total reading scores and group intelligence scores tend not to reveal the true picture, individual tests and listening tests would offer a more accurate measure of capacity. Listening tests are based on the premise that if a student understands what he hears, he may be expected to get the meaning of similar material by reading it, since common language ability is believed to underlie both reading and listening (40:74-75).

In determining the reading problems of a slow-learning child, the mental level of a child on an individual intelligence must be established. After obtaining the mental level, we can determine whether the slow learner has a reading disability. Kirk observes that two children might have the same mental age but very different mental abilities. To just classify them as slow learners with reading problems is not enough. We need an intensive analysis of his problems correlated with his slow learning ability before we can organize corrective instruction, or develop more efficient learning in reading and other subjects (32:62-69).
ACADEMIC EXPECTANCY: READING GRADE LEVELS

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<tr>
<th>CA</th>
<th>IQ 50-59</th>
<th>IQ 60-69</th>
<th>IQ 70-75</th>
<th>IQ 76-85</th>
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Strang recommends caution when using any table of reading expectancy for the mentally slow child. However, such a table is useful because it calls attention to reading performance that might be expected of a slow learning child and the difficulty he might encounter with beginning reading. Kirk is in agreement with Strang's caution in predicting reading achievement from mental age, because two children with the same mental age may have very different mental abilities (40:216-217).
Standardized reading tests must be supplemented by informal reading tests, sampling reading performance at various levels, and from various content fields. Standardized reading tests do not reveal the true reading status; they are indicative of the level at which the individual experiences difficulty at the instructional level rather than the independent level. His level of instruction may be one or more grades below the achievement level obtained from a standardized test, due to guessing because of poor reading skills. Harris suggests that standardized tests are less accurate for poor readers than for good readers; hence, if there is a disagreement between the estimate provided by standardized tests and the result of informal tests, particularly those which require sample reading from books at various levels, the latter is usually a more dependable guide for approximating level of performance (20:180).

**Informal measures.** Informal techniques will help to identify more specifically the slow learner's problems. They might fall into the following three classifications: (1) classroom observation and conferences; (2) informal reading inventory; and (3) directed reading activity.

Smith recommends classroom observation and individual conferences, on a day-to-day basis. It can reveal much about the slow learner and the motivational defects he may possess. In addition, casual conversation can often reveal the student's
attitude toward himself and others as well as toward learning. The slow learner may show evidence of an inferior opinion of himself, little confidence in intellectual ability of solving problems and thinking, and poor study and work habits. He may show little self-direction in organized classroom activities, poor cultural background, emotional frustrations arising from tensions at home or school, little or no aspirations, and a disinterest in reading (37:49).

The second technique, the informal reading inventory, provides a systematic observation of performance in a controlled reading situation.

One method could be the assignment of a number of pages to be read silently in a particular textbook for rapid reading. Bamman suggests that the following steps be followed: Make a word count on the material, and determine the words read per minute by each student. Follow the reading exercise with good comprehension questions, constructed to determine:

1. Knowledge of stated facts.
2. Knowledge of author's opinion.
3. Ability to infer meaning implied by author.
4. Ability to identify the central idea.
5. Ability to recognize supporting details.
6. Knowledge of word meanings in the particular context.
7. Ability to read and follow directions (3:79).
Witham suggests a selection of approximately 200 words, with comprehension questions ranging from factual recall to inferential reasoning arranged in small groups roughly based on the order within a standardized reading test; hence easier interpretation of specific disabilities. He feels that this rapid survey does not yield the depth of information gained in an individually administered inventory, but does serve as a practical means of identifying the more universal needs of the class (32:26).

Strang points out that a group reading inventory can be used to determine the reading proficiency of every student in a given subject class. The most important part of the inventory is the informal test. These teaching tests have several advantages: They are closely geared to instruction, whereas formal diagnosis is divorced from instruction. These tests can be applied in daily instruction. The free or unstructured response shows how students approach a reading assignment, what they remember from it, and how well they communicate ideas in it. These tests also promote student self-appraisal by encouraging the student to take the initiative in analyzing his own reading process. A series of structured tests followed by a discussion of progress enables the student to assess his ability to profit from instruction.

Informal tests are fairly easy to construct and administer. The teacher selects a section of about a thousand words from a text which the students have not read. The
student reads the selection and computes his speed. He then answers the questions without referring to the selection. The text exercises can be varied to serve different purposes, such as to see how well students can answer questions they have formulated before beginning to read, how effectively they can extract ideas relevant to a particular topic, his ability to organize the main ideas and supporting details, to draw inferences and conclusions, to define key words, as well as to appreciate humor, character portrayal, or other qualities of literary style. Questions on study skills, location-of-information skills, and other skills needed in reading the particular subject may be added.

Students mark their own papers to see for themselves their strengths and their difficulties in reading. When the student has corrected his inventory, he tabulates the results on a front page under the appropriate headings.

According to Strang the grade level at which the student is able to read is not so important as the analysis of his reading skills. The check may indicate either skills in which he needs instruction and practice, or the skills he has mastered. If the student scores 65 per cent below the grade level, he should be given an individual reading inventory (41:121). Detailed directions for making group reading inventories can be purchased from Harper and Row. (See Appendix A for Summary Chart)
The third technique, the directed reading activity or individual informal inventory, is recommended by such specialists as Durrell, Dolch and Harris (14:93; 13:10-14; 21:118-146).

Robinson suggests that the informal inventory of an individual include: (1) reading in a group of basal readers or other graded materials, (2) check on sight vocabulary using lists such as Dolch's 200 words, (3) appraisal of abilities to use phonetic and structural analysis, (4) special interests, including reading (19:152-156). Another word list a teacher might use is: The graded Bucks County 1185 words list found in Botel's How to Teach Reading.

Botel discusses how to determine the reading level of each student in his book How to Teach Reading. Harris develops the concepts used in determining reading competence more thoroughly in How to Increase Reading Ability (20:VII). A teacher might find a commercially prepared inventory helpful in determining the reading levels of the pupils (6:33). If commercially prepared inventories cannot be purchased, it is possible to prepare (1) a word recognition test, (2) a word opposites test, and (3) a phonics mastery test, as well as to determine the reading level of the pupil.

Dolch suggests that a teacher may locate poor readers in a class by having each student read something orally. The teacher may determine whether a particular book is too
difficult for the child, or even if a book is suitable for the majority of the class (13:10-14).

A careful record of observations must be kept of each student. Betts Informal Inventory Form B-1 is an example of an outline a teacher might use for recording during an individual interview. (Refer to Appendix A for sample.) A teacher might vary this form to fit his particular needs.

Another aid for recording observations of reading skills might be reading skills check lists such as Barbe's (See Appendix A). This series of seven check lists, from the readiness level through sixth grade, covers the following areas of information on each level: (1) vocabulary, (2) perceptive skills, readiness level, (3) word analysis, word attack skills, (4) comprehension, and (5) oral and silent reading skills.

Russell recommends a method of recording errors which can be used as children read orally to the teacher. The teacher mimeographs a paragraph or selection and records the errors as the child makes them. (See the Appendix for suggested markings.) (34:553)

For independence in reading, it is important that phonetic disabilities be determined. Harris observes that many children who know the individual letter sounds seem unable to blend sounds into words. He recommends either a standardized analytical test or informal tests constructed by the teacher. The informal test should be oral. The
teacher can construct a list of words containing all the phonetic and structural analysis skills. He pronounces the words one at a time to the student, who repeats them one sound at a time (20:209).

Harris has devised an Interest and Activity Poll in questionnaire form. It can be used to help the teacher determine the reading interests of his students. This type of information will be valuable in selecting materials for an individualized reading program. (See Appendix A for questionnaire.) This form may be reproduced without special permission (20:480).

Elizabeth K. Graves has developed two types of projective devices, instruments for revealing something of the inner world of feeling and meaning in a student. Almost any experience can reveal personality type, but the more unfamiliar the situation the less likely will a habitual response be made. The projective technique presents unstructured stimulus situations, such as ink blots, pictures, which are interpreted by the student. The technique may also consist of such devices as incomplete stories, incomplete sentences, and thought provoking pictures. These observations can be of help in the diagnosis of reading difficulties (41:322-323). Examples of this technique are given in Strang, McCullough, Traxler's, The Improvement of Reading, Third Edition, and Strang's Diagnostic Teaching. The improvement of Reading, Third Edition of Problems In the Improvement
of Reading also contain examples.

A reading teacher, to be successful, must study the individuals in his class, identify their strengths and weaknesses, and meet their individual needs, in order to insure their steady progress in learning to read. It will be difficult to find the time to study all the children in a class, but if a sincere attempt is made, the effort will be richly rewarding.

II. MEETING THE SLOW LEARNER’S NEEDS THROUGH READING

Although the needs of normal and sub-normal children may be similar, differences exist in degree and emphasis.

The sub-normal child, like the normal child, is a unique personality, having physiological drives, instincts and emotions which crave satisfaction; intellectual abilities, social potentialities, and the capacity to acquire modes of behavior, interests, attitudes, and skills. All of these must be developed and integrated. At each level of intelligence, however, for the normal to the defective, the vitality of these components of personality becomes weaker. This weakness is most noticeable in the intellectual skills, in the capacity for abstract thought and reasoning, in the power for controlling impulses and of adjusting to new circumstances. It is least noticeable on the level of instinct and emotional impulse (27:7).

If the activities and purposes in reading are directed toward fulfilling certain needs in all children, the slow learner’s interest and desire to read will increase. Yoakam suggests the following list of needs:
1. The need for satisfactions gained from other than strenuous activities.

2. The need for fulfilling their curiosity about the world around them.

3. The need for broadening experience.

4. The need for guidance of personal needs.

5. The need for assistance in solving problems.

6. The need to gain new information.

7. The need to confirm truth.

8. The need for esthetic enjoyment--rhyme, rhythm, imagery.

9. The need for emotional excitement.

10. The need for release from monotony and boredom.

11. The need for the ability to locate reading materials.

12. The need for the ability to follow direction for making or doing something.

13. The need for sharing ideas and feelings.

14. The need for standards, patterns of behavior, concepts and values.

15. The need for therapeutic value of reading (42: 14-15).

The slow learner needs a balance between success and failure, physical well-being, recognition of abilities and problems, measurement in terms of capacity, and help in establishing worthwhile realistic goals. His difference is
not to be found in his needs, but in his inability to solve intellectual materials. The slow learner needs adaptations. His goals of learning must be "discernible, obvious, reasonably immediate and realistic" (12:331).

The activities of all children should, of course, be vital and meaningful; they must center around dominant purposes or interests which are understood by the pupils themselves.

According to Kirk, it is necessary, first, to determine the major difference which contributes to learning to read between the slow-learning and average child before adapting instruction. First, most slow learners make inferior progress at the first grade level. By the time he is ready to read, he is usually beyond the grade where initial instruction of reading is taught. Second, his rate of learning to read is slower. A longer period of time is required to cover the materials. Third, as the slow learner progresses in school, reading becomes more laborious, due to his slow pace. He cannot succeed because he cannot keep up. He experiences only failure and insecurity. Fourth, he may have possible handicaps, such as poor health and poor environmental factors, contributing to his reading retardation. Fifth, he has difficulty in the content areas, since he does not possess efficient reading habits. Lastly, reading does not become a part of his life, due to the difficulties he has encountered. He is generally disinterested in all reading (19:147).
In adapting instruction the teacher should keep in mind the learning disabilities or characteristics of the slow learner.

1. Tend to have a slow reaction time; learn slowly and need a lot of practice.

2. Tend to respond in stereotyped fashion; inept at finding new solutions.

3. Tend to have a short attention-span; periods of concentration on academic materials short.

4. Tend to be weak in initiative, versatility and originality.

5. Tend to be poor in working abstractions; prefer working with things rather than ideas.

6. Tend to be weak in making associations; not readily aware of relationships.

7. Tend to be inept in making generalizations; do not make deductions readily.

8. Tend to be weak in self-criticism; do not evaluate their own errors readily.

9. Tend to be weak in analyzing and in reasoning; memorize information without concern for understanding.

10. Tend to be weak in detecting absurdities; overlook the irrelevant and the absurd.

11. Tend to have a narrow range of interests.

12. Tend to be impressed by the physical, the concrete,
or the mechanical; interested in the "what" rather than the "why" (22:272).

Keeping these characteristics of the slow learner's needs and learning disabilities in mind, a teacher might use these guidelines or general principles as a guide for adapting instruction in reading or other subject areas to the slow learner at the secondary level.

Relate the reading activities to the basic goals of the pupils. This will serve to motivate the work in reading. The goals and objectives must be realistically adapted to the slow learner's needs. The activities must be made concrete by being based on tangible features of his environment. Make every reading experience together a pleasant and satisfying one. Build an interesting background for the selection about to be read, leaving some purpose for reading pursuits. Let him select some books on his own, even though for nothing more than looking at the pictures. Being allowed to choose the books will add to his interest, pleasure and satisfaction in reading.

Begin where the pupils are. One of the greatest mistakes in teaching the slow learner is assuming that he knows more than he does. Provide him with materials that are easy enough to ensure some measure of success. Competitive pressures to keep up with the good readers in the class may in itself produce emotional maladjustment.
Provide for generous use of demonstrations and practical applications. The activities must be relatively simple in organization, clear-cut as to the purpose and plan. Generous and frequent provisions must be made for drill and practice in skills and habits.

Treat the slow learner with the respect of being a feeling human being. Be patient, not irritable; let him know he is your friend in both personal and teaching contacts. The teacher's personal disapproval might tend to make matters worse. Balance criticism with sympathy and understanding. Praise should be given for little successes. Express approval whenever possible. Be honest.

Provide a modified program in reading for the slow learning pupil at all grade levels of the secondary school. Much harm can be done when the slow learner must be thrown back into so-called "regular classes" after a semester or two of carefully adjusted work.

Give regular high-school credit for reading instruction which is specially geared to the needs of the slow learner. No harm would result from this practice, and much could be gained in terms of increased motivation and good morale on the part of the pupils (5:188-191).

A successful program for slow-learners, in reading as in other curricular areas, should be based on a realistic appraisal of what they can do now and what they are ready
for next. If the work was taken up gradually and each new achievement noted and praised by the teacher, nearly all of the children would make some progress (20:62).

According to Bamman, no reading program can exist as an entity. It is an integral part of the total instructional program in the secondary school. Although the students in the program receive special instruction in reading, providing for transfer of skills in the regular classroom is of utmost importance.

The total staff should clearly understand the purposes and limitations of the remedial program. Frequent meetings with the reading teacher. These meetings would serve two purposes: (1) to inform individual teachers of the progress made in skills by individual students and to suggest means of strengthening those skills in the regular classroom, and (2) to provide an exchange of information that may be of vital importance to both the reading teacher and the classroom teacher (34:105).

A good way to involve all the teachers in the high school in a program to improve student reading is to ask each teacher to list the reading needs he notices in his classes. Bamman suggests as an instructor takes part in identifying the reading needs peculiar to his subject he is likely to become interested in the reading problems of his students and to be willing to take an active part in improving skills that are important in his subject.
(Refer to Appendix A for A Check List of Reading and Study Skills for the Content Areas.)

III. INDIVIDUALIZED READING

Individualized reading is teaching by insight rather than by prescription. The teacher acquires insight into the child's learning and the child through self-insight recognizes his own learning needs. Reading is by choice, not compulsion. It allows the child to select those materials which meet his needs and interests (4:14). The individual child is not required to adjust to the interest and rate of the other children in the group or excluded from working together and sharing both the instruction of the teacher and one another's interests (26:7).

The child's motives for reading are best satisfied when he is allowed to choose, under guidance, those books which he is able to read and which he wants to read (20:114-115). According to Groff, the reader will pace himself at the rate at which he will best learn to read. He feels that the reader will experience little or no feelings of failure in this type of reading experience, as there are no group standards to be used in evaluation (15:70).

Leland Jacobs points out that individualized reading is not a single method but a general approach allowing various kinds of group reading, individual and whole class reading. It does not advocate a laissez-faire method of instruction (29:5). Olson emphasizes the importance of systematic skill
instruction, either individual or in flexible groups, using individual or group selected reading materials (31:3-10).

Methods

Organizing the classroom. According to Veatch, before individualized reading can be successful, it is essential to develop the organization pattern with the children. "Role-playing" can be used as a technique for introducing the new procedures. All the children actually go through the process of selecting a book they like, read for a while, then come up to the teacher one at a time to discuss the material and receive any needed skill instruction. Each child then returns to his seat to continue reading or to do certain follow-up activities decided upon in conferencing with the teacher. In this way each child understands what is expected of him. Working in groups can also be explained in this manner (45:7).

In researching, this writer found none of the authorities established class size in numbers per se. Recommended were small classes, individualized in nature. Perhaps for the success of "personalized" instruction, the class size to remain small might be limited to not more than twenty students, preferably less, if possible.

Some people might misunderstand that teaching the individualized plan means always working with the pupils individually. It is desirable upon occasion to make use
of a variety of group situations. As a supplement to individual teaching a teacher might use the following purposeful group types:

**Total class grouping.** This occurs when the whole class joins in reading activities. Smith suggests all the children might meet with the teacher to make plans for excursions, to discuss charts, ask questions to which fellow students reply, discuss directions, read notices, share activities, such as sharing a story read independently, give an oral book report, dramatize a story, and report on researched findings of interest to the entire class. The whole class may need to discuss book selection and individual conference procedures, as well as independent or continued activity work. Sometimes the teacher may feel that a new reading skill can be introduced to the class as a whole. Whole group activities help to motivate reading, as well as to develop a sense of togetherness, of social giving and taking, and belongingness (37:108).

**Small groups for interest or skill development** are useful to encourage sharing activities such as preparing dramatizations, puppet shows, mock radio or television programs. Sometimes children who have read the same book can gather in a group to "talk it over." The teacher may well wish to work with this small group rather than hold the individual conference period, if she finds a need or a reason.
Some children like to gather to read from their own individual books, orally or to help another with unrecognized words. Sometimes a group of children might be interested in sharing mutual interests, such as cooking or hotrods. In interest grouping regardless of different levels of ability the students can share information and interesting incidents from the book they are reading at their own level of ability. Skill groups of several children with identical reading problems can be formed. These children can meet with the teacher for development and practice in skills, and when the students have mastered the skill, the group is disbanded.

*Arranging the environment.* The teacher and students should determine the conference location. It should be located far enough removed from the center of activity so as not to disturb other students. The table or corner in which the books are to be selected should be either to the rear or at the side of the room. This facilitates the children going to and from the table without interrupting other children. Barbee suggests the reading corner should be as far from the point where the teacher is having her individual conferences as is possible (4:30).

The children, with the teacher's guidance, can work out displays of reading material which are invitingly attractive and easily accessible to the students. Smith suggests the teacher might have them arrange the books by subject or level to be used, thereby incidently allow the pupils time
to browse and choose the books he might like to select in the future (37:149).

**Classroom management.** Maintaining order in the classroom during the personalized reading period is, of course, vitally important. Neither the individual conferences in which the teacher is engaged nor the children working individually or in groups will meet with any degree of success if there are disturbances throughout the room. Barbe recommends that the teacher and the students prepare a list of rules governing behavior during personalized reading sessions. Children, by making the rules themselves, are much more willing to obey and to enforce them (4:30).

Another management problem might occur in controlling the number of children selecting books at the same time. For control of this condition, a teacher might allow only three to five children at one time to be browsing. The teacher could organize a carding system. A pupil selects a number from one to five, waits for another pupil to leave the table; then if his number is next in order, he takes his place at the table. Another technique might be to assign a student monitor.

**Individual Interview or Conference.** The conference period is the most important phase of individualized instruction. It is at this time that the child is with the teacher in a one-to-one relationship. During the conference the
teacher discusses the material read by the student. She gets to know his reading habits and interests and records this pertinent information on the child's record. In addition to checking his comprehension and the level of difficulty of the material he is reading, she will check his ability to analyze particular words in the story that are difficult and correct improper word attack skills, if necessary. At this time she may wish to assign individual follow-up activities.

Barbee warns the teacher not to make the conference "just another oral reading session" (4:46).

**Remedial instruction.** This instruction may be given to some children during the conference time. By working with the child who is far below his class level in reading privately, the pupil is less likely to be embarrassed. He may refuse to participate in the reading program if embarrassed.

**Record keeping.** In the individualizing of reading, it is necessary for the teacher to develop a plan for keeping records of each child's current status as a reader. Without systematic record-keeping, both the teacher and the child have only their memories to rely on. A teacher may use a folder, a notebook or cards. The procedures should be those that the teacher can manipulate with dispatch and clarity each time the child reads with the teacher (38:94-100).
Another aspect of record-keeping is the development of cumulative reading records of children's independent reading. These records can be kept by the children themselves. They may be notebooks, folders, cards, or commercially prepared materials. Student-made records should be useful to teacher and child in periodic conferences for discussion of the individual's interests and tastes, and for suggestions for further independent exploration in reading.

From these kinds of record-keeping, the teacher acquires important insights into the individual child as a reader, as well as valuable information as to the types of reading preferred in the classroom. It is an aid for selecting new books for the room collection (29:1-17. (Refer to Appendix A for examples of record-keeping the teacher and pupils might use in recording reading achievements.)

**Skills instruction.** As a child reads with his teacher, certain specific strengths and weaknesses in his skills will be observable. Through observation the teacher can provide preventive measures instead of remedial measures, if errors are corrected immediately.

Research says that all children do not need instruction in identical skills or practice in the same amount (10: 65).
Reading essentials need not be systematic as there is no absolute and rigid order of skill development for all children. Very few children need or learn the skills in the same way or in the same order. Such factors as each child's individual learning patterns, his learning rate, the skill needs peculiar to him, the amount of interest he has in learning to read, and the complexity of reading itself, all make the adherence to uniform standards of a universal sequence not only difficult but impractical.

Not all children need to be taught each and every skill. The following list of essential skills is thought to be necessary in order for children to read well.

I. The child must be able to see and hear words clearly and recognize their meanings.
   A. Building a sight vocabulary.
   B. Developing techniques for attacking words.
      1. To use configuration clues.
      2. To use contextual clues.
      3. To use word-analysis clues.
         a. Develop auditory discrimination.
         b. Develop visual discrimination.
         c. Develop skill in phonic word analyses.
      4. To use structural analysis and word-building clues.

II. The child must be able to understand sentences, paragraphs, pages, and stories.
A. Getting the main ideas; selecting and organizing the important ideas of the passage.
B. Assimilating and evaluating ideas.
C. Making inferences; reading "between the lines."
D. Understanding relationships; judging cause and effect, abstracting generalizations from specifics.
E. Noting details; finding details stated in the passage; inferring details not expressly stated.
F. Making judgments and anticipating outcomes.
G. Following sequence of steps or events.
H. Reading and following directions; carry through on a series of directions.

III. The child must be a creative reader.
A. Develop an understanding of the emotional tone of the passage and reconstruct the author's intent.
B. Recognize the beauty of words and phrases.
C. Evoke sympathy or identification with persons or problems in the story.
D. Interpret figurative language.
E. Distinguish between fact and fancy.

IV. The child must be able to find the information he needs and seeks.
a. Understand the function of and use of such book aids as index, chapter headings, title pages, table of contents.
B. Alphabetizing; using the sequential order of letters for use with reference materials.
C. Using dictionary aids for pronunciation, spelling, definitions.
D. Using simple reference materials; e.g.
E. Recognizing and using relevant materials; relating to the correct source.
F. Reading for a specific purpose, for special assignments, research.
G. Locate information; finding proper source material skimming for quick spotting of ideas.
H. Organize facts; arranging materials in sequential order.
I. Using graphic aids; interpreting graphic figures, diagrams, charts, and maps.
J. Using books more effectively; selecting and evaluating what is read in the light of the various problems under consideration.

V. The child must be able to read aloud effectively.
A. Develop extended eye-voice span for more facile reading.
B. Develop good enunciation and pronunciation; using good oral speech patterns.
C. Develop good phrasing to convey meaning units.
D. Reading with understanding to give proper expression and to provide full enjoyment and appreciation.
Many children develop their own power to make generalizations about some of these skills and do not have to be specifically to them.

If the teacher uses the above list of essential skills as a reference or a check list such as Barbee's Reading Skills Check List, kindergarten through sixth grade, to see what it is that the child consistently needs in order to be a more effective reader, the actual reading needs of the child will be served (26:64-71).

If a teacher wishes to use small groups for skill development, these groups should be flexible and short-term. The teacher may use a variety of materials for skill development. Some of the materials she can use are: workbooks, worksheets, discussion, questions and answers, or oral reading from the pupil's book. These practice materials can be either commercially-prepared, or teacher made. Some may even be in the form of puzzles or games (29:12).

**Independent activities.** Independent activities and sharing activities provide the opportunities for children to choose their own jobs, to make decisions, to manage their own time, and to set their own goals. The activities should be planned with the children. In planning with the teacher, the children are learning to share responsibility (29:28-32).

During independent work time the children work, individually or in small groups, on activities directly
related to reading, while the teacher circulates among the children offering individuals or small groups assistance. Specific types of independent "follow-up" activities which have actually been used in practice are described by Sharpe.

I. Fictional stories.

A. Recording.

1. Keeping individual records of titles read; dates; pages.

2. "Beginning book report": Title, author, publisher. List important characters; illustrate, name. For more capable learner: comment about--what liked or not liked; why someone else should read it.

3. If a book contains several stories, list titles of most interesting ones, as well as book title.

B. Illustrating.

1. Illustrating main characters.

2. Pictures of main events in sequence.

3. Illustrate most exciting events, or best liked.


5. Make diorama of favorite part of story.

6. Make miniature stage setting for exciting scene.
C. Committee work.

1. Prepare a dramatization of a part of the story.
2. Prepare parts to identify characters in story.
3. Make list of questions to ask others who have read the story.
4. Prepare answer to such questions.
5. Report on books or stories relating to unit studies sections of basal readers.
7. Classify book lists according to subjects; illustrate.

D. Oral reporting-audience situations.

1. Show illustration and tell about it.
2. Prepare interesting part of story to read; tell why you like it.
3. Decide if story could be true; could not be. Choose selections from story to read orally to prove decision. Lower ability pupil could illustrate and tell to prove.
4. Interview adults concerning author; report orally.
5. 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.

E. Written activities.

1. Write title or sentence for illustrations.
2. Write sentence which tells of author's illustrations.
3. Make list of unusual, how, or difficult words.
4. Write something about the author (upper grades).
5. Write answers to blackboard or mimeographed questions prepared by teacher; group; committee.
6. Creative writing; original poems, plays, stories, essays; illustrate.
7. Select important news and write a summary for class or school paper.
8. Make a bibliography: organize for mutual interests.

II. Factual interests.

A. Recording

1. Make a record of what was done to follow directions of a simple experiment.
2. Keep records of temperatures, weights, measures.
3. Title and page where directions were found.

B. Research.

1. To identify collections, such as shells, stamps.
2. Make scrapbooks of pictures of collections—pets, animals, social studies interests, science.

3. Find pictures to illustrate each letter of alphabet: find pictures to illustrate these words or draw own illustrations.

4. Find stories which will answer questions of the group concerning social studies, science, other interests.

5. Before taking a trip: plan what to see, how to go, places of interest to visit.

C. Committee work.

1. Group work to find facts concerning interests.

2. Organizing and recording information and realia.

3. Organizing bulletin board, book table, or collections.

4. Classify book lists according to subjects.

5. Illustrating: time lines, murals, experiments.

6. Compile bibliography for background of current news events; arrange display.

D. Oral reporting—make preparation for the following:

1. Tell about a simple experiment and results.

2. Report findings concerning group interests which have been learned through trips or interviews.
3. Tell about collections.
4. Report interesting facts found when reading about interests.

E. Written activities.
1. Make lists of subject words: colors, food, phases of science, flowers, pets, etc.
2. Make a "picture" dictionary illustrating picture or subject words.
3. Find answers to questions of the group; list pages; make a bibliography file for reference.
4. Record references to information found in library; pictures; junior encyclopedias, topical interests; including topic, pages, authorities, dates.
5. Summarize information learned from charts, graphs, maps.
6. Compile bibliography of mutual interests; make 3 x 5 card file for reference and expansion.

III. Study Skills.

A. Games
1. Word drill, such as "I know--I Do Not Know."
2. "Bingo" type games.
3. Following direction games for word drill.
4. Matching words and pictures.

B. Committee work, to study teams.
1. Word analysis exercise.
2. Sight vocabulary practice.
3. Phrasing and expression in oral reading.
4. Help in speed reading and skimming.

C. Oral--with teacher.
1. Word analysis--structural, auditory, visual discrimination.
2. Word meanings--reminding children of own experiences which will help get new meanings and mental pictures and ideas.
3. Discuss special needs: prefixes, suffixes, unusual vowel sounds, rhyming words.

D. Written activities.
1. Make own study word cards.
2. Make list of unknown words; indicate location; check list with teacher.
3. Find words that look alike.
4. Find words that:
   - mean the same
   - mean the opposite
   - are written the same but have different meanings.
5. Find and illustrate picture words.
6. Choose a page in a story; make a list of all the words that begin with capitals; be able to tell why.
7. Organize scrap books showing words of:
- similar structure, beginnings, endings
- rhyming characteristics (36:21-23).

**Sharing Activities.** Sharing activities provide individuals with a sense of satisfaction in progress and accomplishment. Some of the preceding independent activities can be used by the teacher to motivate new reading in the whole class, in a small group, or with an individual child. In sharing, the child is motivated to choose what he likes and does best "to sell" to his classmates. His peers eagerly listening benefit themselves by gaining information, sharing leads to new reading adventures, as well as learning to share and radiate their youthful joy of reading for "fun" (43:25-26).

**Materials.** Materials, selected in quality and quantity, are of the utmost importance in the personalized reading program. Availability of interesting books at the children's reading levels, tastes and personality needs should be considered in choosing materials for the individualized reading program. As Jeannette Veatch states:

This new reading program is based upon the idea that children can and do read better, more widely, and with vastly increased interest, when allowed to choose their own reading materials (44:160).

Book selection includes all varieties of materials, whose subject matter are of a common interest level to boys and girls at the particular grade and age level being
instructed. In addition to being concerned with areas of interest and interest level, Barbe points out that the teacher must select a number of books which will be of interest and challenging to children at different reading levels (4:103-104).

Reading material should include easy to read books of high interest level, such as simplified classics, basal literature texts, simplified texts in various subject fields, trade books, pamphlets, brochures, teacher-made and pupil-made materials, magazines, and newspapers, and work type skill materials.

William H. Burton suggests some standards of quality a teacher might use in determining the suitability of reading material.

1. Interesting and vivid. The material must appeal to the typical known interests of children... be vividly presented, without sacrifice of literary values.

2. Useful and purposeful. The materials must help children (a) to expand their experiences, understand better the physical and social world in which they live; (b) to solve their personal problems or to obtain pleasure and enjoyment; (c) to develop appropriate creative abilities.

3. Truthful and honest. If the materials include real life content, as travel stories, historical writings, biographical items, scientific materials, they must be objectively accurate from the standpoint of facts. If they include fictional content of a realistic nature, they must be honest in the portrayal of human life and action, objectively possible in activities and outcomes. If they include make-believe or exaggerated content, as fanciful stories, tall tales, nonsense items, they must possess enough credibility to make them seem possible.
4. Meaningful to the reader. The concept and vocabulary must be suited to the reader's maturity, experience background, and educational development.

5. Effectively written. The language must be competent in terms of correct usage and vividness of style. appropriate to the reader's ability to read and understand. It must introduce humor, nonsense, and fancy. without using bizarre, extreme, and unlikely devices.

6. Well-illustrated, attractively bound, and of good format. The illustrations must help to stimulate interest in, and to strengthen comprehension of, the materials.

7. As wide as life itself in range, giving numerous, varied, and vivid opportunities for vicarious experiencing (9:367-368).

In individualized reading, choice of materials grows from the individual needs. Therefore, materials must provide for skill development, for enjoyment, for gathering information, and for satisfying personal needs.

**Skill development materials** should be provided in abundance. A variety of practice and self-testing materials, ranging in difficulty, such as commercially prepared work type exercises, self-testing exercises, games, puzzles, flash cards are available. If the teacher cannot purchase prepared materials, the teacher and students can make their own (29:12). The workbooks and self-testing reading materials should include exercises in developing readiness skills, comprehension skills, vocabulary meanings, word analysis skills, organization skills, interpretation skills, and locating information skills. Harris recommends that none of the materials should carry grade designators on the
jacket, if they are to be used by secondary level pupils (5:201-205).

Harris feels that "variety adds spice." Children tend to become bored doing the same thing over and over again. He recommends that such practices as word and phrase recognition, learning phonic skills, and doing workbook exercises to sharpen comprehension are not particularly enjoyable. Many drills can be disguised as games, rather than work. Children have a competitive urge to compete either with each other or themselves (20:380-383). Refer to Appendix B for a list of sources a teacher might use in locating appropriate games.

Reading materials need not be restricted to books. It is desirable to have an abundance of magazines and newspapers available to students. A resourceful teacher can sometimes locate wholesome magazines without vicious or immoral actions on the newsstands. These might include such topics as western or detective themes, cars, home economics, e.g. The librarian of the school or public library would be a good resource person in the best selection of magazines and newspapers to be purchased by the school for the individualized reading classroom.

A good rule to follow is:

Begin where the pupil is, even if that must be with comic strips. Only by beginning there and working patiently and long can the pupil be led to more worthy selections (30:22).
It is unwise for a teacher to forbid and condone comics altogether. The most fruitful, positive approach would be to use them for "promoting the best reading and personality development of the pupils." A teacher might make use of the current reading of comic by directing the pupils toward reading tastes on a higher level. The teacher could: (1) help the class appraise the comics, (2) use comics to initiate reading habits, (3) transfer interest from the comics to related lessons, (5) relate materials in comics to desirable books (33:391-392).

Although there are many reading specialists who question the use of comic books as valuable educational media, according to Harris, in the upper grades a skillful teacher can lead the more "voracious" readers of comics gradually toward more desirable reading materials.

Anything to which children respond as enthusiastically as they do to comic books must have educational values that can be developed (20:472-475).

Selecting materials for individualized reading is a continual process throughout the year. Expanding interests, growth in reading ability, and changing emotional-social needs of children make it important to change the book collection from time to time and to add new materials to satisfy particular needs or choices of certain children. A wide variety of carefully selected reading materials stimulates children to read, to expand their interests, and to develop healthy attitudes toward reading.
Barbee, in *Educator's Guide to Personalized Reading Instruction*, summarizes the goals of personalized "individualized" instruction when he writes:

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 (4:231).
CHAPTER IV

SUMMARY AND IMPLICATIONS

I. SUMMARY

It has been the intent of this study to research and present a description of the slow learner, whose characteristics and consequent educational needs, require individualized consideration.

The writer has examined (1) the problem of the slow learner in the secondary school; (2) the slow learner's physical, emotional, social and intellectual characteristics; (3) an approach to the diagnosis of his reading problems; (4) the slow learner's personal needs and learning disabilities relative to reading; (5) personalized instruction as a technique useful in meeting the slow learner's educational dilemma in our public schools.

It is hoped by the writer that teachers who wish to help the slow learner with his learning problems will attempt to use the individualized method of instruction.

II. IMPLICATIONS

Individualized instruction appears to be an educational trend. With the advent of automated education, we as educators must keep abreast of the times.

Perhaps the college should include courses on the
psychology of learning and "personalized instruction" preparatory to issuance of teacher certification.

As educators and members of a free American society, we have reason to be concerned about those who fail to "learn," especially our most important tool of communication--reading. Perhaps if reading instruction was continued throughout the secondary level, the efficient reading skills, so necessary to an informed citizen, might be achieved. Possibly the number of school dropouts and failures would diminish considerably if reading instruction were given to those in need.

In conclusion, the diagnosis of the slow learner's problems requires the knowledge and assistance of many to insure proper identification and treatment of his problems. In order to insure an adequate educational program for the slow learner, the teacher should enlist the aid of specialists, psychologists, and medical personnel, to insure an adequate diagnosis.

In initiating a program geared to the slow learner, the teacher should be able to explain the merits of a program to administrators, faculty, and parents. To insure success, a cooperative effort on the part of the participants must be effected.
III. RECOMMENDATIONS

In conclusion, the writer suggests the following recommendations for the reader's consideration:

1. Administrators, educators and the general public must reassess the values and goals of education relative to the slow learner's needs.

2. The classroom teacher must develop an understanding of the characteristics and limited learning ability and potential of the slow learner and be malleable in instruction. Treat him with the respect of being a feeling human being.

3. Educator's need to have a greater understanding of diagnostic methods and materials. Early identification of the slow learner and his educational needs are important.

4. Teachers need to be aware of the wide range of needs among individual children and seek to meet these individual needs rather than to treat them as group problems.

5. A successful program must be commensurate to the slow learner's learning ability, as well as his individual personal needs. It should be based on a realistic appraisal of what each pupil can do now and what he is ready for next.

6. Provide a modified program in reading for the slow learning pupil at all grade levels of the secondary school.

7. Give regular high school credit for reading instruction which is especially geared to the needs of the slow learner.
BIBLIOGRAPHY


APPENDICES
A RECORDS
INTEREST AND ACTIVITY POLL

By A.J. Harris

Name________________ Class________________ Date________

The purpose of these questions is to find out what kinds of things boys and girls of your age like and what kinds of things they dislike.

1. Who is your favorite movie star?_____________________

2. Who is your favorite radio star?_____________________

3. Who is the greatest man in the world today?________

4. What things do you like to do most in your spare time?
   (a)_________________________________________________
   (b)_________________________________________________
   (c)_________________________________________________

5. (a) About how many comic books do you read a week?____
   (b) What comic books do you like best?
      (1)_________________________________________________
      (2)_________________________________________________
      (3)_________________________________________________

6. What famous man would you most want to be like?_______
   What famous woman would you most like to be like?_____

7. What magazine do you sometimes read?
   (1)________________________________________ How often?____
   (2)________________________________________ How often?____
   (3)________________________________________ How often?____
   (a) What do you like most in the magazines?___________
   (b) what do you like least in the magazines?___________
8. How many books have you read just because you wanted to in the past three months? ____________________________
   (1) __________________________ Like _____ Dislike _____
   (2) __________________________ Like _____ Dislike _____

9. If you had one thousand dollars ($1,000), what would you do with it?
   (1) __________________________
   (2) __________________________
   (3) __________________________

10. (a) About how many hours a week do you spend listening to the radio and T.V.? __________________________
    (b) What are your favorite radio or T.V. programs? List the one you like best first.
       (1) __________________________ (4) __________________________
       (2) __________________________ (5) __________________________
       (3) __________________________ (6) __________________________

11. What three changes would you make, if you could?
    (1) __________________________
    (2) __________________________
    (3) __________________________

12. (a) What newspaper do you read most often? ________
    (b) What other paper do you read sometimes? ________
    (c) Make a 1 in front of the part of the newspaper that you usually read first. Now make a 2 in front of the part that you read second. Now make an X in front of any other part that you sometimes read.
13. (a) About how often do you go to the movies?__________
(b) Make an L in front of the kinds of movies you like.

______ adventure pictures _______ comedies
______ religious movies _______ sad pictures
______ love stories _______ murder mysteries
______ musical pictures _______ Western pictures
______ war pictures _______ cartoon pictures
______ travel pictures

(c) Name the three pictures that you have liked most in the past two years.

(1) ________________________________
(2) ________________________________
(3) ________________________________

14. What kind of stories do you like? Make an L in front of each kind of story you like. Place a D in front of each kind that you do not like.

______ science _______ sports _______ love
______ crime _______ war _______ how to make things
______ nature _______ flying _______ travel
______ spy _______ history _______ adventure
______ murder _______ romance _______ cowboy
______ fighting
Name.................................................................................. Date of birth...................................................... Age
Grade........................................................................ School.......................................................... Teacher........................................................................ Date........................................................................

These questions are to find out some of the things boys and girls do and how they feel about certain things. Answer each question as accurately as you can. If you do not understand a question, you may ask your teacher about it.

1. When you have an hour or two that you can spend just as you please, what do you like best to do?

2. What do you usually do:
   After school?
   In the evening?
   On Saturdays?
   On Sundays?

3. At what time do you usually go to bed? When do you get up?

   Are you ever tired in the morning? Sometimes? Often?
   Are you ever late for school? Sometimes? Often?
   Do you ever have headaches? Sometimes? Often?
   Are you ever absent from school because of illness? Sometimes? Often?
   Do you ever cry? Sometimes? Often? Why do you cry?

4. In the space below write the full names and ages of your close friends.

   Underline the name of your best friend. Do you have many friends or few?
   Do you have a nickname? What? Do you like it?
   What do you like to play best?
   Would you rather play by yourself, with other boys, girls, boys and girls. Underline.
   Do you fight with your friends? Never, sometimes, often. Underline.
   Do you have as much time to play as you would like?
   Do you have any brothers or sisters? Write their names and ages here:

   With which of them do you play?
   Does your father or mother ever play with you? What?
   Do you like to be with your mother much of the time? With your father?

Copyright 1936 by Paul Witty and David Kopel
Reprinted by permission.
5. To what clubs or organizations do you belong?

What do you do in your club?

How long have you been a member? Are you an officer?

Where do you meet? When?

Do you go to Sunday School?

Do you take any kind of special lessons outside of school?

What kind? Do you like them?

How long have you been taking lessons?

Is there another type of lesson you would prefer to take?

6. What tools, toys, playthings do you have at home?

Which do you like best?

Do you let other children use your toys? If not, why?

Is there any tool, toy, or equipment that you especially want? What?

Do you have a workshop?

Are you carrying on any experiments? What?

Do you ever give shows?

7. Do you receive spending money? How much? Regularly or occasionally?

Do you have a job after school or on Saturdays? What do you do?

How many hours each week do you work?

Have you ever earned any money? How?

How do you spend the money you receive or earn?

Do you save money? How?

Do you have chores or other regular duties to do at home? What?

Do you enjoy these duties? Do you like your home?

8. How often do you go to the movies? With whom, usually?

What are the names of the two best movies you have ever seen?

a. __________________________   b. __________________________

Underline the kinds of pictures you like best:

comedy western "sad" news love serial mystery gangster educational society cartoons

Who is your favorite actor? Actress?

If you were going into the movies, what kind of parts would you like to play?

What stage plays have you seen?

Do you prefer movies or plays? Underline.

9. Have you been to a farm? A circus? A zoo? A museum of art?

Other museums?

Have you been to an amusement park? Have you ever been on a picnic?
Do you ever go to concerts? How often?

Have you ever taken a trip by boat? By train? By airplane? By bus?

By automobile? By bicycle? Where did you go?

Where did you go during your last summer vacation?

Underline once the places you liked and would like to see again; underline twice the places you did not like.

To what other places would you like to go?

Who takes you to different places, or do you go alone?

10. What would you like to be when you are grown?

What would your father and mother like you to be?

11. What is your favorite radio program? Second?

Third? How much time a day do you spend listening to the radio?

12. What is your favorite television program? Second?

Third? How much time do you spend each day watching television?

13. Do you have a pet? What?

Are you making any collections? Of what?

Do you have a hobby? What?

14. Do you like school?

What school subjects do you like best? Second?

Third?

Do you take any electives? What?

What school subjects do you dislike?

What do you do best in school?

15. About how much time each day (outside of school) do you spend doing school work?

Do your parents help you with this? Never, sometimes, often. (Underline.)

16. Suppose you could have three wishes which might come true, what would be your first wish?

Second wish?

Third wish?

Have you told these wishes to any one? to whom?

Have any of your wishes ever come true?

Have you ever pretended to be someone else? Who?
17. Do you dream at night? Never, sometimes, often. (Underline.)
What do you dream about?.................................
Are your dreams pleasant?.................................
Are you ever frightened by dreams?......................

18. What things do you wonder about?............................

19. Are you afraid of many things?
Name some of the things you fear.

20. Do you enjoy reading?
Do you like to have someone read to you?......... Who?
Apart from lessons, about how much time each day do you spend reading?
Do your parents encourage you to read at home?
What are the names of some books you have been reading during the last two months?

Draw a line through the names of those books which you did not finish.
Do you have a card for the public or school library?.......How often do you get books from the library?
How many books do you have of your own?.............. Name some:
What other books would you like to own?
About how many books are there in your home?
Underline the kinds of reading you enjoy most: history, travel, plays, essays, adventure, stories, science
poetry, novels, detective stories, fairy tales, mystery stories, biography, music, art.

21. What newspapers do you read?
What parts do you like best?
Name the comic strips you read and underline your favorites

22. What magazines are received regularly at your home?
Underline those which you read.
Name your favorite magazines:
Name the comic books you read and underline your favorites

Where do you get your magazines and comic books?
Sample Informal Reading Inventory

Name_________________________ Age_____ Grade_____ Date_____

A. Preliminary questions (subjects liked best and least; current reading; pupil description of reading problems, etc.)

B. Word Recognition:

Rest used_______________ Score timed___ Score untimed___

Difficult word:

Typical errors:

Analysis techniques:

C. Comprehension:

Reading Series______. Level achieved: Independent:

_________________________ (pre-primer, primer, third reader, etc.)

Level achieved: Instructional:_________________________

1. Main idea:

2. Sequence:

3. Details:

4. Critical thinking:

5. Drawing conclusions:

Betts, Emmett A., Informal Inventory Form Bl. Betts Reading Clinic, Haverford, Pa.
REMEDIAL READING DIAGNOSTIC SUMMARY

Name_________________ Date of Birth_______ Age_____
Class_______ Teacher_________________ Home Address_______

Test Results

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Result</th>
<th>Test</th>
<th>Date</th>
<th>Result</th>
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</thead>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physical: General Condition

Defects

Lateral Dominance: Eye____ Hand____ Converted_______

School History

Grade Progress
Attendance
Marks in Reading
Other Subjects
Remarks

Difficulties in Reading

Word Recognition
Oral Reading
Silent Reading
Attitude Toward Reading
Remarks
Family
  Cultural
  Parents
  Siblings
  Treatment of Child

Personality
  Relations with Adults
  Relations with Children
  Temperament, Mood
  Remarks

Hobbies, Interests, Skills

Recommendations
  Reading

School Adjustment

Advice to Parents

Other

Date of Summary_________________ Made by_________________

Harris, Albert J., How to Increase Reading Ability. New York
TEACHER RECORDS

The teacher can keep a running anecdotal record on progress in wording of each child in a notebook. The date, pages, and books read, difficulties, strengths, attitudes, work-sheets and written work completed are some of the items which can be noted. Each child is given a page in the teacher's notebook. It might look like the following example:

NAME:________________________

DATE                COMMENTS            WORDS FOR PRACTICE
12-12     Around Green Hills, pp. 3-11   blows
12-13     pp. 12-31, read orally p. 12    things
12-16     pp. 67-91, oral, p. 67, 68      has
1-6       pp. 113-125, oral, p. 124      thing
           (Is easily distracted--should     find
           read without disturbance.)        that

To systematize observations a teacher might keep a summary page. Divide the double pages in a notebook into columns as illustrated:

Page 1:
Name________________________

Date | Book Title | Level | Pages Read | Progress in Skills


Independent Activities | Written Work | Sharing Comments

CLASS ORAL READING PROFILE

Inadequate word mastery skill
Errors on small words
Insertions and Omissions
Inaccurate guessing
Poor enunciation
Word-by-word reading
Ignoring punctuation
Lack of expression
Habitual repetition
Much hesitation
Bad head movement
Poor posture
Improper position of book
Uses finger as pointer
Tense while reading
Volume too loud or soft
Strained voice
Loses place
Lip-reading

COMMENTS:

Russell suggests that teachers use a mimeographed paragraph or selection and record errors as the pupil makes them. He suggests the following symbols.

1. Underline any whole word mispronounced and write in the attempt above, as
   
   trick
   tip

2. Underline part of a word mispronounced and write in above to show the wrong part, as
   
   small
   smile

3. Draw a circle around an omitted word or words, as
   
   was

4. Draw a circle around part of a word omitted, as
   
   playing

5. Write in R in front of the first word repeated and continue it under any more repeated words, as
   
   Once again we

6. Draw a caret and note any word inserted, as
   
   the
   I like meat

<table>
<thead>
<tr>
<th>Comments</th>
<th>Use of parts of book</th>
<th>Vocabulary</th>
<th>Meaning</th>
<th>Contextual meanings</th>
<th>Synonyms and antonyms</th>
<th>General knowledge</th>
<th>Word recognition</th>
<th>Syllabication</th>
<th>Accent</th>
<th>Prefixes and suffixes</th>
<th>Part of speech</th>
<th>Comprehension</th>
<th>Main ideas</th>
<th>Supporting details</th>
<th>Drawing conclusions</th>
<th>Sequence of ideas</th>
<th>Skimming</th>
<th>Speed in wpm</th>
</tr>
</thead>
</table>

Name of class_________________ Section_______ Teacher______
# A Checklist of Reading and Study Skills for the Content Areas

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Relevance to the Subject</th>
<th>Status of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Imp.</td>
<td>Important</td>
</tr>
</tbody>
</table>

## Word-Attack Skills
1. Phonetic attack on new words
2. Knowledge of inflectional endings
3. Use of context clues for pronouncing new words
4. Knowledge of principles of syllabication
5. Knowledge of compound words
6. Extensive sight vocabulary
7. Recognition of prefixes, suffixes, and roots

## Word-Meaning Skills
1. Understanding of technical terms
2. Use of the dictionary
3. Use of the glossary
4. Use of new terms in speaking and writing
5. Understanding of prefixes, suffixes, and roots
6. Understanding of figurative language
7. Understanding of personal and general connotations of words
8. Understanding of technical vocabulary related only to this subject
COMPREHENSION SKILLS
1. Recognition and understanding of main ideas
2. Recognition of relevant details
3. Recognition of relationships among main ideas
4. Organization of ideas in sequence
5. Understanding of time and distance concepts
6. Following directions
7. Reading maps, tables, and graphs
8. Distinguishing between facts and opinions
9. Judging and criticizing what is read
10. Reading widely to seek additional evidence
11. Drawing inferences
12. Listening attentively and critically

STUDY SKILLS
1. Using textbooks efficiently
2. Using the library efficiently
3. Taking notes
4. Scheduling time efficiently
5. Preparing for examinations
6. Preparing for discussions and reports
7. Using reference materials efficiently

MECHANICAL SKILLS
1. Adjusting rate of reading to suit purpose and content
2. Reading orally
3. Reading selectively
4. Skimming with a purpose

INTERESTS
1. Developing new interests
2. Developing wide interests
3. Shifting interests without losing motivation
PUPIL RECORDS

A 4" x 6" card, divided into columns, shows the date, the book or story title, the anticipated plan, and the result. In a few words a child records his plan for reading, sharing, or some reading activity. Later he records the actual results, evaluates his achievements or notes a change in the plan.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Plan</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-27</td>
<td>Home for Sandy</td>
<td>Decide later</td>
<td>Draw picture</td>
</tr>
<tr>
<td>11-14</td>
<td>Rain or Shine</td>
<td>Peepshow</td>
<td>Read extra story</td>
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<td></td>
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</tr>
<tr>
<td>12-11</td>
<td>Lost and Found</td>
<td>Peepshow</td>
<td>Draw pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Told story to class</td>
</tr>
<tr>
<td>1-8</td>
<td>Down Singing River</td>
<td>Diorama</td>
<td>Told story to teacher</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

A running diary of reading activities helps children to feel a sense of accomplishment. Daily they record in a notebook their reading activities for the day, anticipated projects, and accomplishments.

Mary

Monday: Read. Took turns reading with John.
Tuesday: Talked over my work with the teacher.
Wednesday: Helped John, Susan, May, and Dolores on a play about a story we read. Read in my book.
Thursday: Read to the teacher.
Friday: Drew a picture of my favorite story for our bulletin board.
This record can be used to increase the awareness of the reader of the many types of reading materials. The name of each story, article, book, or headline is listed at the bottom of the sheet and the appropriate number is then placed in the box at the top to classify the sources and characterize the content.

Name ____________________

<table>
<thead>
<tr>
<th>Kind of story</th>
<th>Books</th>
<th>Newspapers</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>People</td>
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<tr>
<td>Fairy Tale</td>
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<tr>
<td>Places</td>
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<tr>
<td>Animals</td>
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<tr>
<td>Mystery</td>
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<tr>
<td>Facts</td>
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<tr>
<td>Poetry</td>
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</tr>
<tr>
<td>Music</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

NAME OF STORY AND DATE

1. ____________________  3. ____________________
2. ____________________  4. ____________________
The teacher and students can share the responsibility for developing record.

For example, the class can place a large wall chart on a bulletin board to record books read by everyone in the class. As each pupil finishes a book, he records the author, title, and date on the chart. He does not write his name, as the purpose of the chart is not to show individual achievement but class achievement. If when a pupil goes to record his book and finds it already recorded, he merely makes a tally mark by it. It soon becomes evident which books are class favorites.

Another recording system might be a file card catalogue. As each child finishes a book, he records it on a 5" x 8" mimeographed card.

| TITLE OF STORY:                           |
| AUTHOR:                                  |
| NUMBER OF PAGES:                         |
| COMMENTS:                                |

The students should be encouraged to make interesting comments. They might describe the plot, ask a thought-provoking question, tell an exciting episode without telling the outcome. They might even draw a picture.

### BARBE READING SKILLS CHECK LIST

#### READINESS LEVEL

<table>
<thead>
<tr>
<th>(Last Name)</th>
<th>(First Name)</th>
<th>(Name of School)</th>
<th>(Name of Teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Age)</th>
<th>(Grade Placement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I. Vocabulary:

#### A. Word Recognition
- Interested in words
- Recognizes own name in print
- Knows names of letters
- Knows names of numbers
- Can match letters
- Can match numbers
- Can match capital and small letters

#### B. Word Meaning
- Speaking vocabulary adequate to convey ideas
- Associates pictures to words
- Identifies new words by picture clues

### II. Perceptive Skills:

#### A. Auditory
- Can reproduce pronounced two and three syllable words
- Knows number of sounds in spoken words
- Can hear differences in words
- Able to hear length of word (Which is shorter? boy - elephant)
- Able to hear sound:
  - At beginning of word
  - At end of word
  - In middle of word
- Hears rhyming words
- Aware of unusual words

#### B. Visual
- Uses picture clues
- Recognizes:
  - Colors
  - Sizes (big, little; tall, short)
  - Shapes (square, round, triangle)

### III. Comprehension:

#### A. Interest
- Wants to learn to read
- Likes to be read to
- Attention span sufficiently long

#### B. Ability
- Remembers from stories read aloud:
  - Names of characters
  - Main ideas
  - Conclusion
- Can keep events in proper sequence
- Uses complete sentences
- Can work independently for short periods
- Begins at front of book
- Begins on left hand page
- Knows sentence begins at left

### IV. Oral Expression:

#### A. Expresses self spontaneously

#### B. Able to remember five word sentence

#### C. Able to make up simple endings for stories

#### D. Able to use new words

---

Teacher's Notes:

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# BARBE READING SKILLS CHECK LIST
## FIRST GRADE LEVEL

<table>
<thead>
<tr>
<th>(Last Name)</th>
<th>(First Name)</th>
<th>(Name of School)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Name of Teacher)</td>
</tr>
</tbody>
</table>

1. **Vocabulary:**

   **A. Word Recognition**
   - Recognizes words with both capital and small letters at beginning
   - Is able to identify in various settings the following words usually found in preprimers:

   | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
   | airplane | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a | a |
   | dog | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d | d |
   | kitten | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k |
   | sleep | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s | s |
   | table | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t |
   | thank | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k | k |
   | toy | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y | y |
   | tree | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t | t |

2. Knows single consonant sounds in final position (hat)
3. Knows single consonant sounds in middle position (seven)
4. Names of vowels are introduced
5. Knows sounds of initial consonant blends (listed in order of difficulty)
   - sh
   - fr
   - cl
   - sw
   - st
   - wh
   - gl
   - tw
   - bl
   - th
   - sp
   - pl
   - ch
   - sm
   - tr
   - fl
   - sn

**B. Structural Analysis**
1. Knows endings
   - ed sound as "ed" in wanted
   - ed sound as "d" in moved
   - ing
   - s
2. Recognizes compound words (into, upon)
3. Knows common word families:
   - all
   - at
   - it
   - ed
   - at
   - en
   - ill
   - in
   - ill
   - or

**C. Word Form Clues**
1. Notices capital and small letters
2. Notices length of words
3. Notices double letters

**III. Comprehension:**

   **A.** Understands that printed symbols represent objects or actions
   **B.** Can follow printed directions (Find the boy's house.)
   **C.** Can verify a statement (See if Sandy ran away.)
   **D.** Can draw conclusions from given facts (What do you think happened then?)
   **E.** Can recall what has been read aloud
   **F.** Can recall what has been read silently
   **G.** Can place events in sequence
   **H.** Can remember where to find answers to questions

**IV. Oral and Silent Reading Skills:**

   **A. Oral Reading**
   - Uses correct pronunciation
   - Uses correct phrasing (not word-by-word)
   - Uses proper voice intonation to give meaning
   - Has good posture and handles book appropriately
   - Understands simple punctuation:
     - period (.)
     - comma (,)
     - question mark (?)
     - exclamation mark (!)

   **B. Silent Reading**
   1. Reads without vocalization:
      - Lip movements
      - Whispering
   2. Reads without head movements

---

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(Notes prepared by Olive Reeve, Whitewater (Wis.) State College.)
## I. Vocabulary:
### A. Word Recognition
1. Recognizes 220 Dolch Basic Sight Words (by end of year)
   - a __ as __
   - all __ away __ ate __ after __ better __
   - am __ be __ black __ blue __
   - and __ brown __ cold __ ask __
   - are __ by __ cut __ because __ clean __
   - at __ came __ fast __ been __ could __
   - big __ did __ before __ done __
   - blue __ eat __ five __ at __
   - call __ fall __ fly __ buy __
   - can __ find __ four __ does __ drink __
   - come __ for __ were __ there __
   - do __ get __ goes __ found __ every __
   - down __ going __ going __ full __ hurt
   - funny __ have __ got __ gave __ know __
   - go __ by __ green __ grow __ light __
   - good __ him __ had __ hold __ myself __
   - he __ his __ has __ how __ never __
   - here __ if __ hot __ just __ own __
   - into __ it __ keep __ pick __
   - it __ laugh __ long __ kind __ right __
   - in __ let __ made __ much __ seven __
   - is __ live __ many __ must __ shall __
   - it __ may __ new __ now __ show __
   - jump __ my __ not __ off __ their __
   - like __ no __ of __ once __ them __
   - little __ old __ open __ only __ then __
   - look __ on __ please __ round __
   - make __ one __ or __ sleep __ these __
   - me __ put __ our __ small __ think __
   - not __ out __ saw __ pull __
   - play __ said __ read __ tell __
   - pretty __ she __ saw __ thank __
   - ran __ sit __ say __ that __ very __
   - red __ some __ sing __ they __ want __
   - ride __ stop __ six __ this __
   - run __ three __ soon __ too __
   - see __ ten __ try __
   - so __ two __ upon __ under __ what __
   - the __ was __ us __ walk __
   - to __ will __ who __ well __ where __
   - up __ work __ were __
   - we __ yes __ wish __ white __ would
   - you __ yellow __ your __ with __ write __

2. Use word form clues:
   a. Configuration
   b. Visual similarity of rhyming words
      (call, tall, ball)
   c. Medial position in words
   d. Contractions:
      I'm __ don't __
      I'll __ won't __
      can't __

### B. Word Meaning
1. Multiple meanings of words
2. Synonymous meanings (jolly-happy)
3. Opposites (up-down)
4. Words pronounced the same (rode-road)

### C. Locating Information
1. Can find specific information
2. Can find main idea
3. Able to tell a story which has been read previously
4. Able to illustrate stories
5. Able to dramatize stories read

### D. Organization of Ideas
1. Can draw conclusions
2. Can predict outcomes
3. Can find proof
4. Can associate text with pictures

## II. Word Analysis:
### A. Phonics
1. Knows consonant sounds taught in first grade:
   - b, d, f, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
   - ng, shr, str, tr, fr, sn, sm, sw, tw, bl, gl, fl, pl, cl, ch, sh, th
2. Applies these sounds and blends to:
   a. Initial position in words (letters)
   b. Final position in words (banks)
   c. Medial position in words (little)
3. Knows word families:
   - ow as in out __ or as in her__
   - ow as in show and or as in fur__
   - ow __ as in bird__
   - ou as in out __ or as in her__
   - ow as in show and or as in fur__
   - ow __ as in bird__

### B. Structural Analysis
1. Recognizes root or base words
2. Recognizes word endings
   a. Initial position in words (let)
   b. Final position in words (bank)
   c. Medial position in words (little)
3. Knows contractions:
   - I'm __ don't __
   - I'll __ won't __
   - can't __
4. Knows possessives (Bill's)
5. Can disconnect printed fi and fl
   (fish and fly)

## III. Comprehension:
### A. Association of Ideas of Material Read
1. Can draw conclusions
2. Can predict outcomes
3. Can find proof
4. Can associate text with pictures

### B. Organization of Ideas
1. Can follow printed directions
2. Can find main idea
3. Can follow plot sequence

### C. Locating Information
1. Can use:
   - Table of contents
   - Page number
   - Index
2. Can find specific information

### D. Appreciation
1. Able to dramatize stories read
2. Able to illustrate stories read
3. Able to tell a story which has been read previously
4. Owns at least several books which he particularly likes

## IV. Oral Reading:
### A. Reads clearly and distinctly
### B. Reads with expression
### C. Reads fluently
### D. Reads so that listeners enjoy the story
<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Word Recognition</strong></td>
<td>Recognizes Dolch 220 Basic Sight Words</td>
</tr>
<tr>
<td><strong>B. Word Meaning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. Vocabulary:</strong></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>as</td>
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<tr>
<td>all</td>
<td>away</td>
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<tr>
<td>am</td>
<td>be</td>
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<td>find</td>
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<td>come</td>
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<td>do</td>
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<td>down</td>
<td>going</td>
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<td>funny</td>
<td>have</td>
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<td>go</td>
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<td>good</td>
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<td>help</td>
<td>if</td>
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<td>here</td>
<td>into</td>
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<tr>
<td>I</td>
<td>laugh</td>
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<tr>
<td>in</td>
<td>let</td>
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<tr>
<td>is</td>
<td>live</td>
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<td>it</td>
<td>may</td>
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<tr>
<td>jump</td>
<td>my</td>
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<td>like</td>
<td>no</td>
</tr>
<tr>
<td>little</td>
<td>old</td>
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<td>lock</td>
<td>on</td>
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<tr>
<td>make</td>
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<td>me</td>
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<td>ride</td>
<td>stop</td>
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<tr>
<td>run</td>
<td>three</td>
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<tr>
<td>see</td>
<td>today</td>
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<tr>
<td>so</td>
<td>two</td>
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<tr>
<td>the</td>
<td>was</td>
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<td>to</td>
<td>will</td>
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<tr>
<td>up</td>
<td>work</td>
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<tr>
<td>we</td>
<td>wish</td>
</tr>
<tr>
<td>you</td>
<td>yellow</td>
</tr>
<tr>
<td><strong>II. Word Analysis:</strong></td>
<td></td>
</tr>
<tr>
<td>A. Review and refine previously taught skills:</td>
<td></td>
</tr>
<tr>
<td>1. All initial consonant sounds</td>
<td></td>
</tr>
<tr>
<td>2. Short and long vowel sounds</td>
<td></td>
</tr>
<tr>
<td>3. Changes in words by:</td>
<td></td>
</tr>
<tr>
<td>a. adding s, es, ies</td>
<td></td>
</tr>
<tr>
<td>b. dropping final e and adding ing</td>
<td></td>
</tr>
<tr>
<td>c. doubling the consonant before adding ing</td>
<td></td>
</tr>
<tr>
<td>d. changing y to i before adding es</td>
<td></td>
</tr>
<tr>
<td>4. Compound words</td>
<td></td>
</tr>
<tr>
<td>5. Contractions</td>
<td></td>
</tr>
<tr>
<td>6. Vowel rules</td>
<td></td>
</tr>
<tr>
<td>a. vowel in one syllable word is short</td>
<td></td>
</tr>
<tr>
<td>b. vowel in syllable or word ending in e is long</td>
<td></td>
</tr>
<tr>
<td>c. two vowels together, first is long and second is silent</td>
<td></td>
</tr>
<tr>
<td>7. Possessive forms</td>
<td></td>
</tr>
<tr>
<td>8. C followed by i, e, y makes s sound</td>
<td></td>
</tr>
<tr>
<td>9. G followed by a, o, u makes k sound</td>
<td></td>
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<tr>
<td>10. Silent letters in kn, wr, gn</td>
<td></td>
</tr>
<tr>
<td>B. Learns new skills of:</td>
<td></td>
</tr>
<tr>
<td>1. Forming plurals</td>
<td></td>
</tr>
<tr>
<td>2. Similarities of sound such as x and cks (box-blocks)</td>
<td></td>
</tr>
<tr>
<td>3. Changes in words by:</td>
<td></td>
</tr>
<tr>
<td>a. vowel in one syllable word is short</td>
<td></td>
</tr>
<tr>
<td>b. vowel in syllable or word ending in e is long</td>
<td></td>
</tr>
<tr>
<td>c. two vowels together, first is long and second is silent</td>
<td></td>
</tr>
<tr>
<td>d. changing y to i before adding es</td>
<td></td>
</tr>
<tr>
<td>e. Can hyphenate words using syllable rules</td>
<td></td>
</tr>
<tr>
<td>f. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable</td>
<td></td>
</tr>
<tr>
<td><strong>III. Comprehension:</strong></td>
<td></td>
</tr>
<tr>
<td>A. Can find main idea in story</td>
<td></td>
</tr>
<tr>
<td>B. Can keep events in proper sequence</td>
<td></td>
</tr>
<tr>
<td>C. Can draw logical conclusions</td>
<td></td>
</tr>
<tr>
<td>D. Is able to see relationships</td>
<td></td>
</tr>
<tr>
<td>E. Can predict outcomes</td>
<td></td>
</tr>
<tr>
<td>F. Can follow printed directions</td>
<td></td>
</tr>
<tr>
<td>G. Can read for a definite purpose:</td>
<td></td>
</tr>
<tr>
<td>1. for pleasure</td>
<td></td>
</tr>
<tr>
<td>2. to obtain answer to question</td>
<td></td>
</tr>
<tr>
<td>3. to obtain general idea of content</td>
<td></td>
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<tr>
<td>H. Classify items</td>
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<tr>
<td>I. Use index</td>
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<td>J. Alphabetize words by first two letters</td>
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<td>K. Knows technique of skimming</td>
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<td>L. Can determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.)</td>
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<tr>
<td>M. Use maps and charts</td>
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<td><strong>IV. Oral Reading:</strong></td>
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<tr>
<td>A. Reads with a pleasing voice quality</td>
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<td>B. Reads with adequate volume</td>
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<tr>
<td>C. Reads with clear and distinct enunciation</td>
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<tr>
<td>D. Accuracy in pronunciation</td>
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<td>E. Ability to convey meaning to listeners</td>
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# BARBE READING SKILLS CHECK LIST

## FOURTH LEVEL READING SKILLS

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<thead>
<tr>
<th>(First Name)</th>
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<th>(Name of Teacher)</th>
<th>(School)</th>
<th>(Grade Placement)</th>
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## L. Vocabulary:

### A. Word Recognition
1. Introduce new words in content fields
2. Recognizes similarities of known words
3. Recognizes unusual characteristics of words
4. Introduce new words in content fields
5. Develop ability in getting meaning from context
6. Use of map skills

### B. Word Meaning
1. Develop ability in getting meaning from context
2. Use new words in sentences to show meaning
3. Recognizes similarities of known words
4. Recognizes unusual characteristics of words

## Word Attack Skills:

### A. Structural analysis
1. Knows rules for syllables
   - a. Each syllable must contain a vowel and a single vowel can be a syllable
   - b. Suffixes and prefixes are syllables with meanings of their own
   - c. The root word is not divided
   - d. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (example: pen cil)
   - e. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable (example: maz e, am ple)
   - f. If a word ends in le preceded by a consonant, the last syllable begins the last syllable
   - g. The letter x always goes with the preceding vowel to form a syllable (example: ex it)
   - h. The letters ck go with the preceding vowel and end the syllable (example: chick en)
2. Knows accent clues
   - a. The first syllable is usually accented, unless it is a prefix
   - b. Beginning syllables de, re, be, in and a are usually unaccented
   - c. Endings that form syllables are usually unaccented (running)
   - d. ck following a single vowel is accented (example: jack et)
3. Teach these suffixes and prefixes:
   - a. Suffixes:
      - ness (being)
      - ness (result of)
      - ward (in direction of)
      - ous (full of)
      - ious (abounding in)
      - eous
      - et (little)
      - able (capable of being)
      - ible
      - ic (like, made of)
      - ick
      - ike (like)
      - ant (being)
      - ent (one who)
      - age (collection of)
      - ance (state of being)
      - ence (state or quality)
      - wise (ways)
      - ling (little)
      - ty (state)
      - ity (from)
      - ion (condition or quality)
   - b. Prefixes:
      - dis (not, apart)
      - in (not)
      - mis (wrong)
      - anti (against)
      - non (not)
      - com (with)

### B. Phonic analysis
1. Review phonic skills
   - a. Single consonants and blends
   - b. Short and long vowels
   - c. Vowels:
      - e__ ee__ au__ o__
      - ea__ aw__ oy__
      - ai__ oa__ ou__
      - ea__ ow__
   - d. Vowel teams:
      - e__ ee__ au__ o__
      - ea__ aw__ oy__
      - ai__ oa__ ou__
      - ea__ ow__
   - e. Vowels are usually short when they appear as single vowels and are followed by a consonant.
   - f. Vowels are usually given the long sound when they appear alone and are the last letters of a word.
   - g. When two vowels appear together in a word, the first vowel is long and the second is silent.
   - h. In short word containing two vowels where one of the vowels is a final e, the first vowel will have a long sound while the final e is silent.

## C. Training in use of dictionary and glossary
1. As taught on third grade level.
   - a. Review order of letters in alphabet.
   - b. Review the alphabetical arrangement of words.
   - c. Teach the division of dictionary to determine in which 1/3 or 1/4 the word may be found.
   - d. Teach the meaning and use of the phonetic spelling that follows in parentheses each word in the dictionary.
   - e. Teach the meaning and use of the pronunciation key given at the bottom of every page.
   - f. Teach the selecting of the meaning which fits best according to the context in which the word is used.
   - g. Teach the meaning and use of guide words.
   - h. Teach the meaning and use of the secondary accent mark.

## III. Comprehension:

### A. Finding the main idea
1. Choosing titles for material read
2. Summarizing
3. Can identify key words and topic sentences

### B. Finding details
1. Finding specific information
2. Interpreting descriptive words and phrases
3. Selecting facts to remember
4. Selecting facts to support main idea
5. Using study guides, charts, outlines
6. Verifying answers
7. Arranging ideas in sequence

### C. Creative reading
1. Able to interpret story ideas (generalize)
2. Able to see relationships
3. Able to identify the mood of a reading selection
4. Able to identify author's purpose
5. Able to identify character traits

### D. Formal outlining
1. Form
   - a. Main ideas (I, II, III)
   - b. Subordinate ideas (A, B, C)
   - c.Talking from an outline

## IV. Oral Reading:

### A. Review previously taught skills

### B. Eye-voice span of three words
I. Vocabulary:
A. Word recognition of vocabulary in content areas
   Social Studies—English—Arithmetic—Science—Miscellaneous

B. Meaning of words
   1. Interpreting word meanings
   2. Semantics
   3. Synonyms, antonyms, homonyms, heteronyms
   4. Knows abstract meanings of words
   5. Understands figurative and colorful expressions
   6. Understands colloquial speech

II. Word Attack Skills:
A. Phonics skills
   1. Syllabication
      a. Each syllable must contain a vowel and a single vowel can be a syllable.
      b. The root or base word is a syllable and is not divided.
      c. Blends are not divided. (th str)
      d. Suffixes and prefixes are syllables. (dust y in come)
      e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.
      f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel.
      g. If a word ends in le, the consonant just before the l begins the last syllable.
      h. When there is an r after a vowel, the r goes with the vowel to make the “er” sound. (er ir ur)
   2. Vowel sounds (review long and short sounds)
      a. When there is only one vowel in a word or syllable the vowel is short.
      b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
   3. Accent
      a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix.
      b. Learning the preferred pronunciation.
      c. Blends are not divided. (th str)
      d. The root or base word is a syllable and is not divided.
      e. Knows abstract meanings of words
      f. Understands figurative and colorful expressions
      g. Synonyms, antonyms, homonyms, heteronyms
      h. When there is an r after a vowel, the r goes with the vowel to make the “er” sound. (er ir ur)

B. Dictionary
   1. Alphabetization.
      a. Division into quarters and thirds.
      b. Classifying words by second, third, and fourth letters.
   2. Using a dictionary.
      a. Recognize and learn abbreviated parts of speech as r. = noun; v. = verb; adj. = adjective; adv. = adverb.
      b. Learning the preferred pronunciation.
   3. Use of guide words.
   4. Syllabication and accent.
   5. Interpreting diacritical markings. (bottom of page)
   6. Interpreting key to pronunciations. (bottom of page)
   7. Interpreting phonetic re-spellings.
   8. Cross references.
   9. Plurals—irregular. (deer, deer shelf, shelves)
   10. Comparative and superlative adjectives. (many, more, most)
   11. Change in accent and its effect on pronunciation and meaning of words. (pre’sent, present’)
   13. Parts of a verb
      a. Tenses—present and past.
   14. Adverbs derived from adjectives. (ly ending as a clue or help.)

C. Glossary
   2. Use of guide words.
   3. Find meanings to understand what is being read.

D. Context clues
   1. Review using context clues.
   2. Review associating ideas with words.
   3. Review associating ideas with characters.
   4. Sentence structure. (Noun, verb)
   5. In poetry, rhythm scheme can sometimes help.

III. Comprehension:
A. Locating information
   1. Table of contents.
      a. Examine tables of contents of several books.
      b. List titles and have pupils use table of contents to locate pages.
   2. Examine books to find: title page, pictures, key guide words, publisher, copyright year.

B. Reference materials
   1. The encyclopedia
      a. Topics arranged alphabetically.
   2. Show meaning of characters on back of each volume.
   3. Compare dictionaries and encyclopedias for differences of materials.
   4. Pupils should know names of important children’s encyclopedias.
   5. The atlas and maps.
      a. Examine atlas to find answers for questions on location, relative size, direction and distance.
      b. Use maps to explain latitude and longitude. Compare with known facts about streets and highways.
   6. Magazines and newspapers. Use to supply more recent information than textbook could contain.
   7. Pupils should know names of important encyclopedias.

C. Reading to organize
   1. Outlining.
      a. Use main thought in the paragraph.
      b. Summarize.
   2. From lectures.
      a. To derive pleasure
      b. To understand characters
      c. From reading.
      d. To develop imagery

D. Note taking
   1. From reading.
   2. From lectures.

E. Reading for appreciation
   1. To derive pleasure
   2. To form sensory impressions
   3. To develop imagery
   4. To understand characters.
      a. Physical appearance
      b. Emotional make-up

IV. Oral Reading:
A. Recognize and pronounce words with speed and accuracy.
B. Group words into meaningful phrases.
C. Interpret marks of punctuation accurately.
D. Re-express to an audience the meaning and feelings expressed by an author.
E. Express emotion sincerely.
F. Read in a pleasant, well-modulated voice.
G. Read with poise and self-confidence.
H. Dramatize portions of the story.
I. "Televise" or give radio version of story incidents.
J. Verify answers to questions.
K. Interpret characterizations.
L. Interpret word pictures.
M. Interpret general mood of text. E.g. humor—suspense.
N. Interpret sensations given by words.
P. Interpret the organization of text.
   1. Main thought in the paragraph.
   2. Main events in sequence.
   3. Main ideas and sub-ideas in outline.
   4. Directions for carrying out an activity.
Vocabulary:
A. Word recognition.
1. Context clues.
   a. How the word is used in a sentence.
   b. Function of word.
2. Picture clues.
   a. Visual impressions of words.
   b. Configuration.
3. Language rhythms.
   a. Rhyming clues.
   b. Appreciation for general rhythm of well-expressed ideas.

Prefixes and Suffixes:
Prefixes

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<td>three, thrice</td>
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Suffixes

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<td>am, an, any</td>
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B. Word sounds.
1. Vowel rules.
   a. When there is only one vowel in a word or syllable, the vowel is short.
   b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
2. Rule I—Every syllable has at least one vowel in it. e.g., ever—never—children.
3. Rule II—When two vowels in word or syllable—the first is long, second is silent. kit—kite; at—at.
4. Rule III—When 2 vowels are together, the first is long and the second is silent. ("ou" an exception) mail, meat, ple, boat.

C. Syllabication.
1. Rules for syllables.
   a. Each syllable must have a vowel and a single consonant; the syllable ends with the first consonant.
   b. If in a syllable is followed by two consonants, the syllable ends with the first consonant.
   c. If in a syllable is followed by only one consonant, the syllable ends with a vowel.
   d. If a word ends in le, the consonant just before the l begins the last syllable. (table, handle)
   e. When there is an r after a vowel, the r goes with the vowel to make the "er" sound.
   f. With a suffix is added, the accent falls on or within the root word.
   g. Endings that form syllables are usually unaccented.
2. In most two syllable words that end in a consonant followed by y, the first syllable is accent and the last is unaccented.
3. Beginning syllables de, re, be, er, in, and a are usually not accented.
4. When a suffix is added, the accent falls on or within the root word.

B. Following directions.
C. Drawing conclusions.
D. Reading for verification.
E. Locating information.

III. Comprehension:
A. Outlining.
1. Note taking.
2. Sequence of ideas or events.
3. Skimming.
   a. Locating facts and details.
   b. Selecting and rejecting materials to fit a certain purpose.
4. Main ideas of paragraphs.
5. Interpreting characters' feelings.
6. Topic sentences.
B. Following directions.
C. Drawing conclusions.
D. Reading for verification.
E. Locating information.

   a. Graphs.
   b. Maps—Reading and interpreting in detail.
   c. Encyclopedias—Locating material, research.
   d. Headings and other typographical aids.
2. Library skills.
   a. Card catalogs, use of.
   b. Book classifications.
   c. Care of books and other materials.
3. Periodicals or sources of information.
   a. Authors.
   b. Introduction—author's g. Copyright.
   c. Table of Contents.
   d. Index—use of.
   e. Glossary.
   f. Tables.

IV. Oral Reading:
A. Choral reading and poetry.
1. Pronunciation.
2. Phrasing.
3. Rhymes.
4. Interpretations.

B. Listening appreciation.
B

MATERIALS
TEXTBOOKS AND WORKBOOKS FOR TEACHING READING SKILLS

The following list of materials is suggested as none have age or grade designations on the cover. They can be used at any grade level without causing embarrassment to the student using them.


Hovious, Carol, Flying the Printways, Boston, D.C. Heath and Company, 525 pp.


Hovious, Carol, Wings for Reading, New York, D.C. Heath and Company.


Phonics Skilltexts, Columbus, Ohio, Charles E. Merrill Company.

Reader's Digest, "Skill Builders," Reader's Digest Educational Department, Pleasantville, N.Y.
Reading Skilltexts, Columbus, Ohio, Charles E. Merrill Company.


Lewis, Norman, How to Read Better and Faster, New York, Thomas Y. Crowell Company.


Murphy, George and Helen Rand Miller, Reading for Fun, New York, Henry Holt and Company.


Strang, Ruth, Study Type of Reading Exercises, New York, Bureau of Publications, Teachers College, Columbia University.

Strang, and Ralph Roberts, Teen-Age Tales, Books 1 and 2, New York, D.C. Heath and Company.


BOOK SELECTION

There are many sources of information available to the teacher for the finding of books which fit the individual child in both interest appeal and ease of reading. Harris warns teachers that:

... the age and grade designations in many book lists are very broad; when specific, they are sometimes misleading in stressing the maturity of interest appeal rather than the level of readability.

Following is a list of sources which a teacher might consult when recommending books to individual pupils or when adding books to the library, school or classroom.


"Bibliography for Retarded Readers," Reading Clinic, St. Louis Public Schools, St. Louis, Missouri, 5 pp. (mimeographed).


Books for Adult Beginners (Grades 1 to 8), American Library Association, Chicago, 1946.


Durrell, Donald D., and Helen B. Sullivan, High Interest Low Vocabulary Book List, Education Clinic, Boston University School of Education, Boston, Massachusetts, 1952, 35 pp.


"Easy Books Which Appeal to Poor Readers," Reading Clinic, Western Reserve University, Cleveland, Ohio, 2 pp. (mimeographed).

Hill, Margaret Keyser, A Bibliography of Reading Lists for Retarded Readers, State University of Iowa, Iowa City, Iowa, Bulletin No. 681, April 1, 1953.


Patterns in Reading, American Library Association, 1954.


Spache, George, Good Books for Poor Readers, Reading Laboratory and Clinic, University of Florida, Gainesville, Florida, 1954.


Warner, Dorothy, "Bibliography of Reading Materials Suitable for Mentally Retarded Children (Pre-Primer to Grade Five)," Division of Special Education, State Department of Public Instruction, Topeka, Kansas, 4 pp. (mimeographed).


PHONIC DEVICES AND WORD GAMES

There are many devices and games that can be used by a teacher to add variety and interest to the process of learning to read. They serve to break the monotony of individualized instruction.

Following is a list of sources which a teacher might use in locating suitable games for her individualized reading classroom.


*100 Good Ways to Strengthen Reading Skills*, Chicago: Scott Foresman, 1956, 24 p.


This list includes only a limited number of sources. A teacher can send to the various publishing houses for information on games commercially prepared. She should refer to
a textbook directory for the names of publishers and their addresses.