1965

A Comparison of Word Attack Skills Presented in S.R.A. Reading Laboratory with Word Attack Skills Presented in Two Basal Reading Programs, Ginn and Scott, Foresman

Rosemary C. Faust
Central Washington University

A COMPARISON OF WORD ATTACK SKILLS PRESENTED IN S.R.A. READING LABORATORY WITH WORD ATTACK SKILLS PRESENTED IN TWO BASAL READING PROGRAMS, GINN AND SCOTT, FORESMAN

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements of the Degree

Master of Education

---

by

Rosemary C. Faust

August 1965

APPROVED FOR THE GRADUATE FACULTY

_____

John E. Davis, COMMITTEE CHAIRMAN

_____

Donald M. Schliesman

_____

John Schwenker

ACKNOWLEDGEMENTS

The writer wishes to express appreciation to Dr. John Davis whose guidance and encouragement made this study possible.

Gratitude is also expressed to Dr. Donald Schliesman and Mr. Jack Schwenker for their guidance and suggestions.

Special acknowledgement is made to the Ellensburg School District for allowing the loan of materials used in this study.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	1
	Importance of the Study	2
	Limitations	3
	Definition of Terms	3
	Sight Word	3
	Phonetic Word	3
	Digraph	4
	Diphthong	4
	Consonant Blend	4
	Syllable	5
	Phonogram	5
	Sounding	5
	Phonetics	5
	Phonics	6
	Word Attack	6
	Organization of the Remainder of the Study	6
II.	REVIEW OF LITERATURE	7
	Word Recognition Techniques of the Past	7
	ABC Method	7
	Word Method	8
	Phonics Reappears	8

CHAPTER PAGE

Phonics Abandoned 9
Language Related Method 10
Present Day Word Recognition Techniques . . 11
Context Clues 13
Structural Analysis 14
Phonics 15
Basic Principles of Word Attack 15
Recognition of Words as Sight Words . . . 16
Clues from Context 16
Visual and Auditory Discrimination . . . 17
Blending or Consonant Substitution . . . 17
Formation of Generalizations 18
Specific Reading Generalizations 19
Other Aspects of Phonics 20
The Word Attack Program of the Basal Series 22
Advantages 22
Limitations 22
Objectives of the S.R.A. Reading Program . 23
III. COLLECTION OF DATA 24
Description of Material 25
Total S.R.A. Reading Program 25
Listening skill builder program 25
Word game program 26
Power builder program 26

CHAPTER PAGE

Ginn Basic Reading Series 28

Scott, Foresman Basic Reading Series 28

Procedures Used 29

Ginn and Scott, Foresman Basic Reading Series 29

S.R.A. Reading Laboratory I 30

Power Builder Program 30

Collection and Processing of Data 30

Summary of Chapter 31

IV. ANALYSIS OF DATA 32

Phonic Analysis Skills 33

Presentation of Consonants 33

Presentation of Vowels 38

Presentation of Diphthongs 46

Presentation of Rhyme 46

Presentation of Phonograms 46

Structural Analysis 53

Dictionary Skills 55

Method of Presenting Phonic Skills 57

Difference in Method 60

Formation of Generalizations 61

Context Clues 62

Ginn and Scott, Foresman Reading Series . . 62

S.R.A. Reading Laboratory Ib 64

CHAPTER PAGE

Errors and Inconsistencies Noted 65

S.R.A. Laboratory I 65

S.R.A. Laboratory Ib 67

The Basal Series 68

Summary of Chapter 68

V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS 70

Summary 70

Conclusions 73

Implications for Use in the Classroom 75

S.R.A. Program 75

Basal Program 76

Need for Further Research 76

BIBLIOGRAPHY 78

LIST OF TABLES

TABLE		PAGE
I.	Consonants	34
II.	Vowels	39
III.	Diphthongs	47
IV.	Rhyme	48
V.	Phonograms	49
VI.	Structural Analysis	54
VII.	Dictionary Skills	56

CHAPTER I

INTRODUCTION

The elementary school teacher is constantly faced with the task of organizing instruction in ways that provide for individual differences. Providing for individual differences is an ever-present problem at all grade levels. No one book, or method of teaching will fit all children. This task of providing for individual differences leads the teacher in a search for new materials to supplement existing programs (36:255).

When new reading materials are selected to supplement a program, an evaluation should be made. This evaluation must take the existing reading program into consideration.

Since the objectives for the program have already been determined, the supplementary materials must carry out those objectives. Since sound teaching practice has been established, the supplementary material must be consistent with those practices. If the new material is not in agreement with the objectives or methods of the existing program, then the new program must be modified or rejected.

I. STATEMENT OF THE PROBLEM

This study was conducted in an effort to compare

the word attack skills presented in S.R.A. Reading Laboratory I and S.R.A. Reading Laboratory Ib with word attack skills presented in two basal reading programs, Ginn Basal Reading Series, Grade 2, Level 1 and 2, and Scott, Foresman Basal Reading Series, Grade 2, Level 1 and 2. It was the intent of this study to verify or reject the following hypothesis:

> S.R.A. Reading Laboratories I and Ib present a program of word attack skills consistent to the word attack program presented in two basal reader programs, Ginn and Scott, Foresman, therefore, would reinforce learning and supplement either or both basal series.

The study analyzed and compared presentation of phonics elements and generalizations, presentation of context clues as a skill in word recognition, structural analysis and dictionary skills. Methods of presentation of these skills were also analyzed.

II. IMPORTANCE OF THE STUDY

Many controversial points of view concerning the presentation of word attack skills have been expressed by various reading experts, linguists, teachers, and parents. While word recognition is not the whole reading program, it is a prerequisite to "reading" and therefore, it is important that research, psychology, and experience form the basis for methods used in the classroom. There was no literature available to the writer which reported an evaluation of the word attack program presented in the S. R. A. Reading

Laboratories I and Ib. There are no reports of comparisons between this material and second grade basal tests.

III. LIMITATIONS

The writer felt that the primary limitation was the lack of research in the field. This study would have been strengthened by the use of an experimental and control group.

There was a limited amount of literature concerned with the S.R.A. Reading Laboratories available to the writer. This was a definite limitation to the study.

A limiting factor was contributed by the descriptive nature of the study.

IV. DEFINITIONS OF TERMS

Sight Word

A sight word is a word which is recognized as a whole. Usually a substantial sight vocabulary is introduced in context before attention is directed to word analysis. Hence, a sight word may be either phonetic or unphonetic in character.

Phonetic Word

A phonetic word is defined as a word in which every

letter represents the particular sound which is assigned to that letter, and in which every sound is represented by that particular letter and that letter only.

Digraph

A digraph consists of two letters representing one speech sound. A vowel digraph consists of two vowel letters representing one speech sound, as in s(ea)t, h(ea)d, and b(oa)t. A consonant digraph consists of two consonant letters representing one speech sound, as in si(ng), ba(th), and pe(ck).

Diphthong

A diphthong consists of two vowels pronounced in a sound sequence that gives the impression of one sound. The two sounds are blended so closely together that they form a compound sound as in b(oy), (oi)l and fl(ew).

Consonant Blend

When double consonant sounds are blended together rapidly without the loss of identity of any of the sounds, the result is called a consonant blend. Examples of consonant blends, or double consonants, include (st)op, (qu)ack, (tr)ack. The first two consonants in each of these examples are sounded in rapid succession.

Syllable

A syllable may be a whole word or a division of a word. It is defined as an interrupted unit of utterance. Usually a vowel is the center of a syllable, with or without a consonant.

Phonogram

A phonogram is a word element: a letter or group of letters forming a speech sound. A word phonogram or "family name" is any word--probably learned as a sight word--used as a phonetic element in a new word, as at in cat. A compound phonogram is a group of letters not making a word but which is a phonetic unit of a word, such as (str)eet, (bl)ack, n(ight), f(eed), oi)l, and b(oy). A letter phonogram consists of a single consonant.

Sounding

Sounding methods of phonics have given way to pronouncing methods. The synthesizing of sounds into words (called the synthetic method) has given way to the analysis of whole words (called the analytic method).

Phonetics

Phonetics has been used several generations to designate the science of speech sounds. The phonetician deals with the sounds of spoken words.

Phonics

Phonics is a term used to designate the application of phonetics to the teaching of reading. Phonic is a mechanical aid to word recognition.

Word Attack

Special application of techniques of word recognition--utilization of all those skills that enable one to recognize and master the meaning of new words is termed "word attack."

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study will enlarge upon the following material:

Chapter II will present the historical development of phonics, modern techniques of teaching word recognition and literature presenting the limitations and advantages of the basal word attack programs.

Chapter III deals with a detailed discussion of the procedures employed in this study.

Chapter IV reports the findings of this study with an analysis of the data presented in table form.

Chapter V presents a summary of the study, reports the conclusions which may be drawn from the study, and suggests implications which might be derived from the conclusions. Suggestions for additional research are also given.

CHAPTER II

REVIEW OF LITERATURE

Due to the lack of literature regarding the S.R.A. Reading Laboratories or reports of studies involving the word attack program presented in the S.R.A. Reading Laboratories, the review of literature will consist of a report on phonics and other word recognition skills. Literature concerning the basal reader program will also be reviewed. A statement of the objectives of the S.R.A. program is included.

I. WORD RECOGNITION TECHNIQUES OF THE PAST

ABC Method

The ability to recognize words quickly and easily is basic to success in reading. For many centuries teachers of reading primarily taught word recognition. Probably the earliest attempt to teach reading of our language was a synthetic approach, the alphabetic approach. The New England Primer in 1690, was based on the ABC Method (30:194). Nila B. Smith reports that previous to the Revolution, "Children first learned their ABC's, then as each new word was presented to them they were taught to spell it c-a-t, cat" (32:187-8).

Following the American Revolution, Noah Webster

conceived the idea of "unifying American language." In a patriotic gesture he introduced phonics in his American texts. This instruction was characterized by the sounding of elements in isolation: buh, cuh. These texts didn't meet with immediate success and were revised. After a period of uncertainty, the edition known as the old Blue Back Speller became popular. As the years passed, the patriotic ideal was forgotten and "Pedagogy gave phonics a new function--that of helping children to attain independence in attacking new words while reading" (32:189).

Word Method

During the 1840's, the word method was proposed. This method advocated the teaching of reading by using sight words. This was a quicker method as it allowed the reader to begin reading words from the beginning and more natural as the letter sounds were not distorted from "sounding." It was widely used for about forty-five years (32:191).

Phonics Reappears

The word method was not to endure as it was found that dependence increased with the increase in difficulty of the materials (32:192).

A period of "total emphasis" on the phonics method followed (15:213). Russell reports that during this period different authors and publishers produced highly organized

systems of "sounding out" words and large charts grouping words according to phonic similarities. The teachers "drilled" the pupils on these sounds (28:301). Heilman refers to this as a period of the "synthetic phonic method" (15:212). He goes on to state:

> Here we have a form of phonic drill unrelated to meaning and in some instances unrelated to words in English. Children drilled on isolated sounds as da, ha, la, ma, pa, ra (15:212).

Russell reports that "these systems led to such absurdities as children's basic reading being confined to sentences like 'The fat cat Pat sat on the mat'" (28:301). Little emphasis was placed on reading as "a process of discovering meaning" (15:212).

The fact that "sounding" words letter by letter produces slow laborious word calling, distortion of sounds b-buh, c-cah, and difficult eye movements is agreed upon by Hildreth (17:338-40), Gray (12:41), Spache (34:290), and McKee (20:242).

Phonics Abandoned

When administrators began giving school-wide reading tests, they discovered how very poorly many children were doing in reading. This situation was blamed on phonics. Phonics was practically abandoned throughout the country (32:192-193). Reform was not advocated. The teaching of phonics was to be discarded. "Thus, what was prescribed at

one moment was proscribed the next" (15:213). Methods which stressed comprehension and minimized word recognition skills became popular (14:315). Reading in larger units, word phrases or sentences replaced the phonic system (38:301). The Gate's "intrinsic method" appeared. This consisted of a number of exercises arranged to "stimulate reading and secure thought"; comprehension was emphasized (38:302). "This in turn resulted in failure for many children to develop any method of word attack and encouraged guessing and inaccuracy" (14:315).

Gray summarizes this period by stating:

> During the past half-century, theory and practice in this field have swung from one extreme to another. There has been a shift from extreme emphasis on form and sound of separate words to chief reliance on "guessing" on the word from context (12:117).

In the latter half of the thirties the schools were still troubled by the great numbers of children not reading up to expectancy, so phonics was re-examined (32:193). The modern trend in the teaching of phonics was soon to appear.

Language Related Method

Methods of teaching sounding began to change. The trend was toward learning to read through "language related method."

> Since beginners could easily learn to read common words conversationally as wholes, sounding could be delayed and then introduced gradually as a functional tool

> for working out new words. No drill was given on parts of words . . . The phonic elements were identified in the whole word (17:336).

Smith reports two important studies at this time. One of these studies by Gates and Russell found that the groups of children who had "moderate amounts of informal, newer type word analysis" exceeded groups of children who had no phonics or who had "conventional phonic drill." The other study by Tate, Herbert and Zeman found that incidental phonics taught in connection with children's needs in attacking unrecognized words in their reading was superior to either isolated phonics or no phonics (32:200).

As the result of research, modern psychology, philosophy and experience, a body of convictions in regard to sound methods in teaching phonics have been made:

> Instead of giving only isolated drill on phonics elements as was done almost exclusively in years past, most authorities now advocate the practice of teaching children the phonics they need in connection with words that give them difficulty in their daily reading. In modern methods, phonics becomes an integral part of natural situations in which it is functional and meaningful (32:199).

Other authors, McKim (21:230), Betts (1:12), and Hildreth (17:18) agree with this.

II. PRESENT DAY WORD RECOGNITION TECHNIQUES

The new period was characterized by an emphasis on reading for meaning. Smith and Deschant define reading as

"the perception of graphic symbols . . . the process of relating graphic symbols to the reader's fund of experience" (30:44). DeBoer states that there is "no true reading without the apprehension of meaning" (6:91). "Durrell has stated this point bluntly when he says that unless there is satisfactory attention to meaning, attempts to read become mere word-calling" (36:137).

Hester (16:143) and Heilman (15:182) suggest that children should approach words with a "diversity of techniques" that will enable them to recognize the symbol and comprehend the meaning.

Phonics was by no means forgotten. Durrell goes on to say "Without phonetic ability, reading would become a guessing game. And if phonics alone are used, reading becomes just nonsense-syllable analysis" (36:137). These leading reading authorities, Gray, (12:Ch.V), Dolch (7:289), Gates (11:246), Betts (1:558), Heilman (15:182), and Hester (16:143), tend to agree with this principle.

The importance of word recognition is summarized by Smith and Deschant (30:191). "Although comprehension is the primary goal of reading instruction, word recognition is pre-requisite."

The idea that phonics is not the only word recognition skill and that use of the context clues and structural

analysis are developed so that the child may have more than one means of attacking unknown words, is supported by Gray (12:Ch.I), Betts (1:558), McKee (20:Ch.VIII), Heilman (15: 182), and Tinker (36:164).

> Phonics is commonly taught not as the basis of learning to read but is introduced as one type of aid, usually after the child has learned a number of words and has formed the basic habit of recognizing words by their general outline or shape, by context and other non-phonic clues (34:280).

Context Clues

Gray recognizes the importance of context clues in his statement:

> Context clues are perhaps the important single aid to word perception. Regardless of whether a child identifies a printed word quickly or stops to figure it out, he must make sure it makes sense in the sentence (12:25).

Heilman states further that "The ability that sets the good reader apart from the poorer readers is the degree to which the context helps the reader get the unknown words" (15:182).

The use of context clues demands a certain degree of inferential thinking. The reader must use the sense of the sentence surrounding the word as an aid in identification. Spache reports results of experiments by Porter with good third graders:

> When words were completely omitted from context these pupils correctly deducted the exact word ommitted 23% of the time. They were able to deduce probable meaning of omitted words 82% of the time. In other words they were successful in contextual analysis for

> meaning in 8 out of 10 attempts. It was concluded that contextual analysis is a very real help even when children have had no special training. Since it can not be assumed that skill in contextual analysis will develop spontaneously, planned training is highly desirable (34:316).

Spache also states that "Contextual analysis takes the reader beyond pronunciation to meaning which in many situations is more significant for his ultimate comprehension" (34:316). Smith reports that McKee arrived at the following conclusion after research: "The average child in fourth grade can use context clues to identify the meaning of an unrecognized word in his text book about once in three times" (32:182). On the basis of McKee's study, Smith states, "It is advisable to give more guidance in the use of the contextual technique" (32:182).

Structural Analysis

The authorities tend to agree that structural analysis is a useful aid in word recognition when combined with phonics and context clues (36:159). However, DeBoer, states: "Over-emphasis on structural analysis should be avoided. The general tendency to look for little words in big words should not be developed" (6:99). McKee states the following:

> The chief advantage of structural analysis . . . the pupil can break the strange word into large rather than small phonetic elements, thereby, permitting more rapid identification and learning to use larger elements . . . should be used with context (20:239).

Phonics

Because of past history and many misuanderstandings, today phonics is the most controversial subject concerning reading. Heilman writes that "Phonics is the most written about topic in the area of reading and possibly the least understood" (15:214).

Tinker summarizes this controversy. He states that Flesch, Terman and Walcutt, and Hay and Wingo:

> . . . emphasize a single approach to word recognition, i.e., phonics. All contempory authors who have a background of research as well as broad experience in the field advise a combined approach for instruction in recognition (36:138).

Tinker goes on to list such authors as Gates, Durrell, Bond and Wagner, Hildreth, DeBoer and Dallman, and Harris agreeing with this (36:138). The objective of this "combined approach" is to teach the child to employ the clue or clues to bring about accurate recognition. The more rapid techniques should be used first. Therefore, the child must be trained in the use of more than one technique (36:138).

Spache states "Any system offered to teachers which claims to have the answers to all the isolated questions is likely to approach being a cult rather than a phonics program" (34:306).

III. BASIC PRINCIPLES OF WORD ATTACK

"The question is not whether to teach or not to teach

phonics, but rather when and how to introduce and use phonetic principles most effectively" (30:195). Certain basic principles tend to dominate the teaching of word attack skills.

Recognition of Words as Sight Words

The child's first sight words are acquired by the look-and-say-method. While there is little general agreement as to how many such words should be taught before phonics instruction begins there is agreement upon the development of a sight vocabulary before phonics instruction. Such authors as Smith and Deschant (30:194), DeBoer and Dallman (6:95), Heilman (15:217-8), McKee (20:8), Dolch (7:280), Gray (12:53), Durrell (8:70), and Hildreth (18:342) are in agreement upon this point. Tinker takes the position that "As soon as the words the child is learning have common characteristics such as the same initial consonant . . . the child should be encouraged to note this" (36:141).

Clues from Context

Words should be viewed as part of the whole sentence or unit of thought.

> Meaning clues to word perception can not be neglected . . . When words in isolation are taught to the exclusion of contextual situation then the teaching system should be carefully scrutinized for it is probably doing only part of its job (35:581).

DeBoer (6:91) illustrates the idea when he says that the process should begin with larger units "to avoid the

habit of word by word reading." Others in agreement with this point are Betts (1:586), McKee (20:8), Hester (16:143), and Smith (32:207).

Visual and Auditory Discrimination

Visual and auditory discrimination of letter and letter sounds is a fundamental consideration (32:207). In regard to visual and auditory discrimination, Betts states:

> Pupils are often confused by the misleading statements and questions of teachers . . . this is an erroneous request, 'Point to the last sound in say.' This is of course, impossible. The child may point to the letter, but not the sound. Sounds are heard; letters are seen (1:624).

Blending or Consonant Substitution

The technique of substitution of one phonetic element for another in words that are alike except for a single consonant, consonant blend or digraph avoids the production of an unblended series of sounds. The child never sees unblended elements in isolation.

> It is easier for the child to use the techniques of consonant substitution than long lists of phonograms . . . attention is directed to complete pronouncable units instead of to vowel-consonant combinations. This is desirable because it fosters the total perception of word forms (36:162).

Harris (14:338) states, "For the majority of children substitution seems to work satisfactorily." Support of the technique of consonant substitution was also voiced by

Gray (12:11), Heilman (15:218), and Hildreth (17:342).

Formation of Generalizations

It is generally agreed that transfer of learning will be better if, in learning, the learner can discover the relationship for himself and then apply the principles within a variety of tasks (30:79; 29:309).

Dolch (7:289) emphasizes "inductive" teaching rather than "deductive." He states:

> That is, we help the children to discover the principles through thinking of their own experiences we give them . . . We help them to state a principle or rule and then we try to apply this principle or rule . . .

Heilman (15:224), McCullough (19:583), and many others emphasize the teacher's role in "guidance" in the formation of generalizations. "The act of imposition of formal rule should be avoided" (36:156). Cronbach (4:378) reported that in skill learning, it was found that the learner profits from direct guidance. He goes on to state:

> Experience ought to lead toward verbal knowledge. It is generally unwise to end a classroom discussion or an experiment without drawing a verbal conclusion. The conclusion may be drawn by the pupil in his own words but the teacher needs to check the accuracy of his generalization. Otherwise the pupil may miss the point of the experience . . . He may arrive at a garbled, unjustified conclusion . . . There is considerable advantage in having the pupil formulate the generalization in his own words, just because this allows the teacher to detect faulty comprehension. Moreover the pupil is far more certain to understand what he has stated himself (4:378).

Specific Reading Generalizations

There is little agreement upon rules and generalizations of reading. Durrell feels that it is "questionable practice" to burden pupils with phonic rules (36:155). Spache states "There are a great number of exceptions to almost any generalization which can be formed. As a result there is considerable debate against the value of these rules" (34:290-291). Gray (12:33) states that "A good program is based on scientific knowledge of language and never introduces a 'gimick' or 'rule' that the child has to unlearn."

Two studies were presented which tend to indicate the validity of presenting phonic generalizations. Heilman reports on a study by Oaks. In an analysis of vowel situations presented in primary materials in fourteen basal reader series, eight rules were applicable in only about fifty per cent of the total vowel situations and exceptions to the rules occurred approximately twenty-five per cent of the total vowel situations (15:224). Theodore Clymer and his students analyzed manuals, workbooks and readers of four basal series to determine the phonic principles taught. Of the fifty vowel rules only eleven were common to all four programs. Many of the rules were repetitous and questionable as an aid to word recognition (3:252-258).

DeBoer and Dallman urge that when rules are taught, they develop individually as need arises (36:155).

In conclusion, Spache states:

> Teaching children a number of rules which frequently fail to function or work only in a relatively small number of words can not be justified. Phonics can be taught effectively without dependence upon such generalizations (34:280).

Other Aspects of Phonics

McKee, Betts, and Hildreth agree that beginning with meaningless word parts and drills on pronouncing meaningless words bear no relation to children's experience with oral language (17:338-40; 1:558; 20:242).

The type of phonic analysis which encourages initial consonant sounds and the rest of the word sounds as a phonogram unit " . . . develops improper eye movement . . . There is a prevalent tendency . . . to add extra uh sounds to the initial consonant" (14:334).

Hildreth states:

> The child is never told to sound a phonogram, syllable or word element . . . The pupils "pronounce through" whole words rather than sounding and attempting to blend in traditional ways (17:338).

The child's confusion is demonstrated in this example as presented by Smith (32:22): "The child was reading 'Tommy the Toad.' The child asked, 'Mrs. Anderson, what is a To-ad?'"

Many phonograms do not appear frequently in a large percentage of common words. Dolch concluded from his investigation of important phonograms, that it is desirable to:

> . . . teach the child to work with the sound of all letters in whatever situation he may find them, rather than concentrating on a few phonograms which do not occur with high frequency in polysyllabic words (32:203).

Tinker believes "To start with the whole word approach is sound psychologically, for young children are not prone to be very analytical in their perception" (36:140). While teaching phonograms that represent "family names" is generally rejected, the teaching of other types of phonograms is acceptable if not taught in isolation. "Phonograms are clues to a word. For example, the child who says s-s-s- in attempting to pronounce scratch is not using the cue scr or scra" (1:55). Cordt states that pronouncing the vowel with the initial consonant is "superior" to ending methods in that: "It is in keeping with and not contrary to the way words are heard in speaking. In other words sat is pronounced sa-t not s-at" (5:368).

Smith states that "The present consensus of opinion seems to be that children should be taught to blend consonants with any combinations of letters which they may encounter" (31:563).

IV. THE WORD ATTACK PROGRAM OF THE BASAL SERIES

Advantages

Russell (28:294) states "Most basic reading programs contain a thorough approach to phonic skills." Hildreth (18:272) and Dolch (7:319) also feel that the word attack skills presented in basal texts provide practice on "all essential reading skills." Durrell (8:22) expresses confidence in the basal program:

> Manuals of basal-reading systems are the best source for discovering the professional recommendations for the skills to be taught in each grade . . . but for the average pupil only (8:22).

Heilman agrees with Durrell and goes on to state that graded materials permit flexibility; practice on new skills is introduced at the proper time in proper sequence (15:110).

Heilman also states "Many critics of reading instruction would be amazed to learn that in essence phonetic methods do not teach any more basic phonic principles than do the leading basal reader series" (15:241). The real difference between methods is the amount of emphasis given to phonic instruction (15:241).

Limitations

Betts states "One of the chief misuses of any type of basic materials . . . is that too frequently all children are treated alike" (1:543).

Durrell (9:4) suggests that a weakness or handicap of the basal system was that it was necessary for the teacher to build and exchange much of the instructional materials.

V. OBJECTIVES OF THE S.R.A. READING PROGRAM

The S.R.A. Laboratories' reading program was designed to provide for individual differences in the classroom. It is an "individual multilevel" reading program which allows each child to practice the skills needed and to progress at his own rate.

> The S.R.A. Reading Laboratories constitute a twelve-year individualized developmental reading instruction program extending from the primary grades through high school. The program is unique in that it takes into account individual differences among children in the classroom. The laboratory materials have been constructed on multilevel principles--that is, prepared and presented at different levels of readability and skill development. Because of this . . . each learner is enabled to start where he is in reading achievement and to move ahead as fast and far as his learning rate and capacity will let him . . . the laboratory materials eliminate the need for grouping in the classroom . . . (22:1).

The Reading Labs I, Ia, Ib, and Ic are especially designed for use in the primary grades. The emphasis is upon the mastery of the fundamental skills. The lab I provides a "complete program" of word attack skills. It enables the pupil "to learn phonic and structural word attack skills, as well as some basic approaches to spelling" (23:1).

CHAPTER III

COLLECTION OF DATA

It has been explained in preceding chapters that this study was conducted in an effort to compare the word attack skills presented in S.R.A. Reading Laboratory I and S.R.A. Reading Laboratory Ib with word attack skills presented in two basal reading programs, Ginn grade 2 and Soctt Foresman grade 2. The word attack skills investigated were contextual clue, phonic analysis, structural analysis and dictionary skills. The elements presented and the method of presentation were compared. The purpose of the study was to determine whether S.R.A. Reading Laboratories I and Ib would be of value as a supplement to one or both of these basal reading programs. Dr. Don Parker, the author of the S.R.A. Reading Laboratories, states that "The reading laboratories fit into the curriculum as a concentrated reading-thinking and vocabulary-building program along with basal reader instruction" (22:15).

It was the hypothesis of this investigation that if this material was to be used as a supplement to a basal program it must reinforce learnings presented in that program.

The Ginn Basic Reader Series and Scott, Foresman Basic Reader Series were selected because the investigator

had used both as supplemental text books. The two basal text book series were investigated in order to gain a comprehensive picture of the word study program in the second grade. The word attack skills program of the basal series was then compared with the word attack skill program presented in the S.R.A. Reading Laboratories.

I. DESCRIPTION OF MATERIAL

Total S.R.A. Reading Program

In an effort to create greater understanding on the part of the reader, it would seem advisable at this time to describe the contents of the S.R.A. Reading Laboratory materials.

The author of the lab., Dr. Don Parker, intended the S.R.A. materials to "offer a multilevel, individualized developmental program of basic reading instruction" (24:1). Dr. Parker's system of multilevel instruction encompasses three distinct parts.

Listening skill builder program. The listening program is designed to improve pupil's listening abilities. The program consists of teacher-read stories which are used in conjunction with a pupil workbook for checking listening comprehension. Both the story and the workbook become increasingly complex.

Word game program. The Word Game program is found in the S.R.A. Reading Laboratory I. It consists of forty-four word games which are played by using 235 small envelopes of word cards. The forty-four different games of the lab cover the following:

> . . . 136 phonetic and structural-analysis skills, usually assigned to the primary curriculum . . . the format of the lab allows each pupil to study specific skills in which he needs practice (23:1).

An accompanying Manual presents the directions for introduction of each game.

Power builder program. The S.R.A. Reading Laboratory Ib contains the elements of the Power Builder Program. The S.R.A. Reading Laboratory Ib is designed for use in the second grade classroom. The materials include an individual booklet for each child, printed on heavy duty card stock. Lab Ib contains 160 Power Builder booklets. The contents of the booklets include a story, questions designed to test reading comprehension and exercises in word analysis. The color of each Power Builder corresponds with reading level and graduates according to difficulty. As stated in the Manual, the colors designate the following:

Aqua	level	1.4
Purple	"	1.7
Orange	"	2.0
Olive	"	2.3

Olive	level	2.3
Blue	"	2.6
Brown	"	3.0
Green	"	3.5
Red	"	4.0

No statistical data was available which shows how the author determined this numerical level.

Each color has several starter stories which help the teacher determine the beginning level of each child. The child is free to choose any of the twenty stories at that particular color level. He reads as many Power builders at a given level as he and the teacher feel necessary. Besides the booklet for each child, the sturdy box contains answer keys for individual checking of power builders, pads of answer sheets for each level of power builders, and colored pencils to match each color level.

The investigator eliminated the Listening Skill Builder Program and the comprehension test part of the Power Builder Program as this study does not deal with either listening or reading comprehension.

This study included the Word Games, S.R.A. Laboratory I and "Learn about Words" exercises of the Power Builder Program, S.R.A. Laboratory Ib, as these are the parts which are concerned with the presentation of the word attack skills.

Ginn Basic Reading Series

The Ginn Basal Reading Series offers a basic reading program which "develops abilities needed at all developmental levels" (29:19). This includes readiness, word-study skills, comprehension and study skills, creative reading abilities, reading interests, related language abilities, enrichment activities, related reading activities, evaluation of growth, and provision for individual differences.

These materials form the core of the program: We are Neighbors 2^1 Guidebook, and accompanying workbook; and Around the Corner 2^2 Guidebook, and accompanying workbook.

While this program makes provision for individual differences it is not multilevel in nature. The teacher could adapt it for multilevel use by involving other materials from each reading level. Each book is one level which gradually increases in difficulty and follows a sequence of instruction. It is planned for group instruction. This study involved an analysis of the lessons developed in the Guidebook which pertain to word perception.

Scott, Foresman Basic Reading Series

The core materials for the second grade include a basic reader, Friends Old and New 2^1, the accompanying Guidebook and activity workbook, Think and Do Book; More Friends Old and New 2^2, the accompanying Guidebook, and activity

workbook, Think and Do Book. The Guidebook provides the following:

> . . . procedures for establishing background for reading stories, interpretation of each story, and for developing skills and abilities that contribute to efficient word perception and interpretation of printed language (26:8).

While this program makes provision for individual differences it is not multilevel in nature. Each book is one level which gradually increases in difficulty and follows a sequence of instruction. It is planned for group instruction. The teacher could adapt this material for multilevel use by involving other materials from each reading level.

This study involved an analysis of the lessons developed in the Guidebook which pertain to word perception.

II. PROCEDURES USED

Ginn and Scott, Foresman Basic Reading Series

The lessons on phonics and structural analysis were analyzed. There was a tabulation of phonetic and structural elements introduced and generalizations developed. The basic objectives of the program which pertain to the development of the skill of word analysis through the use of context clues were listed and samples of lessons illustrating the use of context clues were presented.

S.R.A. Reading Laboratory I

Each of the 235 envelopes was examined. The phonetic and structural analysis elements introduced were tabulated. Teacher lessons in the Manual were also evaluated.

Power Builder Program

Each of the 160 Power Builders was examined. The phonetic and structural elements were tabulated and sample lessons showing the development of the skill of word analysis through the use of context clues were presented.

III. COLLECTION AND PROCESSING OF DATA

There was no attempt to indicate what provision was made by each program for review of phonic analysis skills; a comprehensive picture of what phonic skills are presented has been made. The various skills would entail differing amounts of review, depending upon individual differences within the class. Thus, review of skills is left to the instructor.

The comparison was made by tabulating phonic elements and generalizations presented in the Ginn 2^1 and 2^2 basal text book series, Scott, Foresman 2^1 and 2^2 basal text book series, and the S.R.A. Laboratory I and S.R.A. Reading Laboratory Ib. The consonant and vowel elements and generalizations presented in these programs were compared. This

included the letters and letter sounds of the consonants, consonant blends, digraphs, vowels, "r" controlled vowels, vowel digraphs, dipthongs, use of rhyme, and phonograms.

A study of structural analysis skills was made by comparing the elements and generalizations presented.

The use of context clues was compared by presenting the objectives of each program and giving examples showing how each program develops the skill of attacking words by using context clues. Conclusions were formed on the basis of the findings and implications that might be derived from the study were suggested.

IV. SUMMARY OF CHAPTER

It was the purpose of this chapter to describe the procedures of this study. It was shown that the intent of this study was to compare the word attack skills of two types of reading programs, the basic reader program--Ginn and Scott, Foresman, and the individual multilevel program of the S.R.A. Laboratories. A description of the method of comparison was given. The reading materials used in this study were described.

CHAPTER IV

ANALYSIS OF DATA

This study was conducted in an effort to compare the word attack skills presented in S.R.A. Reading Laboratory I and S.R.A. Reading Laboratory Ib, an individual multi-level reading program, with word attack skills presented in two basal reading programs, Ginn and Scott, Foresman. Since the S.R.A. Reading Laboratory I is designed to present skills for grades one to four and the S.R.A. Reading Laboratory Ib is designed specifically for use in the second grade, the basal reading materials for second grade were chosen. By selecting two basal reader programs it was hoped that a comprehensive picture of the word attack skills taught in the second grade would be formed providing basis for comparison. The findings were used to either support or nulify the hypothesis:

> **S.R.A. Reading Laboritories I and Ib offer a program of word attack skills consistent with the word attack skills presented in two basal reader series, Ginn and Scott, Foresman, therefore, would constitute a supplement to either or both reading programs.**

A tabulation of phonic elements and generalizations included for directed presentation in Ginn basal reading series, Scott, Foresman basal reading series, S.R.A. Reading Laboratory I, and S.R.A. Reading Laboratory Ib, is

is found in Tables I through VII.

I. PHONIC ANALYSIS SKILLS

Presentation of Consonants

Table I, located on page 34, lists consonant elements and generalizations.

It was noted that both basic reader series provide practice in identifying initial and final consonant sounds and letters, consonant blends and digraphs, consonants representing more than one sound and consonants representing no sound. Scott, Foresman presented more variations in spelling certain consonant elements and directed the formation of more generalizations or "clues" to consonant sounds than the Ginn basal series. The technique of consonant substitution was taught in both basal reading series.

S.R.A. Reading Laboratory I introduced initial and final consonants (omitting x, v, y, z). Essentially the same consonant blends and digraphs were presented in the Laboratory as were presented in the basal readers. The Laboratory presented fewer consonant elements that represent more than one sound or no sound than the basal series. The S.R.A. Lab Ib provided practice for skills introduced in the S.R.A. Lab 1. There was no directed presentation of generalizations concerning consonants other than presentation of single consonant sounds in the S.R.A. Reading Laboratories I and Ib.

TABLE I

CONSONANTS

VISUAL -AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Review all consonants Practice consonant substitution-initial and final.	Review all consonants in all positions Practice initial and final consonant substitution	Introduce initial consonants p, t, b, d, g, h, f, s, j, k,m, n, c, l, r, w (omits xvyz)	Practice with consonants p, t, b, d,g, h, f, s, j, k, m, n, c, l, r, w
Consonants may represent more than one sound s-z kw-qu c-k skw-squ c-s ks-x	Consonants may represent more than one sound c-k, c-s, g-j, g x-cks c-k-ck	Introduce final consonants t, s, p, k, d, l, m, n, r	Consonants may represent more than one sound g-j, g, gh-f ed-t
Conosonants may represent no sound gh-night w-write b-climb l-talk k-knock	Conosonants may represent no sound kn-silent k gh		Consonants may represent no sound gh

TABLE I (continued)

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Double letters represent one consonant sound	Double letters represent one consonant sound		
Consonant sounds vary in spelling f-f,ff, gh, ph v-v-f s-s, ss, c z-z, s ng-ng,nk h-h, wh j-j,g k,k, c, ck, ch (school) g-g-gg sh-sh-ch-s (sure) ch-ch,tch	Recognizing double medial consonants bb dd ll pp nn rr tt		
Clue to "k" sound of "c"-c followed by a,o,u			
Clue to "k" sound of "c"-c followed by e, i, y,			
Clue to "g" sound of "g"-"g" followed by a, o, u			

TABLE I (continued)

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Game	S.R.A. Reading Lab. Ib "Learning about Words"
Clue to "j" sound of "g" "g" followed by i, e and "g" at end of word (not consistent clue-- must try both sounds)			
Blends--initial "s" blends-st, sl, sp, sw "r" blends-tr, fr, gr, prb "l" blends-bl, cl, pl, gl squ qu, and other letters Blends--final sk, st, sp	Blends--initial tr, gr, bl, fl, br, pl, cl, sl, sn, st, dr, sc, sh, sp, qu Blends--medial gr, cr, st, tr Blends--final - ck Three letter blends spr, squ, str, thr,	Blends--initial cl, pl, gl, fl, sl, tr, cr, dr, str br, pr, fr, thr, gr, st, sc, sw, sp, spl, kn, wr, ph, qu, squ, bl, sm, sh, tw, scr, spr,	Blends--initial str, gr, cr, dr, cl, pl, bl, fl, st, kn, tr, sp, fr, br, thr, sl, sh,
Blend substitution initial and final	Blend substitution initial and final		
Digraphs th, ch, sh, th, wh,	Digraphs th, wh, ch, sh, ck, ng, nk,	Digraphs--initial th, sh, wh, ch,	Digraphs th, ch, sh, wh,
Consonant symbols ng, nk		Digraphs--final sh, ch, th,	

TABLE I (continued)

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Game	S.R.A. Reading Lab. Ib "Learning about Words"
Generalizations 1. If a word ends in two like consonants, the last is silent. 2. If a word ends in ck, the "c" is silent. 3. In words that begin in "kn" the "k" is silent. 4. When the final consonant is doubled, before adding the ending, the second of the two like consonants is silent. 5. When the letter "i" is followed by "gh", the "i" is long and the "gh" is silent.	Generalization "y" at the beginning of a word is a consonant--at the end of a word is a vowel.		

Presentation of Vowels

Table II, located on page 39 refers to the presentation of vowel elements.

Ginn and Scott, Foresman basal reading series presented essentially the same vowel elements, short vowel sounds, long vowel sounds, "r" controlled vowel sounds, vowel digraphs, and variant vowel sounds. Scott, Foresman series introduced the effect of "r" on vowel digraphs, variations of spelling certain vowel sounds; Ginn basal series omitted these elements from its presentation. Scott, Foresman directed the presentation of vowel generalizations and exceptions to generalizations. Ginn basal series directed the presentation of fewer generalizations than Scott, Foresman and omitted the exceptions to generalizations.

The S.R.A. reading labs presented short vowel sounds, long vowel sounds, vowel digraphs, "r" controlled vowels and variations or "special" vowel sounds. The vowel element y is omitted. There were fewer variations of vowel sounds presented in the laboratories. Laboratories I and Ib directed the formation of vowel generalizations, however, fewer were developed than presented in the basal reader series.

TABLE II

VOWELS

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Short vowels	Short vowels	Short vowels	Short vowels
a-at	a-cat	a-apple	
e-end	e-egg	e-elephant	
i-it	i-in	i-Indian	
o-hop	o-top	o-ox	
u-up	u-up	u-umbrella	
y-candy	oo-wood		
oo-book	y-puppy		
Long vowels	Long vowels	Long vowels	Long vowels
a-make	a e i o u y	a-ape	
e-eat	oo-food	e-eagle	
i-pig		i-ice	
o-home		o-open	
u-cute		u-uniform	
y-fly			

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
"r" controlled vowels ir-bird er-her ur-turn or-for ar-car	"r" controlled vowels ir ur er ar or-corn-for	Identification of short vowel sounds with consonants and blends Identification of long vowel sounds and blends	"r" controlled vowels
Vowel digraphs ai, ay, ee, ea, ie, oa, oe	Vowel digraphs ai, oa, ea, ee, (ui) optional, ay	Two vowels together ai, oa, ea, ee, ie	Two vowels together ai, ea, ee, oa, oe
Variant vowel sounds al, aw, all, au, ou The effect of "r" on vowel digraphs ai-rain, chair ea-eat, ear, heard, bear ee-need, cheer oa-oak, oar	Variations of "a" all-ball ar-car ai-plain al-talk aw-saw ay-play	"r" controlled vowels ar-car er-her ir-girl or-work ur-fur	

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2land 22	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Variations of"ar" spelling ar-care air-chair ear-pear	Variations of "O" o-top o-pole oa-coat ou-brought-out ow-snow-cow	Variations or "special sounds" ook-book ow-snow or-fork ou-out-ow-now	Special sounds ow-how-ow-snow ou-out au-caught
Variations of "ir" spelling ear-heard	oo-boot oo-book or-fork	ew-new oo-soon aw-saw au-Paul	
Variations of spelling of: oo-book, u-put; oo-boot; ue-blue, ew-grew; ew-new, u-boot u-flute or prunes, oo-boot o-home, ow-snow i-pie, y-fly	Variation of digraph ea-head	oi-oil oy-boy	
Use of vowel substitution			

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Generalizations 1. The letter "r" is the controller of vowel sounds 2. When there are two vowels together in a word; the first is usually long the second is silent. 3. The letter "i" followed by "gh" is usually long 4. When there is only one vowel in a word and that vowel comes at the beginning or in the middle the sound of that vowel is short.	Generalizations 1. When there are two vowels together in a word; the first vowel is usually long and the second is silent. 2. When there is only one vowel in a short word and it comes at the beginning or in the middle, the vowel sound is usually short. 3. When a vowel is at the end of a two letter word the vowel is usually long. 4. When there are only two vowels in a word, one of which is final e, the first vowel is usually long and the second silent.	Generalizations 1. When there is one vowel, that vowel is short. 2. When there is a final "e" the other vowel is long. 3. When two vowels together the first is long.	Generalizations 1. When a word ends in a consonant and there is only one vowel the vowel is short. 2. When a word ends in a final "e", the e is silent and the other vowel is long. 3. Two letters come together sometimes make a new sound (ou).

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION			
Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
5. When there are two vowels in a word, one of which is a final "e" the first is long the "e" is silent.	5. A word must contain one or more vowels.		
6. When there is only one vowel in a word and it comes at the end, the vowel usually has a long sound.	6. When there is one vowel in the middle or beginning of a word it is usually short.		
7. When "o" is followed by "ld" the "o" is usually long.	7. The "r" changes vowel sounds.		
8. When a single vowel letter is followed by two consonants and a final e, usually the vowel is short. (prince)			

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION			
Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
9. When two consonants follow the first vowel letter and preceed an ending or suffex the vowel may be short in the root word.			
10. When one consonant letter follows the first vowel letter and preceeds the ending or suffex the vowel may be long in the root word.			
Exceptions to Generalizations 1. When a single vowel letter is followed by two consonants and a final "e", the vowel is usually short unless one of the consonants is "r" then the vowel is controlled by "r" -- large.			

TABLE II (continued)

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
2. When "a" is preceeded by "w" and followed by consonants, it has the "o" sound as in "hot;" "swan."			
3. When "a" is preceeded by "w" and followed by "r" it has "o" sound as in "corn", "war."			
4. Vowel diphthong "ea" may sound short "e"-- "head"			

Presentation of Diphthongs

Table III, located on page 47, shows the presentation of diphthongs.

It shows that the same diphthongs were presented in the basal readers and S.R.A. labs. There were no directed generalizations presented in either the basal series or the labs.

Presentation of Rhyme

Table IV, located on page 48, shows the presentation of rhyme.

It indicates that Ginn and Scott, Foresman presented practice in auditory and visual discrimination of rhyming words. Both series taught the technique of consonant substitution. In Scott, Foresman reading series, the use of the technique, consonant substitution, decreased as the ability to use vowel "clues" increased.

The S.R.A. laboratories presented auditory and visual discrimination of rhyming elements in "common phonograms."

Presentation of Phonograms

Table V, located on page 49, shows the distribution of phonograms (a combination of vowel and one or more consonants forming a word ending).

TABLE III

DIPHTHONGS

VISUAL-AUDITORY PERCEPTION			
Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
ou - out, ow - cow oi - oil, oy - boy	ou - mouse, ow - cow oi - oil, oy - boy	Special Sounds ou - out, ow - how oi - oil, oy - boy	

TABLE IV

RHYME

VISUAL-AUDITORY PERCEPTION			
Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Use of consonant substitution on known root to give clue to new words cold, mouse, came, feed, can, kind, will, sit, say, ride, look, well, pot, hard, bit, fly, pull (put) fish, hear, shout, mother, truck, would, show, (see-green) (each-eat) line, letter dad, keep, Jane, tried, bump, ever, ground, ear, hen, all, or, Dick, book, blow, fast, silly, (boat, too, tool-toot) place, wear, door, low, thought, Jerry, tool, cold, flew, ought, (use of consonant substitution on known roots decreases as use of vowel clues increases)	Auditory discrimination of rhyming words Consonant substitution and perceiving analagous words. live, dog, get, cake, night, sat, hand, pan, cat, more, chick, bed, light, net, clown, flip, Dot, fine, name, fall, bake, hole, keep, blow, tent, day, bed, tell, park, place,light, told, slow, dream, ting.		

TABLE V

PHONOGRAMS

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
	a - ace, ask, ad, an, ap, ar, at, ay, all, ame, as, ast, ate, e - ear, ed, en, er, et, ew, i - ick, ide, ight, ike, ilk, ill, ing, ink, ip, ish, ine, ir, ig, o - ob, ock, ode, old, ole, op, or, ose, ot, on, ow, oat, og, u - uck, um, up, ut	Common phonograms and, an, et, ay, all, ock, at, in, ake, ill, ent, ow, et, aw, en, old, ell, un, ack, ight, ound, ing, Teacher presents phonograms that begin with various vowel letters- a - ag, at, ack, ap, an, e - end, ed, ell, et, est, ent, i - ig, ip, ick, im, ing, o - ob, op, ox, ock, ot u - uck, ug, ut, un, um, ump Make short vowel words using endings - ng, nk, mp, it, st, ft,	Use of common phonograms and short vowel phonograms to make words ome iked an ouse ew ad ait eat oup ice ent ock ark at ide aught ook en igh ut un est ame ate atch op ell ild ight age oots ook et ime aw ail own oft ave oat air ain in ory ew Use of clues to vowel sound was reinforced.

The Scott, Foresman series did not include the word elements, phonograms. The Ginn series presented fifty common phonograms in the second grade reader.

The S.R.A. Laboratory I introduced twenty-two common phonograms in the Word Games. In addition, the teacher is directed to present other phonograms that begin with various vowel sounds. It should be noted here that Word Games fifteen to nineteen, presented the "common phonograms" but the investigator noted that nineteen out of forty-four Word Games involve the identification of phonograms in isolation of whole words.

S.R.A. Laboratory Ib made use of phonograms in eighty-eight out of one-hundred sixty Power Builder lessons. The phonograms presented were not always the same as those presented in the S.R.A. lab I as "common phonograms." For example, ice, ark, ook, ace were presented in lab Ib but are not among the "common phonograms" in S.R.A. Laboratory I.

In an effort to clarify Table V, sample lessons involving phonogram presentations were presented.

The following samples taken from the Manual illustrated the procedure for presentation of phonograms, suggested by the Ginn basal series.

Example 1: To review the technique of making new words by prefixing consonants to familiar phonograms, write the words get, dot, cup, in a row. In

a column beside the words, write the consonants b, c, d, j, g, h, j, k, l, m, n, p, r, s, t, w,. Encourage the children to decide whether or not you make a sensible word with et as in get by substituting the other consonants for g. Write the words bet, jet, let, met, net, pet, set, wet, and have them used in sentences. Similarly, let the children observe that some consonants used before et made words that are nonsense, that is words that have no meaning. Continue with other words on the list (27:91).

Example 2: List on the chalkboard the following groups of words from the sight vocabulary which contain the short e phonograms: let, get, then, when, met, pet. Have the words pronounced and the use of the short e noted by the children. Then have individual children draw a line around the part which is alike in each of the words (29:187).

The following sample of the phonogram presentation in Word Game 15b, S.R.A. Reading Laboratory I, was edited for purposes of this thesis:

and	can	not	play
and	an	ot	ay

The child was given such word cards as brand, plan, strand, can, dot, day. To play the Game the child is to say the word on the card and match it to the corresponding phonogram. If the child did not know the word, his partner could tell him or the teacher could tell him. When introducing the game, the teacher was instructed to make an effort to see that the child could say the words on the cards.

The S.R.A. Laboratory Ib extended the use of phonograms developed in the S.R.A. Laboratory I. The following examples illustrating the presentation of phonograms were taken from Lab I.

Example 1:

t	at
c	ook
h	ut
p	ame

Directions: Use these sounds to make your own words. Look at the first sound outside the box. Try it with each sound in the box. Write as many real words as you can. Look at the next sound and do the same. Aqua (1) Lab Ib

Example 2: ill ent ow et

You may have already met these sounds in Word Games. When you see these letters together, they usually have the same sound.

ill	ent	ow	et
fill	went	flow	wet
still	spent	crow	met

By learning to say these sounds whenever you see them, you can read many new words.

Directions: Look at the three words in each line. Write the word that has one of these sounds (<u>ill</u>, <u>ent</u>, <u>ow</u>, <u>et</u>) in it. Draw a line under the sound.

6.	tell	spilled	proud
7.	metal	battle	friend
8.	peel	willing	fell
9.	edge	pants	borrow
10.	cent	ants	wild

Olive (8) Lab Ib

Example 3: Supply missing letters.

12. They had only the s_ _ the moon and the stars.
Brown (18)

Supply missing letters.

12. Years ago only k_ _ _ s and very rich . . .
Green (6)

These basic differences in method of presentation of phonograms were noted. In the Ginn basic series, the following was noted:

> All phonetic elements are introduced through the use of known words, and most lessons are concluded with an activity in which the child is asked to use the new phonetic element to identify an unknown word in familiar context (27:3).

The words recognized in the final step of the lesson are usually words which will occur later in the text of the readers. "In each case the word must be written or pronounced as a 'whole word'" (27:92).

The S.R.A. Laboratories I and Ib often instructed the learner to begin with the element to say the sound then the word. There is not always a known word included to form a basis for the sound element. The child is not always presentented with an opportunity to use the words in context. There is not always a plan to allow the child to try out the new skill on unfamiliar words.

II. STRUCTURAL ANALYSIS

Table VI, located on page 54, shows the number of structural elements and generalizations developed in Scott, Foresman reading series, Ginn reading series and S.R.A. Laboratories I and Ib.

TABLE VI

STRUCTURAL ANALYSIS

VISUAL-AUDITORY PERCEPTION

Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Add s, ed, ing, to known roots. Add to known roots: s, es, er, est, y, ish, on, ful, prefix "un", ly Change "y" to add ending Double final consonant add ending Drop final "e" then add ending Possessive words Compound words Identification of contractions with two or more letters omitted Remove ending or prefix from word to aid in pronunciation of root.	Add endings to known root words. ed, es, s, ing, er, d, y, Practice recognizing root words. Double final consonant before adding ending. Drop final "e" before adding ending. Change "y" to "i" before adding ending. Compound words Contractions	Add endings to base words: and, ay, all, ook, ill, old, ack, ight, Endings - s, ing, ed, er, est Initial syllables: be - de - re ex - in - com per - pre - pro ful - ly - ment tion - ous - le cious - sion al - ure	Add endings to base words: ing, s, ed, er, est, Add - es after words ending in ch, sh, x, Change "y" to "i" before adding es Syllables must have a vowel. but/ter sum/mer Drop the final "e" before adding ending Homonyms - buy - by Use of Possessive words Compound words Recognition and meaning of contractions

Scott, Foresman series presented more elements than Ginn series but offered essentially the same generalizations for directed presentation. Both series made provision for practice in identification of root words. Since the S.R.A. Laboratory I presented more elements, it covered phonic and structural skills presented in grades one to four. Fewer generalizations were presented in S.R.A. Reading Laboratory Ib and no generalizations were presented in S.R.A. Laboratory I. No provision is made for practice in identification of root words in the S.R.A. Laboratories.

III. DICTIONARY SKILLS

Table VII, located on page 56, presents a description of dictionary skills introduced in Ginn basal reading series, Scott, Foresman basal reading series and S.R.A. Reading Laboratories I and Ib.

All three programs presented alphabetizing to the third letter. Scott, Foresman listed more skills and understandings, however, these skills and understandings were developed in Ginn and S.R.A. Reading Laboratories I and Ib.

TABLE VII

DICTIONARY SKILLS

VISUAL-AUDITORY PERCEPTION			
Scott, Foresman 2^1 and 2^2	Ginn 2^1 and 2^2	S.R.A. Reading Lab. I Word Games	S.R.A. Reading Lab. Ib "Learning about Words"
Words have more than one meaning Use context to find meaning Identify root words Recognizing alphabetical sequence or general alphabetical position Alphabetizing to third letter	Recognizing alphabetical order of words		Alphabetizing to third letter

IV. METHOD OF PRESENTING PHONIC SKILLS

The basic reading program offers a "systematic plan" for the use and development of phonic skills. A sequential plan has been developed--the consonant sounds are taught before the consonant blend sounds, and the single vowel sounds before the digraphs and diphthongs. Known words are used to introduce phonic elements, and activities are presented which allow the child to use the new phonic element to identify an unknown word in a familiar context. These unfamiliar words identified in the final step of the lesson are usually words which appear later in the text of the readers. Following are two examples of the approach utilized by the basal readers in presentation of a phonic element, and was edited by the investigator for purposes of this thesis:

Example 1: Purpose: To help children recall the consonant l.

(introduction association with known words)
lamb, laugh, little, letter

(consonant substitution) give (live)

(use of context)
Peter and Jack $\frac{\text{give}}{\text{live}}$ on Garden Street.

(consonant substitution)
dog (log) get (let) night (light)

(identification of unfamiliar words using the new element)
Put a _____ on the fire. dog log
We can fish in the _____. cake lake

(27:103)

Example 2: To help children associate ng sound with letters ng or n before k.

(auditory and visual recognition of sound and letters)
Listen to the sound in words: long, thing, and rang. Underline the sound in the words.

(auditory discrimination of the sound)
Which words have the ng sound: run, rung, wing, win.

(association of sound with letters)
Write think and thank. Listen for and locate ng sound.
Lead pupils to generalize that either the letters ng or the letter n before k may stand for the ng sound in printed words.

Say each of the following sentences, omitting the word and writing it for pupils to identify through the use of consonant substitution or visual clue to short i sound. "What letters (or letter) stand for the ng sound in this word?"

Write the word in the blank. He used too much slang.

Which book did you bring. That animal is a mink.

(25:80)

The S.R.A. Laboratory I is concerned with developing the phonic and structural analysis skills usually offered in the first four grades of school. There are two possible approaches to the program. The program is sequential for those children new to phonic instruction, or students may select only those Word Games that offer practice on a needed skill. The following example, edited for purposes of this thesis, shows the suggested method for introduction of a Word Game.

Example 1: Purpose: To introduce the consonant p letter and sound.

(auditory discrimination of the sound)
The teacher pronounces pop, pig, pup. Teacher then has children pronounce pop, pig, pup. Teacher reads a story, children listen for words that begin like pie, pop, pig, pup.

(auditory and visual discrimination of sound)
The teacher presents the visual symbol, p, along with a picture of a pie.

A list of phonograms is put on the board: ig, ot, an, up. The child tells what letter to put on each phonogram to make the words pig, pot, pan, pup.

The child now plays the Word Game that offers practice in the identification and discrimination of the p sound, and letter (23:41).

In another lesson, the child is instructed to think or say the h sound then the and sound then the word hand (23:46).

Another lesson involves the activity of sounding words letter by letter (23:47).

The S.R.A. Reading Laboratory extended the phonic skills presented in Laboratory I. This was done by offering two basic types of lessons. The following are examples of these lessons. These lessons have been edited for purposes of this thesis:

Example 1: A. Make your own words. Use these sounds to make your own words. Look at the first sound outside the box. Write as many real words as you can. Look at the next sound and do the same.

t	at
c	ook
h	ut
p	ame

B. Use your own words. A word is missing from each of these sentences. Read each sentence. Then look at the words you have just made. Write the word that makes the sentence right.

1. The magician _____ to school.
2. He wore a tall, black _____.
3. He _____ off his hat.
4. He _____ the rabbits back into his hat.

Aqua (1) Lab Ib

Example 2: B. and an ot ay

You may have already met these sounds in the Word Games. When you see these letters together, they usually have the same sound.

and	an	ot	ay
band	pan	pot	day
hand	tan	slot	tray

By learning to say these sounds whenever you see them, you can read many new words.

Directions: Look at the three words in each line. Write the word that has one of these sounds (and, an, ot, ay) in it. Draw a line under the sound.

6. water, dotted, whole
7. straying, parts, keys
8. jump, cats, standing
9. grand, doll, start
10. only, answer, drawing

Olive (11) Lab Ib

Differences in Method

The lab presentations did not begin with known words developed from context. Consonant substitution was not practiced. Word Games offered no provision for immediate use of the new generalization developed or development of

word meaning. The child may call the names of these words without knowing the meaning. Both basal reader series emphasized the blending of the word as a unit (26:18; 27:91). The S.R.A. Laboratory Ib lessons instructed the learner to look at first one sound and then try it with another sound to make a new word. The basal reader series base phonic instruction on known words. The labs tended to move generally from the abstract letter symbol and sound, or the abstract phonogram to the pronounciation of a word.

> After a pupil learns to "read" in the technical sense of the word, then he can go on to learn the meanings of, and "read" words (in context) that he does not have in his speaking or listening vocabulary. Ideally, this task should follow--or certainly parallel--the sound establishment of a set of phonic skills (23:32).

V. FORMATION OF GENERALIZATIONS

The S.R.A. Reading Laboratory utilized a "discovery" method for introduction of generalizations. The organization of the materials suggested the generalization to the learner.

> It means giving the pupil the opportunity to practice seeing the sound-sight correspondence in regular words, grouped according to certain phonic 'ideas.' In this way he can gain an intuitive understanding of these ideas. This, however, does not mean that the pupil will be taught the 'rules' in the abstract. Rather, the learning is such that after a pupil has played a Word Game in which, for example, fifty words are spelled with a silent e following the last consonant and in which the vowel before the consonant 'says' its name, he may automatically read the fifty-first word--perhaps stripe--correctly (23:32).

The Word Games, S.R.A. Reading Laboratory I, are based on the following "ideas."

1. Most consonant letters have a distinct and regular value . . .
2. Many consonant letters are regularly combined with other consonants to spell a two-part word called a blend . . .
3. There are a few consonants that combine with the other consonants to spell an entirely different single sound. These are called consonant digraphs . . .
4. Each of the five vowels is used to spell many sounds, but two sounds are most often heard--the so called long and short sounds . . .
5. The long sound or a vowel is often spelled with a vowel plus a silent letter . . .
6. Certain combinations of vowels and semi-vowels (w, y, r) are used to spell special sounds neither short or long . . .(23:32-33).

The Ginn basal reader series and Scott, Foresman basal reader series also utilized the "discovery" method when presenting phonic generalizations. The teacher controls the arrangement of the materials. After the teacher has presented a situation which illustrated the generalization, the children are invited and aided to "generalize in their own words" (25:70). The teacher may help correct any misinterpretations immediately.

VI. CONTEXT CLUES

Ginn and Scott, Foresman Reading Series

Ginn and Scott, Foresman reading series makes use of the context clue. "Whenever structural and phonetic skills are introduced or refined, pupils are led to use them

immediately by identifying new words in context" (25:19). These learnings are strengthened further by practice as youngsters use them to identify words independently in the work book, basic readers, and in independent reading (25:19).

The following are two examples from the Scott Foresman manual which illustrated the development of the technique of context clues. This has been edited for purposes of this thesis:

Example 1: This practice in recognizing new words in context follows the introduction of (ir) sound.

Bob wanted a third cookie.
The puppy wanted milk.
Penny likes to play in the dirt.
(25:65)

Example 2: This practice is for recalling visual clues to vowel sounds. Conclude with sentences which include unfamiliar words to identify using context and phonetic clues.

This belt is too small to go around your waist.
Don scrubbed the floor with a brush.
Bob was so tired that all he could do was yawn.
(25:181)

The Ginn Manual defines the use of context clues as follows:

> . . . any reading activity which involves an active attack on words with the emphasis upon meaning of the whole sentence or paragraph in which the words are imbedded. The use of context clues should be combined with phonetic and structural analyses, for each acts as a check on the accuracy of the other (29:23).

The Ginn lesson plans suggest steps to develop concepts similiar to the Scott, Foresman plan. The elements are presented through the use of known words then applied to unfamiliar words in familiar context. These unfamiliar words identified in the final step of the lesson are usually words which will appear later in the text of the readers.

The following example illustrates practice in the technique development of the use of context clues. It is taken from the Ginn Manual, and edited for purposes of this thesis.

The oo sound in food is developed from known words, food, too, and school. Then these sentences presented give practice using the new phonic skill to recognize unfamiliar words in context:

> We can dig around roots of the plant.
> It will soon be Christmas.
> Every night I watched for the moon.
> Did the dog break his rope and get loose? (27:308)

S.R.A. Reading Laboratory Ib

"The vocabulary and word study program of Lab Ib teaches word meaning and word analysis both phonetic and structural--through story context" (24:19). The following is an example of the development of the technique of context clues taken from Lab Ib. This was edited for purposes of this thesis:

Example 1: A. (use of the word related to story directly)
1. Isaac was asleep in the _ _ _ _ _. (1)

B. (use of words in the story in different context)
6. There are many apples on the _ _ _ _ _ _. (1)
7. In summer John cuts the _ _ _ _ _ _ . (1)

C. You can tell what a word is by reading the words around it. When you know some letters of a word, you can often tell what the word is.

Directions: Read the little story, when you come to a word with missing letters, think what the whole word should be. The shapes of the boxes will help you to know what the missing letters are. When you think you know the word, say it softly, to yourself. Then write the whole word.

11. We don't reall□□ know that Isaac
12. Newton start□□ thinking about grav
13. ity because of an apple. The □□ory

Brown (19)

VII. ERRORS AND INCONSISTENCIES NOTED

Certain errors and inconsistencies were noted in the S.R.A. Laboratories. For the purpose of clarification, errors refer to labeling sounds in a conflicting or confusing manner. Inconsistencies refer to methods presenting sound elements that are not in agreement with the sound that should be produced.

S.R.A. Laboratory I

There were errors and inconsistencies noted in the

S.R.A. Reading Laboratory I that might cause confusion on the part of the learner. Since it was not the purpose of this study to tabulate such items, this aspect was brought to the attention of the reader by giving a few examples. These examples follow:

1. The Word Games introduced the final consonants Aqua (5) (6) visually using words ending in e such as snake and bicycle.
2. The th sound as in them and they was omitted. The letter "y" as a vowel or consonant sound was omitted.
3. Such sounds as ar, or, air, and ow were used in words before they had been studied in sequence. The air sound is not presented.
4. The word hair was presented as a long a word.
5. A distinct confusion about what sound to attribute to the or sound as in fork was present. The Manual (23:34) presents it as an "r" controlled vowel. It is presented in the Word Games as a short o and as a "special sound" or as in for. The Word Games presented the or as in work as the "r" controlled vowel.

S.R.A. Laboratory Ib

There were also errors and inconsistencies noted in the S.R.A. Laboratory Ib:

1. The child was told to think the sound of ome. He was given the consonants h and c to use. By the use of these given consonants, sounds of ome could be developed. These phonograms also have two possible sounds:

   atch watch or patch
   owers flowers or growers
   ew sew or flew

2. The learner was told that by learning to say certain sounds whenever he saw them, he could read many new words. He learned the sound at as in cat. This instruction would be of little use to the learner for recognition of such words as ate, plate, or attack.

3. In Olive (17), the child was instructed to underline the word with the in sound in it. He may choose finish, but he could find in in paint. He could find at in mat but also in plate.

These inconsistencies were noted in the Laboratory presentation of the development of skill in the use of context clues. These practices could cause the learner to become confused about pronunciation and meanings of some

words. The following is an example and is edited for purposes of this thesis:

Brown (17) 15. Wore fe her bonnets and war . . .

(This isolates her in the word feather. This does not help meaning or pronunciation.)

(20) 17. When the ear□ got cold, the . . .

(Isolates ear in the word earth. This does not help meaning or pronunciation.)

(9) 14. Do their hear□ beat well? How . . .

(Isolates hear in the word heart. Does not help meaning or pronunciations.)

The Basal Series

The writer felt it appropriate at this time to mention questionable practices noted in the basal series. Questionable practices will refer here to practices that do not seem consistent with research reported in the review of literature.

Ginn presents phonograms, word endings, in isolation.

Scott, Foresman presents a great many generalizations.

VIII. SUMMARY OF CHAPTER

It was the purpose of this chapter to give an analysis of data collected. Topics included the presentation of phonic skills, use of context clues, structural analysis skills, and dictionary skills. A comparison was made between

methods of presenting phonic skills. Mention was made of the errors and inconsistencies present in S.R.A. Laboratories I and Ib. The presence of questionable practices were noted in the basal series.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

This study was conducted in an effort to compare the word attack skills presented in S.R.A. Reading Laboratory I and S.R.A. Reading Laboratory Ib with word attack skills presented in two second grade basal reading programs, Ginn, grade 2, and Scott, Foresman. The purpose of the study was to determine whether S.R.A. Reading Laboratories I and Ib would be of value as a supplement to either or both basal reading programs. The word attack skills investigated were contextual clue, phonic analysis, structural analysis and dictionary skills. The elements presented and the methods of presentation were compared. Mention was made of errors and inconsistencies present in the S.R.A. Laboratories.

The comparison of the phonic analysis skills showed little significant difference, in most areas, between the two basal reader programs. The S.R.A. Lab presentation of phonic analysis skills is based on "ideas" for phonic skill development similar to the "principles" presented in the basal tests; however, the method of presenting these "ideas" and "principles" differ between the basal program and the S.R.A. program.

The S.R.A. Laboratories presented fewer consonant elements and less directed presentation of consonant generalizations, than the basal program. No practice using the technique of consonant substitution was presented in S.R.A.; Scott, Foresman offered more generalizations and consonant elements for presentation than did the Ginn Series.

S.R.A. presented fewer vowel elements and fewer variant vowel sounds than either basal text. Vowel generalizations were presented. Scott, Foresman introduced more vowel elements and generalizations than did the Ginn series.

The presentation of diphthongs was essentially the same in S.R.A. and the basal programs.

The presentation of rhyme was similar in Ginn and Scott, Foresman. Both basal series presented auditory and visual discrimination of rhyming elements and the technique of consonant substitution using rhyming elements. S.R.A. presented practice in the auditory and visual discrimination of rhyming elements.

The Scott, Foresman series presented practice in the technique of consonant substitution, but it did not present the word elements represented by phonograms in isolation. Ginn presented practice in consonant substitution and in recognition of word elements represented by phonograms. Both S.R.A. Labs base much of the instruction on the identification and pronounciation of word elements represented

by phonograms in isolation.

The development of the skill of structural analysis was essentially the same in both basal series and S.R.A. However, S.R.A. presented no practice in identification of root words.

The same presentation of dictionary skills was evident in each program.

Both basal series offered essentially the same method of presentation of phonic skills. The basal texts exemplified the "whole" word or "analytic" approach to phonics. The emphasis was upon recognition of sounds with known words--elements were not sounded in isolation and then blended into a word. The development of meaning was an essential part of this approach. The method of presenting phonic skills used by S.R.A. illustrated a "synthetic" approach to phonics--phonic elements were often presented in isolation of word form and then blended into words. Development of word meaning was not always emphasized.

While the S.R.A. Laboratories and the basal text series utilize the "discovery" approach to phonic instruction, there was no agreement between the type of "discovery" approach. The basal program offered lessons formed around generalizations and the guidance provided by the teacher insured the formation of the proper generalization. The organization of the S.R.A. materials suggested the generalization to the learner. Little guidance was provided.

There was little effort to control what generalizations were formed or how they were formed in the S.R.A. program.

In the basal series and S.R.A. Laboratory Ib, skill in the use of context clue was practiced by the identification of unknown words from the meaning presented in the sentence or paragraph.

Errors and questionable practices were noted in the S.R.A. Laboratories.

II. CONCLUSIONS

All word attack skills studied were practiced in both the basal program and the S.R.A. program. Findings demonstrated that similar programs were offered by S.R.A. and the basal texts in the development of the technique of context clue, structural analysis and dictionary skills.

The philosophies differed in the method used in the presentation of generalizations. The basal text program provided "guidance" in the formation of generalizations. Little guidance in the formation of generalizations, beyond that suggested by the material, was provided by the S.R.A. program.

It was revealed by this study that S.R.A. Laboratories presented a "synthetic" approach to the development of phonic skills. The basal text employ the "analytic" approach to the

development of phonic skills. Most authorities tend to agree on the basis of research and experience that the "analytic" or "whole" word approach is a sound practice in phonic instruction. The synthetic approach has been found to be unsatisfactory because of the following:

1. It causes extra vocalization and distortion of sounds--tuh--ook.
2. It encourages faulty eye movements. Thus, a word like took might be a two look word--t-ook.
3. It often encourages looking at word endings first. This detracts from left to right eye movements.
4. It causes slow, faltering reading habits.
5. It is often based upon the memorization of phonograms that occur with little frequency in language.
6. It delays the act of reading until the child has memorized sounds and generalizations.
7. It introduces the unknown element and then moves to the known word.
8. It emphasizes pronounciation, rather than meaning.
9. It utilizes periods of extra drill that are not connected with the needs of the learner.

While it was realized that the development of phonic skills and generalizations did not comprise the total word attack program, and that there tended to be agreement in other areas, context clue, structural analysis and dictionary skills, phonic analysis did comprise a significantly large segment in the program of developing skill in word attack.

It seemed evident that to introduce a "synthetic" method of phonic instruction into a program utilizing an "analytic" approach to phonic instruction would be questionable practice, unless it was adapted to a particular situation or individual.

The original hypothesis stated:

> S.R.A. Reading Laboratories I and Ib present a program of word attack skills consistent to the word attack program presented in two basal reader programs, Ginn and Scott, Foresman, therefore, would reinforce learning and supplement either or both basal series.

On the basis of the foregoing conclusions, the original hypothesis has been rejected.

III. IMPLICATIONS FOR USE IN THE CLASSROOM

S.R.A. Program

The teacher using the S.R.A. program would need to be well versed in the word attack skills, their sequence and the generalizations. This material offers little guidance to the teacher.

The teacher would need to be aware that S.R.A. Laboratory Ib presented the child with the opportunity to combine elements that do not make words. S.R.A. Laboratory I offered the child an opportunity to match letters rather than sounds.

The presence of questionable practices, errors and inconsistencies should be noted and isolated for correction in the S.R.A. Laboratories I and Ib.

Basal Program

In light of research reported by Clymer and Oaks, as cited in the review of literature, it is questionable whether the presentation of many generalizations in the Scott, Foresman basal series is justifiable practice.

The value of the presentation of phonogram word endings in isolations of words, is questionable. Possibly the phonic program offered by Ginn basal series would be strengthened by the omission of this practice.

IV. NEED FOR FURTHER RESEARCH

Evidence from existing research shows that no one method of presenting phonics instruction is superior for all learners. It would be desirable to study this material in an effort to discover what type of learner benefits from the instruction method presented in the S.R.A. Laboratory word attack skill program.

A study comparing groups using S.R.A. word attack program, compared with a group using the basal text word attack approach would provide valuable information.

Development of individual multilevel material which presented an analytic approach to phonics would be a beneficial supplement to a basal program.

The need for further study concerning the utility of phonic generalization has been suggested by this study.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Betts, Emmett. Foundations of Reading Instruction. New York: American Book Company, 1957.

2. Betts, Emmett. "What about Phonics?" Education, Vol. 75. May, 1955.

3. Clymer, Theodore. "The Utility of Phonic Generalizations in Primary Grades," Reading Teacher, pp. 252-58; January, 1963.

4. Cronbach, L. Educational Psychology. New York: Harcourt, Brace and World, Inc. New York, 1963.

5. Cordts, Anna D. "And It's All Known as Phonics," Elementary English, pp. 376-368, 412; October, 1955.

6. DeBoer, J. J., and M. Dallmann. The Teaching of Reading. New York: Holt, Rinehart and Winston, 1960.

7. Dolch, Edward W. Teaching Primary Reading. Champaign, Illinois: The Garrard Press, 1955.

8. Durrell, D. D. Improving Reading Instruction. New York: World Book Company, 1956.

9. Durrell, D. D. "Success in First Grade Reading," Journal of Education, Boston University, 1958.

10. Flesch, Rudolf. Why Johnny Can't Read--And What You Can Do About It. New York: Harper & Bros., 1955.

11. Gates, Arthur I. Improvement of Reading. 3rd Edition, New York: The MacMillan Company, 1947.

12. Gray, William S. On Their Own in Reading. Revised Edition, Palo Alto: Scott, Foresman and Company, 1960.

13. Gray, William S. "Word Perception, Understanding, Attitudes and Skills in Recognizing Word Meaning and Pronunciations," Basic Instruction in Reading in Elementary and High Schools, No. 65, Chicago: University of Chicago Press, October, 1948.

14. Harris, Albert J. How to Increase Reading Ability. New York: Longmans, Green & Company, 1956.

15. Heilman, Arthur W. Principles and Practice of Teaching Reading. Columbus, Ohio: Charles E. Merril Books, Inc., 1961.

16. Hester, Kathleen B. Teaching Every Child to Read. New York: Harper & Row, 1964.

17. Hildreth, Gertrude, "The Nature and Scope of Reading Programs Adapted to Todays Needs in the Primary Grades," Better Readers For Our Times, International Reading Association Conference Proceedings, Vol. I, p. 18, 1956.

18. Hildreth, Gertrude. Teaching Reading. New York: Henry Holt and Company, 1958.

19. McCullough, Constance. "An Inductive Approach to Word Analysis," Education, Vol. 75, pp. 583, May, 1955.

20. McKee, Paul. The Teaching of Reading in the Elementary School. Boston: Houghton Mifflin Co., 1948.

21. McKim, Margaret G. Guiding Growth in Reading. New York: The MacMillan Company, 1963.

22. Parker, Don H., and Genevieve Scannell. Individualized Learning. Chicago: Science Research Associates, Inc., 1963. 19 pp.

23. Parker, Don H., and Genevieve Scannell. Teacher's Handbook; S.R.A. Reading Laboratory I. Chicago: Science Research Associates, Inc., 1961.

24. Parker, Don H., and Genevieve Scannell. Teacher's Handbook; S.R.A. Reading Laboratory Ib. Chicago: Science Research Associates, Inc., 1961.

25. Robinson, Helen M., et. al. Friends Old and New. Teacher's Edition, Chicago: Scott, Foresman and Company, 1963.

26. Robinson, Helen M., et. al. More Friends Old and New. Teacher's Edition, Chicago: Scott, Foresman and Company. 1963.

27. Russell, David H., and Odille Ousley. Around the Corner. Revised Edition, Chicago: Ginn and Company, 1958.

28. Russell, David H. Children Learn to Read. Chicago: Ginn and Company, 1961.

29. Russell, David H., and Odille Ousley. We Are Neighbors. Revised Edition, Chicago: Ginn and Company, 1957.

30. Smith, Henry P., and Emerald V. Dechant. Psychology in Teaching Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

31. Smith, Nila Banton. "Phonics Now and Then," Education. Vol. 75. p. 563, May, 1955.

32. Smith, Nila Banton. Reading Instruction for Today's Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

33. Smith, Nila Banton, "What Research Tells Us about Word Recognition," Elementary School Journal, pp. 440-46, April, 1955.

34. Spache, George D. Reading in the Elementary School. Boston: Allyn and Bacon, Inc., 1964.

35. Staiger, Ralph. "Meaning Clues to Word Perception," Elementary School Journal, p. 581, April, 1955.

36. Tinker, Miles, A. and Constance M. McCullough. Teaching Elementary Reading. New York: Appleton-Century-Crofts, Inc., 1962.