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A Combination Approach to the teaching of Reading

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A COMBINATION APPROACH TO THE TEACHING
OF READING

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Carroll B. Marchant
August 1965

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It would be most difficult to recognize each and every appreciated contribution offered by my fellow teachers and friends. Their interests and suggestions would be inspirational to many in the field of curriculum research.

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Carroll B. Marchant

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The teacher's everyday relationship to the pupil in an instructional program can determine the success or failure of any learning process. The program itself is not the answer, but only a tool that the teacher can use in providing the proper learning situation.

I. THE PROBLEM

Statement of the problem. This is a descriptive study of an individualized approach to reading which is supplemented with procedures and activities from the traditional basic text approach.

The writer chooses to use this combination approach in his selection of a reading program rather than the total individualized or total basic text program as it is his belief that no one approach to a reading program can conceivably be a "panacea" to all needs.

It was the intent of this study to verify the writer's hypothesis that significant progress in reading can be obtained through a combination of the individualized and the basic text approach to reading.

There was no attempt to control variables in this study. The pupil's ability, sex, age, socioeconomic

background, or reading achievement level was not a determinant in the selection of students for this program. Although it is recognized that each one of these factors could affect reading growth individually or collectively, it was the attempt of this study to present a program adaptable to any class anywhere.

Importance of the study. In a field as extensive as reading, there is infinite need for research and experimentation. There must be a continual search for methods, materials, activities, and techniques in order to determine a more desirable program. (5:221)

Every teacher of reading must constantly evaluate his program and sustain a continued effort to improve his classroom instruction. The teacher must seek ways of adapting the program to the child, to his needs, to his developmental level, and to his purposes.

Green (12:33) states that it is impossible to plan effectively for improvement of instruction except when such plans are based on careful and exact studies of the present success and failures of instruction.

Limitations of the study. The study was confined to the writer's fifth-sixth grade combination room.

The degree of achievement could conceivably be a result of the novelty of the program to some extent.

The group was aware that a study was being made, and consequently worked exceptionally well toward their betterment in reading. No effort was made to control the Hawthorne effect.

A better knowledge of children's books would have been an asset to the program.

II. DEFINITIONS OF TERMS USED

Evaluative techniques. Any procedure for measuring the ability, achievement, and/or interest of a student.

Flexible grouping. The practice of grouping individuals temporarily to accomplish a specific purpose.

Guided lessons. A lesson with a specific purpose that is directed by the teacher.

Individualized reading. A method of reading that provides certain group activity, on a multi-level basis, in the development of skills, and does not restrict the student in his choice of reading materials.

Level of achievement. The level of achievement at which the student can read independently with considerable comprehension and pleasure.

S. R. A. materials. Materials of a multi-level developmental nature produced by the Science Research Associates Laboratories and which are designed on a graduated level of achievement basis.

Group approach. The group approach for the purpose of this study is associated with the ability grouping procedures commonly used in the basic text program.

III. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remaining chapters in this study will cover the following:

Chapter II will give a review of the literature on the use of the individualized program and the basic text program. It will also relate opinions as to the feasibility of combining an individualized and basic text program.

Chapter III will deal with the design and details of the study, together with the evaluative results.

Chapter IV presents a summary and conclusions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing the literature in the field of reading the writer found that the terms "individualized reading" and "personalized reading" were used with considerable synonymy. This was also evident in the concepts of "basal programs" and "ability grouping." For this reason, the writer found it rather difficult to establish the terms as separate entities and will therefore use these terms with the same synonymy mentioned.

I. INDIVIDUALIZED PROGRAM

The teaching of individualized reading is being used in schools throughout the country, and more and more schools are experimenting with this method. It is also being discovered that many teachers have used individualized reading for many years. Therefore, everyone interested in reading should understand what individualized reading implies, and the problems that arise if this method is to be used. He should also understand how it compares, in detail, with the other methods of reading.

(7:556)

Recent studies by Brogan, Draper, and Veatch explained in detail the principles of individualized

reading. They state that the normal child, being actively curious, will seek reading experiences consistent with his abilities, capacities, interests, and energies. His motives for reading are best satisfied when he is allowed to choose, under guidance, reading materials that fit his individual characteristics. (4, 8, 26)

In practice, the individualized reading program operates in the following manner. The child is given the opportunity to select which reading material he prefers. He moves from pre-primers to trade books and more advanced textbooks at an individual rate. The teacher holds brief conferences with him as often as possible to evaluate his progress and diagnose his needs. While silent reading is done individually, children with similar problems can be grouped for drill sessions when these sessions are deemed necessary. A written record is kept for and by each child. The teacher keeps a record on test scores, books read, vocabulary skills, comprehension practices, and oral reading problems. The child shares what he has read by reporting to the class, joining small discussion groups, or by conferences with the teacher. (13:70)

An individualized reading period might follow these guidelines: (a) a short planning session by the whole class to set the goals for the period; (b) individual silent reading and related activities; and/or pupil-teacher

conferences; (c) supervised small group sharings; and (d) evaluation of results by the whole class of the progress made toward their goals. (13:70)

Reports of results gained through this approach have indicated that pupils under it make normal growth in reading. They are said to enjoy it more than the basic text and ability-grouping approach. Pupils are said to exercise more self-direction and develop greater love for reading under an individualized reading program. But one of the main points is that the teacher feels more self-reliance and has more interest in teaching reading when using this type of program. (13:70)

Dr. Willard C. Olson (19:89-98) finds that his "seeking, self-selection, and pacing" concepts are best met in a reading program that is individualized.

Olson conducted research on children's growth patterns. As a result of this research he concluded that a highly permissive, highly individualized reading program was the most favorable. (15:136)

Dolch (7:566) says that individualized reading implies at least five different things:

- (1) the children are at their seats or at reading tables. They are not in a group before the teacher,
- (2) each child has a different book --a book that he himself selected. This is very different indeed from the group approach, with each student having a basic text open to the same place at the same time.
- (3) each child receives individual help from the teacher or a teacher's

aid, the help that he needs when he needs it. Again this differs from the group approach. (4) One of the main arguments of the individualized program is that it provides for a "sharing period" which can be used with a small group or the entire class. And, (5) individualized reading still assumes that certain skills have to be taken up with the class as a whole, or in a group session with the part of the class which needs to learn the skill.

Dolch further states that the group method of teaching also uses such sessions for special skills and says that these "skill sessions should be a part of any reading program.

Some teachers criticize the individualized plan and say that the reading is more "recreational" than it is for fun and does not increase skill or ability--and is only a part of a structured program. But the individualized program is designed so that it takes the reader at his present level and attempts to elevate him to higher levels of skill and difficulty. (17:4-5)

The individualized program is a method in the teaching of reading. It is aimed at the learning of more sight vocabulary, more phonics, more word meaning, more sentence comprehension, and many other skills. It is teaching reading, though the emphasis is on learning rather than teaching. (7:14)

In an article entitled, "Another Way to Meet Individual Differences," Miriam Wilt points out the differences and some of the distinguishing characteristics of the personalized or individualized reading program.

She states:

Learning to read is individualized only to the extent that the child makes his own selection of reading material, with teacher guidance when necessary; he starts where he is, progresses at his own rate, has instruction according to his developmental and remedial needs; and is involved with the teacher in the evaluation of his own progress. (29:26)

Wilt also states that a second major difference involves materials and that the third major difference concerns the activities of both the teacher and the students during the time allotted in the program of teaching reading. (29:28)

Many advocates of the individualized or personalized reading program feel that the conference time between the student and the teacher is one of the valuable assets of the program.

Barbe is certainly in agreement with this. He suggests that the time which a child spends with a teacher may vary from five to fifteen minutes and may be regulated by a rather systematic procedure of what is to happen at this time. Barbe also states that:

The teacher and the class might decide that perhaps three major areas would be covered such as (1) checking new words and word attack skills, (2) comprehension checks on materials read, and (3) a brief evaluation of the child's progress. (1:32)

In Sartain's "The Place of Individualized Reading In a Well-Planned Program," he lists the characteristics

that are common to the individualized plan. Sartain further explains that the individualized reading is not so much a method as it is a different organization for the utilization of time and materials. He says that it is not really new, "but has been vigorously re-emphasized and expanded as a reaction against the misuse of instructional materials by many teachers." (22:1-7)

II. BASIC TEXT PROGRAM

There is little doubt that the coordinated series of reading textbooks and workbooks, known as basal or basic reading series, forms the core of the American reading program. (Bureau of Applied Social Research, "Reading Instruction in the United States." Preliminary Report, Columbia University, 1961.) With this being true, a group of materials which receive almost universal acceptance certainly deserves one's most serious consideration and evaluation. The basal series should certainly form a significant part of the total reading program. (23:58)

In some schools of former days reading was done only from readers, and one reader made up the materials of the program for a year, or at least one-half year. Today, reading consists of much more than reading from one book; but here, as in other school practices, tradition often dies hard.

Within recent years basic readers, perhaps more than any text book in the school program, have been changed and improved in content, format, and mechanics of writing. (14:226-230) In fact, ideas that first developed in readers have often been adopted later in other school texts. According to Russell (20:105-106), the modern basic reading series generally is constructed on four main principles:

1. It provides continuity of growth in reading skills, habits, and attitudes by means of a carefully graded series of reading materials...

2. It provides for a wide variety of reading activities. Older reading programs stressed word recognition and reading for details. The modern basic series is written on the assumption that children have to read many kinds of materials for many different purposes...

3. It provides a complete organization of reading experiences. Research shows that learning to read is a developmental process in which children build upon certain knowledge and skills in developing new knowledge and skills...

4. It provides for a worth-while content of ideas...In other words, the basic series includes a content of ideas important for children, individually and collectively, in the modern world.

Although modern basic readers have been carefully written for gradation, variety, organization, and content, Russell (20:149) believes that they should be used only as a part of the whole reading program.

Staiger's (24:46-49) study on the use of basal readers indicates that about ninety-five per cent of

teachers use a basic series, but that these teachers also used other materials of considerable value. He also reported that ninety-two per cent of the respondents to his study approved the use of basal readers other than the adopted series for supplementary reading. It is interesting to note that over two-thirds of them approved of manuals as guides to teaching, while less than one per cent considered them of little value.

Certain theorists criticize the basic reader approach as too formal and as not growing out of the needs and experiences of children. Sometimes the content of the basic readers is criticized for lack of quality and interest to children. The "pale" primer is held up to ridicule because of its lack of content and monotonous style. Yoakam (31:79) says that the fact remains that teacher education in America has not yet succeeded in training young teachers to be masters of the art of teaching reading without the aid of well-organized teaching materials. Even in those schools in which great emphasis is placed upon the relation of reading instruction to the unit of work, or where a more or less informal approach to reading is favored, much use is made of basic reading materials in one way or another, and more dependence is placed upon them than the advocates of "learning by doing" would be willing to acknowledge.

The advantage to the basic reader approach to reading lies in the careful selection of content, the control of vocabulary, the carefully worked out skill sequences, and the control over repetition. (31:79)

In 1949 Yoakam (31:12-19) summarized the pros and cons of the use of basal reading materials. In this report he listed the arguments for and against basal reading instruction. His arguments against basal reading are:

1. Basal reading systems are founded upon a mechanistic theory of learning which is now yielding to an organismic theory based upon gestalt psychology;
2. No basal system provides for the needs of the individual;
3. Basal systems follow the theory that the whole is made up of the parts and that reading is a complex made up of a hierarchy of skills;
4. Basal systems are based upon the graded system of instruction;
5. Basal systems do not provide for individual differences;
6. Basal systems are used inflexibly;
7. Basal systems encourage teaching rather than teaching the child;
8. Basal systems contain material which is of inferior quality.

Yoakam was much more explicit in his arguments favoring basal reading instruction when he listed these ten ideas:

1. Psychological data favor the systematic development of skills;
2. Basal reading instruction always reflects current theories concerning educational methods;
3. There is danger of over-emphasizing the fact of individual differences;
4. Individual differences are now well provided for in the flexible use of basal materials;
5. Basal readers are already abandoning the graded system;
6. The fact that textbooks are often misused by those who teach is a reflection of our present system of teacher education rather than a criticism of basal textbooks themselves;
7. Basal reading systems are adapting to the present theory of continuous child growth;
8. Teaching reading rather than teaching children is a hang-over from an earlier period;
9. Some basal systems may contain materials of an inferior quality, but the better systems are not guilty of this weakness;
10. Without the use of basal reading materials it would be impossible to teach the millions of American children to read.

He then sums up his arguments by saying that the use of the basal reader will continue for a long time to come, that young teachers often gain skill in teaching reading through carefully following a basal reader plan, and that successful teachers of reading make much use of the basal reader in developing reading instruction.

(31:81)

The writer has found that the teacher is seldom free to select without restriction an approach to basal reading. The teacher is too often required to use the basic series that has been adopted by his district. This alone could be an argument against the basal approach.

III. A COMBINED APPROACH TO READING INSTRUCTION

Karlin states that it is refreshing to know that we are alerted to newer possibilities in reading and that one approach that is being used is a combined approach whereby the teacher: (1) eliminates the single basal reader as the core of reading instruction; (2) self-selection of reading materials is used; and (3) more individual conferences between the pupil and teacher are accomplished. (18:96)

Groff sums up his thoughts by saying, "Individualized reading should develop into a reasonable alternative to ability grouping after its inherent obstacles are overcome, and its unfair critics are quieted." (13:72) Again, a combination approach to reading is intimated.

Botel has advanced a most sensible proposal for the teaching of reading: "What is needed...is a 'total approach' to reading...a plan to integrate the finest materials, methods, organizational plans, and inservice education into a unified package." (3:254)

The basal and the individualized programs can be brought together to form a "rather ideal marriage," says Sartain (21:86). He also suggests five ways that this might be accomplished.

1. Individualize the supplementary reading that accompanies the basal program.
2. Alternate basal and individual reading on various days of the week, or between morning and afternoon periods.
3. After every few weeks of basal reading, plan a couple of weeks of individualized study.
4. Complete a basal program during the first of the year and practice the skills through individualized reading during the remainder of the year.
5. Combine basal reading and self-selected reading in a series of topical reading units.

Gates says that the advantages of a systematically organized program of basal materials should not be eliminated from any reading program. He says that a basal program can be adapted to an individualized approach in many ways. He further emphasizes this by giving an example whereby each child uses a series of basal readers at the rate and manner best suited to him. (11:24)

Evans (10:582-583) believes in a combined approach to reading and expresses this when he says, "A good, well-balanced reading program is not either individualized or group-oriented. It is both."

Evans further states that a well-balanced program in reading contains the following:

1. Sequence and continuity of skill and vocabulary development, involving basal readers and other aids two or three days per week, with children diagnosed and grouped by levels.

2. Wide reading. A good library is essential, with each having a book of his own choice at all times. Each child should read as widely as possible in books he selects himself.

3. Some individual and small group activities, such as teacher-pupil conferences, sharing of reading experiences, independent work on vocabulary and reading lists, and literature appreciation.

Thus, as do many others, Evans feels that the advantages of the individualized program can be combined with the proven benefits of the basal text and/or group instruction to provide a good well-balanced program in reading.

IV. A COMBINED PROGRAM OF READING INSTRUCTION INVOLVING CONTENT AREAS

There are growing feelings now that the special skills necessary for successful work in the content fields are not being achieved in the basal reader program. The narrative basal program does not provide effective training in the subject areas of the pupils.

Spache (23:198) says that the basal program does offer "developmental training in basic reading skills such as rate, vocabulary, word recognition, and comprehension,"

and that "these skills are fundamental to the development of content reading skills." For this reason he suggests that they be continued, but that the basic developmental training should be considered supplementary to the primary goals of increasing effectiveness in content field reading.

According to Spache (23:199), the gifted pupil would follow a more individualized approach, while they are also working on research projects for topics relating to the content material. The average pupil would continue to use the basic text and would move into the individualized work when circumstances warranted the transition. The slower reader would continue in his basic text program which would be supplemented with teacher made materials, work-books, and any other developmental techniques necessary to secure the fundamental reading skills.

Thus Spache proposes a two-way, or combined, reading program for the classroom. The basal program is to provide the needed skills, and an individualized approach will enrich the learning of content material.

Thaxler (25:100-108) says that good general reading ability such as that stressed in the basal program tends to support learning in the subject matter areas. But simply because a pupil continues to develop in basic reading skills, it cannot be assumed that he will also grow in subject matter achievement. Content fields vary

too widely in vocabularies, fact relationships, types of reasoning, and background information for one to expect similar progress in all areas.

Most content textbooks are highly organized and offer a great many aids to the pupil's learning. Texts commonly employ headings, summaries, illustrations, glossaries, indexes, diagrams, charts, and other graphic aids. It is too often assumed that the pupil will use these textual aids effectively. Christenson (6:65-74) and Vernon (28:147-158) indicate that only when pupils are taught to read and use these textual aids effectively will they benefit from them. If they are not trained, then little understanding and/or retention will be realized.

Spache (23:201) says that there is no available basal reading program that offers adequate training for the many complexities of content field reading. He says that before pupils may read efficiently in the content areas they must be skillful in a number of fundamental practices in reading. Some of these are promoted by the training given in the average basal reading program, but most of them must be developed in realistic practice with content material.

Those skills essential for effective reading in the content field which are suggested by Spache are: preview-

ing, skimming and scanning, reading graphic materials, map and globe skills, reading charts and graphs, organizing and reporting, and note-taking skills. (23:201-216)

Though Spache has used the term "content reading," it is apparent that his suggestions for a combined program would involve those methods used in a basic text and individualized combined approach to reading. It would be most difficult to divorce his terminology and definitions from those of other authors who propose a "combined approach to reading."

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to combine certain aspects of the basic text program with those of the individualized approach to reading. The effectiveness of the program was to be measured and compared to the reading achievement attained under the basic text program in the earlier grades.

I. SELECTION OF THE SUBJECTS

The group studied was not selected for the program itself, but was assigned to a combination class strictly as an administrative placement procedure. The placement was actually concerned with whether the students had been in a combination class before--these students had not. There was little concern given as to the intellectual ability of each student. The group was actually a heterogeneous fifth-sixth grade combination that was not divided according to ability, sex, age, or reading achievement.

II. DESIGN OF THE PROGRAM

The basic text approach to reading had been used in past years by this writer. The reasons for following the

traditional approach were never quite realized, but there was always that thought that there must be another way. It was realized that the basic text program had desirable facets that would be vital to any reading approach, but it was also thought that this program alone did not provide the needs for each and every child.

Many hours of research and study were spent in an attempt to ascertain the merits of the basic text and the individualized programs. As a result of this study time, it was concluded that each program contained techniques and methods that would be valuable to a new approach to reading. Thus, this program is called "A Combined Approach to Reading."

For the remainder of this section, an attempt will be made to explain some of the aspects of this program.

Pupil preparation. Although the program did not start until the second month of school, the teacher had been conditioning the pupils to the change and to some of the anticipated needs.

Various planning committees were appointed. These groups prepared library tables and book shelves, made arrangements for weekly library visits, gathered books and magazines, prepared activities related to reading exercises, and began an advertisement activity that made

other classes aware of the new reading program. It was the intent of these committees to gain as much access to reading materials as possible. Through numerous contributions and loans, the room library began to swell. The interest levels and subject areas were provided for quite well by the variety of materials available.

An attempt to forego these materials for a short while would have been fruitless. There was immeasurable anxiety that could not be curtailed. Thus, it can be said that the program started in much the same manner as a land rush.

This period of exploration by the students was most revealing to the teacher. It gave him the opportunity to observe the interests of the individual students and provided him with an excellent means of establishing conferences on a casual basis. The conference is considered to be an important part of this program.

During this period of surveying and exploration by the pupils, the teacher was noting the various interests of the group and attempting to establish a card file on each pupil. These cards were referred to at later dates to help ascertain further reading interests. This file was actually a loose-leaf notebook separated by dividers. This notebook also served as a sort of diary for each individual and contained brief notes concerning his reading activities.

Basic text. The school year began with the traditional basic text program. The Scott Foresman series was the adopted text in this particular district. New Days and Deeds was the text used by the fifth grade, and People and Progress was used by the sixth grade.

Grouping was accomplished only to the extent of the grade level--grade five being group I, and grade six being group II. The previous years reading achievement scores were studied and served as the determinant in this grouping procedure. Only one fifth grader was under the 5.0 grade level and he was at 4.8, which hardly necessitated an additional group. Only two sixth graders were below grade level with their scores being 5.8 and 5.9.

The teacher's manual served as a guide in the program. Stories were assigned each group. These assignments were followed by activities from the manual.

After the first month of school, specific story assignments were not made. Instead, interests assignments were encouraged. It was the intent here to prevent the entire group from reading the same story at the same time. Moreover, it was felt their stories should be selected by them and for their interests. This technique was very effective. There was no written test given on these readings. Activity, or "Job" cards, were used as a means of providing practice in various skills.

(Appendix B) The conference was also utilized to evaluate the student on various aspects of the story.

The teacher's manual was a real strength in providing the necessary skills activity. The student often used the teacher's copy of the text to work on individual skills.

The basic texts in the room were not restricted to any one group after this program was initiated. The students were free to choose a story in any text in the room. In fact, multiple use of texts was encouraged. Often times a student would choose a story in a text that was perhaps a little too difficult for him. This writer found that situation to be beneficial to the pupil in that the high interests fostered diligent work on vocabulary and other skills activity.

There was an attempt to use the basic texts and related activities at least once a week. The students were constantly going back to these texts for short stories when independent reading time was scheduled.

The basic text should not be eliminated from any program. It has too many structured techniques that are essential to both teaching and learning.

Job cards. The job cards provided practice in developmental skills as well as practice on previously learned techniques.

The cards were dittoed and placed in files. Shoe boxes served this purpose well. Approximately five copies of each card were filed in numerical order. One file was used for each row with certain persons being responsible for keeping cards in the proper order.

Although the teacher did not assign specific stories, he did attempt to provide certain skill activities by selecting and assigning the cards that would serve this purpose. The cards are also used on a pupil selection basis during independent reading periods.

This writer has long contended that a reading period should be predominantly reading and not an extended period of writing practices. Therefore, writing assignments were minimal, yet purposeful.

All written assignments were placed in the pupil's folder. These assignments were evaluated before and during the teacher-pupil conference.

Conferences. The conference was of paramount concern in this program. The teacher was constantly evaluating his procedures and methods for these brief meetings. The strengths of the teacher when conducting these short sessions are apparent to the pupil early in the program. The teacher's attitude, sincere approach, interest in the pupil, knowledge of materials, and ability to urge the

pupil to seek higher goals are only a few of the pre-requisites to good conferencing time.

The conferences were held when: (1) the pupil had finished his book or any scheduled time while he was reading the book, and (2) during the grading of a written report and/or after oral reports.

An attempt was made to schedule at least one conference per pupil per week. Occasionally, circumstances would require that a pupil meet several times. At such times, flexibility in conferencing was required in order to meet the immediate needs of individuals.

The length of the conference should be determined by the pupil's needs, but other pupils' needs should also be remembered when the conference becomes too lengthy. Barbe (2:32) says that the length of time which a child spends with a teacher should vary somewhere from five to fifteen minutes.

The techniques and methods used in a conference are innumerable, but the teacher attempted to cover these basic aspects: (1) discussion of the story or book, (2) discussion of new words, (3) have a short oral reading selection, (4) provide individual skill checks and/or teaching, and (5) evaluate written assignments handed in then or previously.

During the time the teacher was having conferences with individual children, those at their seats were reading silently, doing seat work, or discussing in groups the material which they have read. Reading helpers were often assigned to assist other pupils while the teacher was in conference.

Most of the students were anxious to have conference time, but there were a few that did not volunteer and had to be scheduled.

Sincerity with and interest in the pupils are absolute necessities to insure proper effectiveness of the conferences.

Grouping. The term "group" was avoided as much as possible due to the individualized connotation of the program.

The grouping actually depended on class, group, or individual needs. This grouping was very flexible and a group was never intentionally labeled. The terms "fifth-grade" and "sixth-grade" were used when working on particular skills in the grade content areas.

When certain developmental skills were needed by individuals, these persons were grouped for that particular purpose. It was found that often some of the better readers lacked the same skills required by a few of the

slower pupils but did not resent being temporarily grouped with them.

Remedial help was provided during the conference time or when the pupil actually encountered his difficulty. The scheduled time for SRA work seemed to bring many of these needs to the teacher's attention.

When several pupils seemed to have a common need, they were called together into a short session, and an attempt was made to overcome their problems. The pupils called these "flex groups," based on what they had heard the teacher call flexible groups.

During the program the pupils were always grouped for a particular need or purpose and were never permanently grouped according to ability or achievement level. There seemed to be no stigma attached to any of the grouping situations.

SRA Reading Laboratory. The SRA laboratory was used as an auxiliary to this program to further individualize the reading approach.

These materials designed by Science Research Associates are multilevel, independent, developmental materials. The exercises used from this SRA program were classified into three categories: (1) Listening Skill Builders, (2) Power Builders, and (3) Rate Builders.

The Listening Skill Builders are exercises designed to give practice in listening. There were ten of these exercises in the student's handbook. The teacher would read the exercise from his manual; then the pupil would select from multiple choice questions the correct response. These skills exercises were given periodically during the study--approximately one every two weeks.

The Power Builders were arranged by level of difficulty into ten levels. Each of the ten levels had a different color and each color indicated a specific level of difficulty. These Power Builder cards were high interest readings followed by numerous skill developing exercises. There were no time limits on these activities, but the pupil kept an account of his time on charts provided in his handbook.

The Rate Builders were patterned after the Power Builders as far as level of difficulty and color indications were concerned. Their specific purpose was to provide frequent, controlled time tests. These tests were on high interest materials. There was a series of related questions at the end of each reading. The pupil had three minutes to read the material and answer the questions. It was found that most of the students needed less than the three minutes to complete the work.

In accordance with the laboratory procedures, the students corrected their own handbooks and followed the marking procedures that were illustrated. The teacher made periodic checks on these handbooks and often discussed them with the pupil during conference time.

The multi-level reading materials of the SRA program follow the concepts of seeking, self-selection, and pacing proposed by Dr. Olson in his studies (19:89-98).

Witty (30:43) states that the SRA Reading Laboratory is perhaps the most ingenious development of multi-level materials available.

There have been few research studies published on the use of SRA Laboratories, but this writer contends that the SRA Labs definitely have a place of supplementary value in any well-rounded reading program.

Reader's Digest Skill Builders. The pupils worked in the skill builders designed for the fifth and sixth grades. The teacher outlined the independent work expected of the pupils, with instructions on how to do the exercises that accompanied the article to be read. These articles were usually suggested by the group. The pupils then worked the assignments to completion. If aid was needed, the pupils were directed to a student capable of assisting them. This procedure prevented interruptions of

conferences and other activities the teacher might be engaged in at the time. The completed assignment was corrected by the teacher and placed in the student's folder to be gone over during the conference time.

Skilltext. The Charles E. Merrill skilltext, Pat the Pilot, was used to provide basic skills development in this program. It was found that this particular skilltext based skill development exercises on stories that pupils enjoyed and understood. These skilltexts also furnished means to diagnose pupil strengths and weaknesses and provided means to measure their progress.

The five areas that were generally covered in each exercise are: (1) Getting Information, (1) Understanding Ideas, (3) Organizing Ideas, (4) Making Judgments, and (5) Studying Words.

This writer is of the opinion that a guided skilltext is essential to serve in conjunction with the techniques and methods used in the individualized program. It would be most difficult to provide the diversity of skills required in a reading program without some structured activities for the pupils such as these well planned skillbooks.

Free reading. The pupils received "free reading" time each week. This time usually followed the SRA

assignments. The students were encouraged to read in their library books after completing any other assignment to the best of their ability. Two library periods per week were provided to insure adequate availability of books. The librarian complimented the group several times on their interests, utilization, and knowledge of the library books.

Reading in the content areas was also encouraged during this period of independent reading. The teacher found that this content reading time served as a further impetus to content study.

Hildreth (16:517) says that from three to five hours a week is none too much time for this independent reading, especially if there is little outside time to read. Adherence to this suggestion was difficult to comply with, but this writer attempted to do so as much as possible.

Interest in free reading was prompted by placing a variety of books and other illustrated materials on display at library tables. The pupils would examine and discuss these materials, and this discussion often led to subsequent reading.

Bulletin boards were also used to display a variety of reading materials such as book jackets, posters, brochures, circulars, and book reviews prepared by the pupils.

Audience situations seemed extremely purposeful in stimulating the pupils to read. Oral reading with the tape recorder, story telling, oral reports, and short dramatizations were frequently used by the students to express their appreciation of materials read. These presentations sparked the other students to other interest levels.

Records. The divided notebook discussed earlier in this section was the most important record kept by the teacher. This notebook contained information on the student, books he had read, reports he had made, skills that he lacked, and various sundry items that enabled the teacher to have profiled information on the student. The teacher places the information in the booklet at the time the pupil is in conference.

A folder is kept on each pupil to keep samples of his work, book reviews, skill practices, and other information that might be too bulky to place in the notebook.

Card files were maintained on books read by the pupils. These cards were filled out by the student at the time he finished the book or prior to his conference time. The cards were discussed during the conference and then placed in a file box on the library table. These files were often used by pupils when there was uncertainty on which book to read.

The SRA Laboratory handbook used by the pupils was a record of value. The booklets contained the pupil's progress on the Power Builders, Rate Builders, and the Listening Skill Builders.

The back cover of the skilltext served as a record on skill practices. Each skill was categorized and easily evaluated. These were not used for grading purposes.

CHAPTER IV

RESULTS OF THE STUDY

Evaluation of a reading program must actually concern itself with many factors. Such factors as improvement in both knowledge and application of skills is indeed important, and can in part be measured by determining grade level of reading at the beginning of the year and at the end of the year. This was accomplished in this study by using the Stanford Achievement reading scores from the end of the previous year and by the administration of the Gates Reading Survey--Form I at the beginning of the study. Both tests were again administered at the end of the study to measure pupil growth in reading.

In order to provide additional information about the students in this study, results of the California Test of Mental Maturity were obtained. The test was administered to each student while he was enrolled in the fifth grade. It is a group test and results depend to a degree on the pupil's ability to read. Table I shows the results of the test as well as the students sex. Students have been assigned a code number for purposes of identification and have been separated by grade so that a comparison could be made of each grade level.

TABLE I

CALIFORNIA TEST OF MENTAL MATURITY
STUDENT TEST SCORES

Student	Sex	Language Data IQ	Non-Language Data IQ	Total IQ
5-A	M	126	112	119
5-B	M	128	142	135
5-C	F	124	119	122
5-D	M	97	138	118
5-E	F	127	114	120
5-F	F	104	117	111
5-G	M	122	129	126
5-H	F	116	133	125
5-I	F	115	126	120
5-J	F	130	124	127
5-K	F	109	134	122
5-L	F	114	93	104
Median		116	124	120
6-A	F	114	122	118
6-B	M	108	100	104
6-C	F	101	101	101
6-D	M	119	128	124
6-E	F	108	112	110
6-F	M	143	136	140
6-G	M	127	156	142
6-H	M	121	131	126
6-I	F	126	105	116
6-J	F	107	97	102
6-K	M	99	108	104
6-L	M	130	104	117
6-M	F	120	111	116
6-N	F	128	116	122
Median		119	111	116

Table II lists the students' average reading scores by grade as achieved on the Stanford Achievement Tests. These tests were administered at the end of each grade and the scores thus represent the achievement for that particular year or grade. Some test scores were not available to the writer so could not be included.

Based on the pupils' average reading scores for the test, the median score of the fifth graders at the end of grade four was 5.7 years. At the end of grade five, the fifth grade group had achieved an average reading score median of 7.5--a gain of 1.8 years. This was a larger gain than any previous year.

The median score of the sixth graders, based on results of the Stanford Achievement Test given at the end of grade five, was 6.9 years. At the end of grade six the median score was 8.65 years. The growth of 1.75 years in reading achievement is better than that made in all previous years. The maximum achievement shown on this test was made by pupil 6-D who showed a gain of 3.1 years. An interesting factor on this pupil, as shown in Table II, is that his growth had been fairly even until the study year.

TABLE II

STANFORD ACHIEVEMENT TEST
AVERAGE READING SCORES BY GRADE

Student	Grade					
	I	II	III	IV	V	VI
5-A	--	--	--	--	9.30	--
5-B	--	--	3.85	6.80	8.90	--
5-C	2.10	3.65	4.80	5.70	7.50	--
5-D	2.15	1.80	3.45	5.30	4.80	--
5-E	--	3.70	4.65	5.70	7.80	--
5-F	2.65	3.70	4.30	5.10	7.50	--
5-G	2.65	3.45	4.60	4.85	8.60	--
5-H	1.85	4.30	4.65	5.70	7.50	--
5-I	2.90	4.15	5.00	5.90	7.20	--
5-J	2.15	4.10	4.80	6.60	9.20	--
5-K	--	4.40	4.90	5.60	7.00	--
5-L	2.30	3.70	4.45	6.20	7.80	--
Median	2.15	3.70	4.65	5.70	7.50*	
6-A	2.20	4.10	4.60	5.45	6.20	8.10
6-B	2.00	4.55	4.65	5.30	6.85	8.20
6-C	--	--	4.75	4.30	6.10	7.00
6-D	2.20	3.60	4.80	5.80	6.30	9.40
6-E	--	--	--	--	--	9.90
6-F	--	--	--	--	10.70	11.00
6-G	2.40	3.80	4.95	6.60	6.95	8.40
6-H	2.10	5.80	5.90	7.35	8.50	10.70
6-I	2.10	4.70	5.05	6.40	7.00	9.10
6-J	--	--	4.85	6.60	6.90	8.00
6-K	--	--	3.60	4.50	5.80	6.90
6-L	1.75	3.90	5.10	6.65	8.50	8.65
6-M	2.40	3.75	5.75	6.40	5.90	8.70
6-N	--	--	6.35	7.60	9.20	10.00
Median	2.10	3.80	4.85	6.40	6.90	8.65*

*Year of study

Table III illustrates the Median achievement by grade. The Medians are based on the Stanford Achievement Tests given at the end of each school year.

TABLE III

STANFORD ACHIEVEMENT SCORES
MEDIAN ACHIEVEMENT BY GRADES

	Grade 2 *	Grade 3 *	Grade 4 *	Grade 5 *	Grade 6 *
Grade V	1.55	.95	1.05	1.80#	
Grade VI	1.70	1.05	1.55	.50	1.75#

* Tests were administered at end of each school year.

Median achievement on year of study.

Since there is little basis of comparison, the median at the end of the first grade was not used. The figure given in the first column represents the median achievement at the end of the second grade, and the figure given in the last column is representative of the study year.

Table IV is a distribution of scores from the Gates Reading Survey--Form I. This test was administered in October of the study year to establish a basis for comparison of achievement. The pupils' speed, vocabulary, comprehension, and average scores are listed on this table.

TABLE IV

DISTRIBUTION OF SCORES ON GATES READING SURVEY, FORM I

Student	Speed Grade Score	Vocabulary Grade Score	Comprehension Grade Score	Form I Average Grade Score
5-A	7.4	6.2	7.6	7.0
5-B	5.2	6.0	5.8	5.7
5-C	6.5	6.8	5.4	6.2
5-D	4.0	4.7	3.6	4.1
5-E	7.0	7.4	8.2	7.5
5-F	6.7	5.5	5.2	5.8
5-G	6.2	6.8	6.2	6.4
5-H	6.2	5.8	5.4	5.8
5-I	5.8	6.0	5.2	5.7
5-J	6.7	5.5	4.0	5.4
5-K	10.6	6.6	7.2	8.1
5-L	7.2	5.0	5.4	5.9
Median	6.7	6.0	5.4	5.8
6-A	7.1	5.6	7.9	6.9
6-B	9.9	7.4	9.1	8.8
6-C	6.3	7.7	5.2	6.4
6-D	7.1	6.0	6.2	6.4
6-E	6.3	5.5	5.6	5.8
6-F	8.2	10.6	11.5	9.9
6-G	6.8	7.4	9.1	7.8
6-H	6.8	8.0	10.1	8.1
6-I	7.8	5.8	8.2	7.3
6-J	6.8	7.2	6.5	6.9
6-K	5.2	6.0	4.8	5.3
6-L	7.8	6.4	9.1	7.8
6-M	8.2	6.2	7.2	7.2
6-N	9.9	8.5	10.1	9.5
Median	7.1	6.4	7.9	7.2

Table V lists the distribution of scores attained on Form II of the Gates Reading Survey, which was administered at the end of the program, late in May of the study year. The achievement gained since Form I was administered is also listed in this table. The students' scores in each area of the test, including speed, vocabulary, comprehension, and average grade score, are given in this table. Each student's achievement in the above mentioned areas is also shown. The median scores for each grade level are listed for comparison with the median scores on Form I.

A comparison of the median scores of Form I and Form II shows that the median average achievement score on Form I, administered to the fifth grade at the beginning of the study, was 5.8 years. Form II, given at the end of the year, revealed the median to be at 7.3 years, indicating an average growth of 1.4 years achievement. It is noted that the maximum increase on this test by a fifth grade pupil was 2.8 years in his achievement scores, while the minimum gain was 0.6 years.

The sixth grade's median score on Form I was 7.2 years at the beginning of the study. At the end of the study the Form II scores indicated a median achievement level of 9.3 years, showing an increase in the median score of 1.8 years in the achievement level. The maximum increase for any student was 3.0 years and the minimum increase was 0.6 years.

TABLE V

DISTRIBUTION OF SCORES ON GATES READING SURVEY, FORM II

Student	Speed Grade Score	Ach- ieve- ment	Vocab. Grade Score	Ach- ieve- ment	Comp. Grade Score	Ach- ieve- ment	Form II Av.Grd Score	Achieve- ment
5-A	8.8	1.4	8.5	2.3	10.6	3.0	9.3	2.3
5-B	6.5	1.3	8.5	2.5	7.9	2.1	7.6	1.9
5-C	8.4	1.9	6.2	-4	6.9	1.5	7.2	1.0
5-D	4.2	0.2	4.8	0.1	6.5	2.9	5.2	1.1
5-E	8.2	1.2	9.6	2.2	6.5	-2.3	8.1	0.6
5-F	8.6	1.9	6.4	0.9	6.2	1.0	7.1	1.3
5-G	11.8	5.6	8.2	1.4	7.6	1.4	9.2	2.8
5-H	6.7	0.5	7.2	1.4	7.9	2.5	7.3	1.5
5-I	7.0	1.2	9.6	3.6	7.4	2.2	8.0	2.3
5-J	7.4	0.7	6.8	1.3	7.2	3.2	7.2	1.8
5-K	10.6	0.0	7.7	1.1	7.9	0.5	8.8	0.7
5-L	9.1	1.9	6.6	1.6	6.2	0.8	7.3	1.4
Median	8.2	1.2	7.2	1.4	7.2	1.5	7.3	1.4
6-A	11.3	4.2	7.7	2.1	8.6	0.7	9.2	2.3
6-B	11.4	1.5	9.6	2.2	10.3	1.2	10.4	1.6
6-C	9.9	3.6	7.7	0.0	6.9	1.7	8.2	1.8
6-D	9.9	2.8	8.8	2.8	9.1	2.9	9.3	2.9
6-E	8.6	2.3	7.0	1.5	7.9	2.3	7.9	2.1
6-F	11.7	3.5	11.3	0.7	11.5	0.0	11.5	1.6
6-G	11.5	4.7	8.2	0.8	8.6	-0.5	9.4	1.6
6-H	9.1	2.3	10.8	2.8	10.6	0.5	10.1	2.0
6-I	11.5	3.7	6.8	1.0	8.2	0.0	8.8	1.5
6-J	11.5	4.5	10.3	3.1	7.2	0.7	9.9	3.0
6-K	6.5	1.3	9.6	3.6	5.8	1.0	7.3	2.0
6-L	9.9	2.1	8.8	2.4	7.6	-1.5	8.4	0.6
6-M	11.5	3.3	10.0	3.8	9.1	1.9	9.9	2.7
6-N	12.3	2.4	10.7	2.2	10.3	0.2	11.1	1.6
Median	11.3	2.8	8.8	2.2	8.6	0.7	9.3	1.8

The median increase of 1.4 years in the reading achievement level of the fifth grade as measured by the Gates tests may be compared to the slightly higher median gain of 1.8 on the Stanford tests.

The median increase of 1.8 years on the Gates tests for the sixth grade is comparable to the gain of 1.75 years on the Stanford tests.

Table VI, lists the students and the number of books that each read during the study. The total number of books read by the students during this program was 1,085, or an average of 41.7 books per student. The fifth grade read a total of 562 books while the larger sixth grade group read a total of 523 books.

Surprisingly enough, the students who read the largest number of books were not the ones who attained the higher degree of achievement. For example, student 6-F was an outstanding reader with a total of 81 books read, but had one of the lowest gains on the Stanford Achievement Test scores. Student 6-D read less than the average number of books, yet had maximum gain for the sixth grade group with a gain of 3.1 years as shown by the Stanford test. Student 5-K was the outstanding reader of the fifth grade group, had extremely high interest in the program, and turned in superior work. Though she read a total of seventy-six books during the program, her scores were low

compared to the remainder of the group. Student 5-G was a somewhat reluctant reader, read 38 books during the program, worked slowly on most assignments, yet gained 3.15 years on the Stanford Test. This was the highest gain for a fifth grader and also the largest gain for the entire class.

TABLE VI

NUMBER OF BOOKS READ BY STUDENTS DURING STUDY

Student	Books Read	Student	Books Read
5-A	64	6-A	46
5-B	41	6-B	30
5-C	33	6-C	17
5-D	18	6-D	29
5-E	57	6-E	34
5-F	52	6-F	81
5-G	38	6-G	27
5-H	47	6-H	33
5-I	23	6-I	42
5-J	52	6-J	57
5-K	76	6-K	13
5-L	61	6-L	25
		6-M	37
		6-N	52
Total	562		523
Median	47		33

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was conducted with the author's fifth-sixth grade combination class to ascertain the value of a combined reading approach in the teaching of reading.

No comparisons were made with another group, but achievement was compared to the individual student's reading growth in previous years under the basic text program.

The study was conducted over an eight month period in the 1963-64 school year.

The group studied was not selected for the program itself, but was assigned to a combination room strictly as an administrative placement procedure. The placement was actually concerned with whether the students had been in a combination class before--these students had not.

The students were tested at the beginning of the program and again at the end to determine what growth had taken place during the eight month session.

It was found that the students that read the largest number of books during the program were not the ones that attained the highest achievement gains. Instead, with the exception of student 5-D, it was the seemingly disinterested

readers that had made little progress in earlier years who made the highest gains in this program.

The median growth of both groups, from the Stanford Achievement Test, was higher than the median achievement gained during any other year. The basal text program had been used every year prior to this study.

Higher ability students, who made large gains in earlier grades and who were highly interested hard workers in this program, did not attain the degree of measured success that the lower ability reluctant readers enjoyed.

II. CONCLUSIONS

The teacher's everyday relationship to the pupil in an instructional program can determine the success or failure of any learning process. The teacher must adapt the school program to the child, to his needs, to his interests, and to his developmental level. An instructional program that is outlined enhances instruction and therefore provides a more apt learning situation.

Due to the fact that teaching and learning involves so many intangibles, it should be realized that, at the present time, there is no known panacea for teaching nor a stereotyped program to fit every teaching situation. This being true, the teacher must be aware of the purposes and direction of the educational processes and assume

responsibility for adapting educational techniques to general conditions whenever the occasion presents itself.

It should be remembered that this program was, for the most part, individualized in nature. This very fact adds to the difficulty of evaluating it, especially when group tests are administered to obtain measured results. Although the results on these group tests were favorable to the study, the writer contends that the measured results after possibly another two years in a program similar to this one would furnish even more satisfying gains.

Since one of the basic principles of this program was to stimulate interest in reading, the quantity of books read and materials utilized cannot be eliminated from the evaluation process. It is realized that the number of books read does not necessarily constitute success of a program, but it is highly indicative of extended interest in reading.

All of the intangibles which might indicate success in this program cannot adequately be measured. Perhaps they can only be noted, but they, too, have great value, perhaps far more than the more tangible results shown by standardized tests. There are certain gains that the writer observed during this study that are most difficult to measure by means of tests. Some of these are: observing the enjoyment of the pupils with their freedom of choice

in reading materials; the apparent release of the group stigma that had lived with them under the basic text plan; a more relaxed attitude toward reading; the pleasure of making reading a live, dynamic activity instead of a daily drudgery; more time for reading for purposes that reading can serve; but most of all, a change of emphasis from competition with the group to competition with one's self.

It has been stated earlier in this study that there is need for research designed to develop more desirable programs in reading instruction. The program described in this thesis was such an attempt. Though there is much study needed to develop more desirable programs in reading, this writer is more than satisfied with the results gained in the instructional program used in this study. As mentioned previously, there are certain intangibles in a reading program that cannot adequately be measured by group testing. These intangibles were apparent to the teacher administering the program, however, and were judged "highly successful."

This program might not fully serve the "panacea" needs discussed earlier, but it has served as a successful method of teaching reading for the writer.

III. RECOMMENDATIONS

In analyzing the data and completing the final evaluation of the program, several circumstances became apparent that might profit from further research:

It would be worthwhile to conduct a study of higher ability intermediate students' achievement, in a similar combined approach to reading, comparing their achievement to that gained by students of lower or average ability.

A study to ascertain the relationship of the number of books read to the degree of measured achievement in a reading program would benefit further individualized reading studies.

Further comprehensive study, by classroom teachers, into the magnitude of available teaching techniques and tools would serve to improve and implement current practices in the classroom.

Research in combined reading programs using different materials and testing techniques might prove valuable to subsequent reading approaches.

An effort to devise adequate methods of measuring certain intangibles such as attitudes, interests, and total reading achievement would be of value to future experimental approaches to reading.

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APPENDIX A

APPENDIX A

A LIST OF RECOMMENDED AUTHORS IN CHILDREN'S LITERATURE

Aesop	Hawthorne, Nathaniel
Alden, Raymond McDonald	Heiderstadt, Dorothy
Aldis, Dorothy	Henry, Marguerite
Allen, Marie Louise	Herzog, George
Anderson, Hans Christian	Holland, Marion
Arabian Nights	Holmes, Ruth V.
Bangs, John Kendrick	Hugo, Victor
Baum, L. Frank	Jagendorf, Moritz
Belloc, Hilaire	Justus, May
Belting, Natalia	Kelsey, Alice Geer
Bennett, Rowena Bastin	King, Marian
Bland, E. Nesbit	Kroll, Francis L.
Blanton, Catherine	Lansing, Marion F.
Brock, Emma L.	Latham, Jean Lee
Brown, Beatrice Curtis	Lear, Edward
Burt, Olive W.	Lofting, Hugh
Carroll, Lewis	MacKellar, William
Carryll, Charles Edward	Mason, Miriam E.
Carter, Russell Gordon	McConnell, Jane Tompkins
Cervantes	McCormick, Dell J.
Coatsworth, Elizabeth	Meigs, Elizabeth B.
Coleridge, Samuel T.	Melin, Grace Hathaway
Colbo, Ella Stratton	Miers, Earl Schenck
Courlander, Harold	Millay, Edna St. Vincent
Crampton, Gertrude	Mitchell, Lucy Sprague
Crist, Eda and Richard	Moore, Lillian
Dalgleish, Alice	Morgan, Davis
Dennis, Wesley	Morley, Christopher
Dickinson, Emily	Patchett, Mary Elwyn
Dodge, Mary Mapes	Potter, Miriam Clark
Evatt, Harriet	Raspe, Eric
Field, Eugene	Richards, Laura E.
Field, Rachel	Riley, James Whitcomb
Fisher, Dorothy Canfield	Roberts, Elizabeth Madox
Frost, Robert	Robinson, Tom
Fyleman, Rose	Rossetti, Christina G.
Gannett, Ruth Stiles	Rowland, Florence Wightman
Garrard, Phillis	Sandburg, Carl
Gorham, Michael	Scott, Sir Walter
Grimm Brothers	Sewell, Anna
Guthridge, Sue	Smith, Eunice Young

Spyri, Johanna
Sterne, Emma Gelders
Stevenson, Augusta
Stevenson, Robert Louis
Swift, Jonathan
Teasdale, Sara
Thackery, William M.
Tippett, James S.
Warner, Ann Spence
Warner, Gertrude Chandler
Wilder, Laura Ingalls
Wolfe, Louis
Work, R. O.
Wyler, Rose
Wynne, Annette

APPENDIX B

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 1

1. The teacher will read orally the first half of an adventure story, then stop.
2. Pretend that you are the author. Finish the story as you think the author would finish it.
3. Read the rest of the story to see how well you were able to guess what the author would write.

.

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 2

1. Read about half of a mystery story or an adventure story, then close your book.
2. Draw three pictures to show what you think will happen in the remainder of the story.
3. Finish reading the story. Which of your pictures matched events in the story?

.

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 3

1. BEFORE you read the story, do these things:
 Read the title.
 Study the first picture.
 Read the introductory paragraphs.
2. Now--before you finish reading the story--tell what you think will happen in the story. Put your ideas into good sentences.
3. Finish reading the story.
4. How many of your ideas were correct?

.

COMPREHENSION: ANTICIPATING OUTCOMES

JOB CARD NO. 4

1. Read the introductory paragraphs of a new story.
2. Before you finish reading the story, tell who you think the main character is.
3. Tell what kind of person you think this character is.
4. Tell what you think he will do in the story.
5. Finish reading the story.
6. Draw a line through each of your statements which was incorrect.

1. Read two stories from the same unit in a reader.
2. Tell which of the two stories you like best. Explain why.
3. In what way(s) were these stories alike?
4. In what way(s) were they different?
5. What kind of stories were these: Make-believe? True-to-life?

.

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 6

1. Read two stories which deal with the same subject.
2. In what ways were these stories alike?
 - a. characters
 - b. setting
 - c. time
 - d. plot
 - e. information
3. Which story did you like best? Why?

.

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 7

1. Read a story about some famous person.
2. In what way was this person different from most famous people whom you have read about?
3. Does this famous person remind you of any other famous person? Whom?
4. In what way(s) were they alike?
5. In what way(s) were they different?

.

COMPREHENSION: COMPARING AND CONTRASTING

JOB CARD NO. 8

1. Where did this story take place? Would you have to make any change in your daily life to live in a setting such as this? If so, list the changes.
2. Choose one character from the story. Compare this character with some person you know quite well. Tell the ways in which they are alike. Then tell the ways in which they are different.

1. Authors often choose words which will help the reader to "see" or "hear" what is happening in the story. Sometimes they use words which help the reader to "smell" or "feel" something in the story.

Make a list of words in this story which helped you to see or hear or smell or feel something in the story.

.

1. Write a few sentences about each of the characters in the story.
2. Use specific words from the story to describe the kind of individual each character is.
3. Underline the words you have taken from the story to make this character description.

.

1. Think about two characters in the story. Write sentences telling what kind of individual each of these characters is.
2. Tell whether these characters would make good neighbors. Give good reasons for your answers.

.

1. Choose an interesting character in your story and write a character description of him.
2. Make an illustration of your character. Choose your own way to do it.
 - You may make him out of clay.
 - You may make a paper and cloth picture of him.
 - You may paint him at the easel.
 - You may put him on the flannel board.
 - You may design him with fingerpaint.
 - You may paint him with water colors.
 - You may draw him with pencil or crayons.

JUST MAKE HIM!

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 13

1. Read the Letters to the Editor in your newspaper.
2. Find one which you think contains a good idea. Tell why you think it is a good idea.

.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 14

1. Find five sentences in a story or article which give true facts.
2. Find five sentences that you think show the opinion of the author and may or may not be true facts.

.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 15

1. Read a biography or informational article or story.
2. Look for more about the subject in other books.
3. Can you find anything to add to what the author has said on this subject. If so, what is it?
4. Would you change anything the author has written? Explain.

.

COMPREHENSION: EVALUATING IDEAS GAINED FROM READING

JOB CARD NO. 16

1. Find an article or story which is written for the purpose of persuading someone to believe something or do something.
2. How can you tell what purpose the author has in mind?
3. Does the author use good arguments to support his ideas?
4. Do you agree with the author?

.

1. Read a story or article that deals with a subject which is familiar to you.
2. List three statements which you know to be true.
3. List any new information or ideas which you gained from reading this article. Try to find out from other sources whether these statements are true.

.

1. Find a story or article that tells about a place that is familiar to you.
2. Give the name of the story and the name of the place.
3. Can you find any statements about this place which you think are incorrect. Explain.

.

1. Animal names are sometimes used to tell us about a person, such as,
He is as smart as a fox.

Can you think of some sayings that use the names of animals to tell us about people. See if you can think of two or three or four and write them down.

2. Read a story to find some of these sayings.

.

1. Sometimes authors use special language to help you understand what is happening. Perhaps you have heard or read the expression, "It is raining cats and dogs!"

Try to find other expressions of this kind. Keep a list of them. When you have found three, turn them in to your teacher.

.

1. Read the story, then write four sentences which tell:
 - a. Who or what did something important, or funny or exciting in the story.
 - b. When this happened, or was done.
 - c. Where it happened.
 - d. Why it happened.

.

1. Pretend that you are going to change a certain story into a play. Give the title of the story.
2. List the characters you will need for the play.
3. Tell what scenes you will need.
4. Which scene will be the most important? Why?

.

1. Read a new story.
2. Write sentences which tell the most important things which happened in the story.
3. Arrange your sentences in the order that the events occurred.
4. Which of these events was the most important?

.

Read a story and fill in the following outline for each character.

1. Name of character.
2. Tell the problem that he had.
3. Tell how he solved his problem.

Read a story.

1. Draw a series of pictures to show the main things that happened in the story
 - a. What happened in the beginning? Show this in a picture.
 - b. What happened next? Show this in a picture.
 - c. How does the story end? Show this in a picture.

.

1. List as many words and phrases as you can find in the story which tell where the story took place.
2. Write a paragraph describing the setting of the story in your own words.

.

1. Make a map to show where the characters went in this story.
2. Put labels on the map to show what happened in each place.

.

1. Make a time sheet to fit this story. Start with the time at the beginning of the story. Tell the important things that happened then.

Tell the next time that something important happened. Tell what happened then. Go on until you finish all the main events of the story.

.

1. Practice reading a poem aloud. Be sure to observe all punctuation marks.
2. When you have learned to read it well, record your poem on tape.
3. Listen to the tape recording. What improvements can you make?

COMPREHENSION: INTERPRETING THE EMOTIONAL REACTIONS
OF STORY CHARACTERS

JOB CARD NO. 30

1. Sometimes authors tell about the feelings of their story characters. Sometimes you can tell how the story characters feel by the way they act in the story.

Was someone in this story very happy, or excited, or sad, or gay, or worried, or puzzled, or disappointed, or pleased? If so, tell which character had this strong feeling and tell what kind of feeling it was.

2. Now tell what caused him to have that strong feeling.

.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS
OF STORY CHARACTERS

JOB CARD NO. 31

1. Choose one of the characters in the story.

Tell how he felt at the beginning of the story.
What made him feel this way?

Tell how he felt in the middle of the story.
What made him feel this way?

Tell how he felt at the end of the story.
What made him feel this way?

.

COMPREHENSION: INTERPRETING THE MOTIVES OF STORY CHARACTERS

JOB CARD NO. 32

1. Most story characters do things for a reason. Pick out some important thing which one of the story characters did. Tell what it was and what you think his reason was for doing it.

.

COMPREHENSION: INTERPRETATION THROUGH ORAL READING

JOB CARD NO. 33

1. Reread a page in the story. Choose words you think should have special emphasis.
2. Practice reading this page orally, emphasizing the words you have chosen.
3. Read the page aloud to the class.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES
AND BEHAVIOR OF STORY CHARACTERS

JOB CARD NO. 34

1. Tell what kind of person the main character was.
2. Copy several sentences from the story to prove your statements.
3. What can you find in the story pictures to help prove your statements?

.

COMPREHENSION: INTERPRETATION THROUGH ORAL READING
AND STORYTELLING

JOB CARD NO. 35

1. Choose a story with interesting conversation.
2. Invite classmates to join with you in taking the speaking parts.
3. Practice with your classmates until you think you are ready to read the conversational parts of the story as if you were really talking.

.

COMPREHENSION: MAKING GENERALIZATIONS

JOB CARD NO. 36

Read some stories about famous Americans.

1. What was there about each man or woman you read about that helped to make him or her famous?
2. Can you name one characteristic which all of these individuals had in common?
3. Do you think that characteristic had anything to do with their success?
4. What are some characteristics which you think would help to make a person famous or successful?
5. Do you think most famous people make the world a better place in which to live? Explain your answer.

.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 37

1. Which character in the story did you like best? Why?
2. Was the main character true-to-life or make-believe?
Write a paragraph giving good reasons for your answer.

Answer the following questions:

1. What was the story about?
2. Where did the story take place?
3. When did the story take place?
4. Who were the chief characters?
5. What part of the story did you like best? Why?
6. Draw a cartoon strip showing the main parts of the story. Be sure to show what happened at the beginning, middle and end of the story.

.

Read a story, then

1. Briefly outline the major events as they happened in the story.
2. Draw several pictures in comic strip form showing the events as they happened. Write a caption for each picture.
3. Prepare a short oral report from your outline. Be sure to tell all episodes in order in which they were related in the story.

.

1. Write a paragraph telling something you have seen or done yourself which is related material read in this story or book.

.

1. List the main characters in the story.
2. Which one do you think plays the most important part in the story?
3. Could he have done everything that was done in the story by himself?
4. What, if anything, did others do to help the main character solve his problem?

.

COMPREHENSION: RECOGNIZING PLOT STRUCTURE

JOB CARD NO. 42

1. Write down in sequence the different times and places where the main events of the story took place. Use words or phrases from the story.
2. Would this list be useful as an outline for telling the story?

.

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 43

1. Study carefully the pictures which go with the story you have read.
2. Use a sentence or a part of a sentence from the story to make a label or caption for each picture.
3. Write down each caption and give the page number of the picture that it matches.

.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 44

Read a story about a pioneer.

1. Compare the pioneers ways of traveling with that of your own.
2. What problems did these people have? Do we still have these problems?
3. Would you like to trade places with this person? Why?

.

COMPREHENSION: RECOGNIZING PLOT STRUCTURE

JOB CARD NO. 45

1. What is one problem in the story?
2. Which character has this problem?
3. Tell how the character solved this problem.

.

COMPREHENSION: FINDING THE MAIN IDEA

JOB CARD NO. 46

1. In most stories the main things are told in few key sentences.
Copy four or five key sentences which cover the main events in this story.

.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES
AND BEHAVIOR OF STORY CHARACTERS

JOB CARD NO. 47

Read a fictional story and then:

1. Choose one of the characters in the story and tell how he felt at the end of the story.
2. What had caused him to feel this way?
3. Did his feelings at the end of the story differ from his feelings at the beginning of the story. If you think they did, explain the difference.

.

COMPREHENSION: MAKING GENERALIZATIONS

JOB CARD NO. 48

Read some stories about pioneers.

1. Give some reasons why you think pioneers moved to new lands to make their homes.
2. Name some stories which you have read that tell why people chose to move to new, undeveloped places.
3. What are some of the problems that pioneers face?
4. Do we face similar hardships in Washington today?
5. Are there any pioneers anywhere today?

.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 49

1. Choose a story character which you would like to have as a friend.
Tell why you believe this character would make a good friend.
2. Name a story character which you would not like to have for a friend.
Tell why.

.

COMPREHENSION: MAKING INFERENCES

JOB CARD NO. 50

1. Make a list of things you learned from the story by reading "Between the lines".
2. Make a list of things shown in the pictures but not directly stated in the text.

.

Read an adventure story.

1. Tell something exciting that happened to the main character.
2. What caused this exciting thing to happen?
3. What was the outcome of this adventure?
4. What do you think the story character learned from this experience?

.

1. Make four pictures to show what happened in the story.
2. Arrange the pictures in order.
3. Write a sentence under each picture to tell what is happening.
4. Clip the pictures together to make a book.

.

1. List the important events of the story in chronological order.
2. Write a paragraph telling about one of these events.
3. Did this event occur in the beginning of the story, the middle, or the end?

.

1. Divide the story into its main parts. Make a sub-title for each part.
2. Make a sentence outline of the things that happened in each part.

.

1. Select some of the most important sayings of one of the story characters.
Write these words down just as they were given in the story.
Put in all the punctuation marks correctly.

COMPREHENSION: MAKING JUDGMENTS AND DRAWING CONCLUSIONS

JOB CARD NO. 56

1. What was the main problem of the story?
2. How was this problem solved?
3. Do you believe it was solved in a good way?
4. Would you have solved it differently? Explain your answer.
5. What do you think might have happened to the main character after the end of the story?

.

COMPREHENSION: PHRASE AND SENTENCE MEANINGS

JOB CARD NO. 57

1. List words or groups of words from a story that tell:
 - a. Where
 - b. When
 - c. How
 - d. Which
 - e. What kind
 - f. How many

.

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 58

1. Choose one of the pictures which illustrate this article or story. Tell what page it is on.
2. Tell three or more things that you learned from this picture.
3. Draw a picture of your own to illustrate one of the main points or events described in the text.
4. Make a label for your illustration.

.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES
AND BEHAVIOR OF STORY CHARACTERS

JOB CARD NO. 59

1. Read a fictional story which has several characters.
2. Choose two important characters from the story.
3. Tell how they were alike.
4. Tell how they were different.

COMPREHENSION: IDENTIFYING THE SETTING OF THE STORY

JOB CARD NO. 60

1. Describe the setting of the story.
2. Compare this setting with your own neighborhood.

.

COMPREHENSION: INTERPRETATION THROUGH ART

JOB CARD NO. 61

1. Choose something important that happened in the story. Then make a paper sack diorama to illustrate it. If you do not have a sack, use a carton of a flat piece of cardboard.

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COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES,
AND BEHAVIOR OF STORY CHARACTERS

JOB CARD NO. 62

1. Read a biography.
2. Choose one of the important events in the life of this person.
3. Now tell how you think this person felt about this important event in his life.
4. Copy some sentences from the biography which support your opinions.

.

COMPREHENSION: INTERPRETING EMOTIONAL REACTIONS, MOTIVES,
AND BEHAVIOR OF STORY CHARACTERS

JOB CARD NO. 63

1. Read a fictional story.
2. Describe one of the important events.
3. Tell what the main character did during this time.
4. Tell why you think he behaved as he did.
5. Would you have behaved in the same way under the same circumstances?

.

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 64

1. Choose the main topic or one of the main topics of an article or story. Make a list of words or phrases that tell about it. Be sure that every word or phrase listed tells something about the topic.

1. From memory list all the characters in the story. As you list each one tell something that he did.
2. Check your work by re-reading the story.

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1. From memory list the important parts of the story in the order that they occurred.
2. Check your work by re-reading the story.

.

1. Study the pictures in a storybook. Find and give the page number of:
 - a. A picture showing someone who seems to be very happy.
 - b. A picture of someone who looks sad.
 - c. A picture of someone who looks anxious or worried.
 - d. A picture of someone who is very excited.
 - e. A picture of someone who is angry or displeased.
 - f. A picture of someone who is frightened.

.

1. Read some stories about modern machines. Then list some machines which:
 - a. Make work easier
 - b. Make us more comfortable
 - c. Help us to learn
 - d. Help us to have fun

.

1. Did the actions of the story seem true-to-life or make-believe?
Give good reasons for your answer.
2. Did you learn anything from this story that you can use in your daily life?
If so, tell what it is.

1. Read a description of something.
2. Make an illustration to fit this description. Use any material you wish: clay, chalk, fingerpaint, cloth, crayons, paper, cardboard, string.
3. Make a label to fit your illustration.

.

1. Make a list of words from the story which you did not understand. Look up their meanings in the dictionary.
2. Use each word in a sentence which will help to explain its meaning. Draw a line under the word that you are explaining.

.

In our language there are certain "sayings" which have special meanings. Sometimes you will find these phrases or sentences in the stories you read. It will help you to understand the story if you know the special meanings of these sayings.

Try to answer these questions:

1. Have you ever been a thorn in the side of one of your friends? How?
2. Have you ever cried crocodile tears? Why?
3. Have you ever looked for a needle in a haystack? Did you find it?

.

1. Write the names of the characters in the order they came into the story. Number them in this order.
2. Write one speech for each character. In each quotation, tell who is speaking. Arrange these speeches in the order that they were given.
3. Copy the first quotation in the story.
4. Copy the last quotation in the story.

.

1. Prepare a scrapbook of additional material on the subject of this book or story.

Include in your scrapbook pictures and articles from old newspapers and magazines. Also put in some pictures you have made yourself.

Be sure to put in captions and labels so that one can tell what each thing is.

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1. Read an informational article or story.
What is the subject of this article or story?
2. Look in the room library or in the school library for other books or stories on this same subject.
3. Write down the title of each book and the author. Then give the number of the page where you found more information on this subject.

.

1. Read a story about a person in another country.
2. Tell some things he or she does that are different from things you do.
3. Tell some things he or she does that are similar to things that you do.
4. Would you like to visit his country?
5. How would you get there?

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1. Read a story about a wild animal.
2. Describe this animal, using as many different descriptive words as you can.
3. Have you ever seen an animal like this?
4. If you have, tell when and where you saw it.
5. If you have not seen one, tell some ways in which it is like an animal that you have seen.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 78

1. Read an adventure story.
2. Have you had an adventure of this kind?
3. List the ways in which your adventure was like the adventure in the story.
4. Which do you think was the most exciting--your adventure of the story adventure?
5. In what ways was your adventure different from the one in the story?

.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 79

Read a story about an animal.

1. Do you think this animal has any value for you or your town?
Answer yes or no, and tell why.
2. How does this animal compare to your pet or your friend's?

.

COMPREHENSION: RELATING IDEAS GAINED FROM READING
TO PERSONAL EXPERIENCE

JOB CARD NO. 80

Read a story about an inventor.

1. Did his invention cause any change in your way of living?
If so, how did it change?
2. Why do you feel there was a need for this invention at that time?
3. Briefly tell about something you have considered inventing.

.

COMPREHENSION: EASY BOOK REPORT OR STORY REPORT

JOB CARD NO. 81

1. What is the title of this story?
2. Who wrote it?
3. In two or three sentences tell what happened in the story.

.

1. Look at each picture in the story. Choose one picture and study it. Pick out the words and phrases on the page or pages near the picture which tell what is happening in the picture.
2. Make a list of the words and phrases which relate to the picture.
3. Give the book title and the page number of the picture you have chosen.

.

Read a story, then, from memory:

1. Describe in detail the main event in the story.
2. Re-read that part of the story.

Do you think you have a good memory?

.

1. Divide the story into three main parts: the introduction, the plot, the ending.
2. Give each of these parts a name, or sub-title.
3. Retell the story in your own words following these main parts in correct order.

.

1. List each main event in the story in the order in which it occurred.
2. As you do this, use specific words from the story to tell when the event took place.

.

1. Make a list of the words which are new to you in the story you have read.
2. Enter each of these words in your vocabulary book giving (a) the pronunciation symbols and (b) the definition of the word which fits the context of the story.

COMPREHENSION: UNDERSTANDING THE MEANING OF PREFIXES
AND SUFFIXES

JOB CARD NO. 87

1. List the words from this story which have prefixes or suffixes.
2. Underline the root word.
3. Give the meaning of the prefix or suffix.

.

COMPREHENSION: UNDERSTANDING THE MEANING OF PREFIXES
AND SUFFIXES

JOB CARD NO. 88

Use the form below to list words from the story which have prefixes and suffixes:

Word from the story	Prefix or Suffix	Meaning of Pre- fix or Suffix	Root Word
1.			
2.			

.

COMPREHENSION: WORD MEANINGS

JOB CARD NO. 89

1. Pick out the words, phrases and exclamations which make a good word picture of an event which occurred in the story.
2. Write an original story.
Use these words, phrases and exclamations to make a word picture which will fit your own story.

.

WORD ATTACK SKILLS: STRUCTURAL ANALYSIS

JOB CARD NO. 90

1. List all the words you can find in this story which are made up of a prefix and a root word. Underline the prefix.
2. List all the words you can find in this story which are made up of a suffix and a root word. Underline the suffix.
3. List the different contractions which you are able to find in this story.
4. List the compound words which you are able to find in this story.

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1. List as many words as you can from this story which are formed by adding one of these endings to a root word. Underline the ending.

s es d ed ing

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READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 92

1. Review of a science experiment.
2. Where did you read about this experiment?
3. Tell how the experiment should be carried out.
4. Draw diagrams to illustrate each step in the experiment.

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READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 93

Report on a science book or story.

1. Name of book
2. Name of story or article (if this is not a book report)
3. Number of pages read.
4. Science subject
5. Summarize the new ideas and information you gained from reading this material
6. In your judgment was this an accurate presentation of facts?
7. Did you find the material interesting and helpful? Please explain your answer.

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READING IN THE CONTENT SUBJECTS: SCIENCE

JOB CARD NO. 94

Review of a science experiment

1. Name of book and author.
2. On what page is this experiment described?
3. Does the experiment have a title? If so, what is it?
4. List the materials and equipment used in the experiment.
5. Tell, step by step, how the experiment should be carried out.
6. What is the expected outcome? What science principle is demonstrated?

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1. Choose 5 of the longest words from your story.
2. Find the definitions of each of these words in the dictionary. Make sure that you know what they mean. Then write a good sentence explaining the meaning of each word.

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1. List the words in your spelling lesson in alphabetical order.
2. List each word in the lesson that names something. These words are nouns.
3. List each word in the lesson that begins with a consonant blend.
4. List each word in the lesson that begins with a consonant digraph.
5. List any words in the lesson which begin with capital letters.
6. Tell why each of these words should be written with a capital.
7. List any words in the lesson which have more than three syllables.

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1. List all the words you can find in this story which begin with the letter "c".
List them in alphabetical order.

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1. Make a list of names of things (objects, people, places, streets, books, etc.) which you have found in your story.
2. Arrange these names in alphabetical order.

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1. List the words in this story which begin with two-letter or three-letter consonant blends. Underline the initial blend in each word.
2. List the words in this story which have final consonant blends. Underline the final consonant blends.

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1. Make a list of two-syllable words from this story.
2. Make a vertical line to show where the syllables break in each word.
3. Show which syllable is accented.

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1. Make a list of words from this story which have a schwa sound.
2. Check the pronunciation of each word in the dictionary to be sure about the schwa sound.
3. Underline the letter or letters in each word which make the schwa sound.

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1. List all the words you can find in this story which have diphthongs.
2. Draw a line under the diphthongs.
3. After each word write the pronunciation symbol for the sound of the diphthong.

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1. Make a list of words from this story which have long vowel sounds.
2. After each word write the pronunciation symbol for the vowel sound in that word.

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1. List the words in this story which have vowel digraphs. Underline the vowel digraphs.
2. After each word write the pronunciation symbol for the sound of the vowel digraph.

Example: Head (e)
Reach (e)

COMPREHENSION: RELATING PICTURES TO THE TEXT

JOB CARD NO. 105

1. Look at each picture in the story. Choose one picture and study it. Pick out the words and phrases on the page or pages near the picture which tell what is happening in the picture.
2. Make a list of the words and phrases which relate to the picture.
3. Give the book title and the page number of the picture you have chosen.

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COMPREHENSION: STRENGTHENING MEMORY OF MATERIAL READ

JOB CARD NO. 106

Read a story, then, from memory:

1. Describe in detail the main event in the story.
2. Re-read that part of the story.

Do you think you have a good memory.

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COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 107

1. Divide the story into three main parts: the introduction, the plot; the ending.
2. Give each of these parts a name, or sub-title.
3. Retell the story in your own words following these main parts in correct order.

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COMPREHENSION: SUMMARIZING AND ORGANIZING IDEAS

JOB CARD NO. 108

1. List each main event in the story in the order in which it occurred.
2. As you do this, use specific words from the story to tell when the event took place.

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COMPREHENSION: WORD MEANINGS

JOB CARD NO. 109

1. Make a list of the words which are new to you in the story you have read.
2. Enter each of these words in your vocabulary book giving (a) the pronunciation symbols and (b) the definition of the word which fits the context of the story.