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A remedial reading program for a seventh grade in the Robinson, Illinois, junior high school

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A REMEDIAL READING PROGRAM FOR A SEVENTH GRADE IN THE ROBINSON, ILLINOIS, JUNIOR HIGH SCHOOL

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

When organized schools first started in this country their primary function was to teach children to read the scriptures.[1] Reading is now recognized as the chief tool for securing education, in school or out. In a country where we wish each individual to secure all the education of which he is capable, we therefore wish each individual to be as skillful a reader as possible.[2] Reading can do much in "promoting clear understanding, developing habits of good thinking, stimulating broad interests, cultivating appreciations, and establishing stable personalities."[3] Our age more than any other demands breadth of vision over all the world. The complexity of life for the individual and his need for depth of understanding of the forces at work in the world, makes the teaching of young people to read with actively questioning minds a paramount responsibility of the schools.[4]

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[1] R. G. Boone, Education in the United States (New York: Appleton, 1899), p. 10.

[2] Edward Dolch, A Manual for Remedial Reading (Champaign, Illinois: The Garrard Press, 1939), p. v.

[3] National Society for the Study of Education, The Teaching of Reading, A Second Report, Thirty-sixth Yearbook, Part I, (Bloomington, Illinois: Public School Publishing Co., 1937), p. 5.

[4] Dora V. Smith, "Expanding Demand that Current Life Makes on the Reader," Supplementary Educational Monograph, No. 72 (University of Chicago, 1950), pp. 4-6.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to develop and conduct a remedial reading program on the basis of needs revealed in a diagnostic testing program and to evaluate the effectiveness of the program. The evaluation was made to determine the progress of the individuals and of the experimental class, and to compare the class with a control class which did not receive the remedial instruction.

Importance of the study. Failure to learn to read as others do is a major catastrophe in a child's life. To guarantee satisfaction in reading is to bring the child into contact with "the right book at the right time." For any child, the right book is one of appropriate difficulty in which the subject matter satisfies a need. The right time is the moment when the child's experiences have been such that he can easily appreciate the fact that the printed materials really answer his questions and extend his experiences.[5]

If the pupils in our schools today are to take their places as worthy citizens of tomorrow, the teacher of reading

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[5] Paul Witty, Reading in Modern Education, (Boston: D. C. Heath, 1949), pp. 132-135.

has the great responsibility of planning activities which evoke a wide variety of responses from the child through which the latter indicates that he is thinking, not just recalling; that he is drawing inferences, making comparisons, generalizing on the basis of his observations and findings, and evaluating his conclusions.[6]

Limitation of the study. This study is confined to (1) the investigation of the reading ability of the children in two seventh grades in the same school by means of a testing program administered early in the fall; (2) the selection of those children needing help; (3) the planning of the remedial program; and (4) the administering of a second testing program near the end of the school year in order to discover what improvement had been made.

II. DEFINITIONS OF TERMS USED

Purpose of testing. It seems reasonable to suppose that test scores are obtained not merely to satisfy the idle curiosity of teachers, but to use as a guide to action. Three courses of action are commonly contemplated; and the purposes of testing are to make such actions possible. If the teacher uses the results of the test scores and maintains

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[6] Herold C. Hunt, "Recent Changes in the Purposes of Schooling," Supplementary Educational Monograph No. 72, (University of Chicago, 1950), pp. 23-24.

good teaching procedures, learning will be the product of the interaction between the teacher and pupil. When learning has proceeded satisfactorily through the year, the pupil is promoted. For this purpose tests are administered in the spring.

Teachers find that learning usually is not perfectly satisfactory in all results, but only partially satisfactory. Even when the pupils are promoted, some remedial and review work is needed at the opening of school in the fall, before the regular work of the school year is undertaken. Test results serve as a guide to such remedial and review work. For this purpose also tests may be administered in the spring.

Test results may also be used as a guide to current teaching. When pupils are tested in the fall on what they are to be taught during the ensuing year, the waste of teaching what is already known can be avoided and teaching efforts can be concentrated on what is not known. This is the most praiseworthy purpose of testing. The more use the teacher makes of test results, when using single grade tests, the more likely a pupil's profile of scores will differ from one testing to another.[7]

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[7] Gilbert L. Betts, Ed.D., Kinds of Tests and Their Use in Elementary Schools. Educational Test Bureau, Educational Publishers, Inc., Timely Test Topics No. 7, 1949, pp. 3-4.

Differentiated instruction. Since rate of growth and learning are individual, the conditions under which maximum growth can be accomplished are also individual. According to Dr. Betts[8] the progress of each pupil is dependent upon his capacity to learn, his present achievement level, and his physical status. The teacher should consider these characteristics and arrange classroom activities adjusted to the capacity, needs, and interests of each. Differentiated instruction might include either individual activity or group activity.

Group instruction. A group is formed only when the needs of each member have created a common purpose which draws them together. Criteria for selection of members are based upon the social and educational needs which may best be met in the social setting the group creates.[9]

Diagnosis. Diagnosis is the exact identification and location of specific strengths or weaknesses in performance.[10]

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[8] Emmett Albert Betts, The Prevention and Correction of Reading Difficulties, (Evanston, Illinois: Row, Peterson and Co., 1936), pp. 1-5.

[9] Evelyn S. Thompson, "The Role of Group Dynamics and Differentiated Instruction in Promoting Pupil Development," Supplementary Educational Monograph, No. 72, (University of Chicago, 1950), pp. 149-151.

[10] Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School. (New York: Longmans, Green and Co., 1944), p. 641.

Diagnostic test. A diagnostic test is used to locate the nature, and if possible, the causes of disability in performance.[11]

Corrective teaching. Steps taken to remedy observed defects or difficulties in pupil learning is corrective teaching.[12]

III. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II is a review of literature related to the subject. Chapter III deals with the materials used, the groups studied, and the preliminary testing program. Chapter IV explains in detail the Remedial program, the final testing program and an evaluation of the program. Chapter V is the summary and conclusion.

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[11] Loc. cit.

[12] Ibid., p. 640.

CHAPTER II

REVIEW OF RELATED LITERATURE

Much has been written on the responsibility of the schools in keeping the reading program abreast of the times. Only a summary of the findings could be given in a paper like this.

Current trends in reading. Trying to teach encouragingly and intelligently in this "terrible Twentieth Century" is a trying task for any teacher. Now, as never before, we need mature, informed citizens who are capable of making calm, clear-headed decisions. A good citizen must be an informed citizen, and an informed citizen knows the answers or how to find them. As boys and girls they need to form the habit of finding useful and reliable information. They not only learn to enjoy reading for recreation, but often to find answers to deep-seated fears and frustrations.[1]

Television, latest medium of mass communication to come to the fore, has not decreased the importance of reading. On the contrary, every development of our day which reduces the hours boys and girls spend with books makes it doubly

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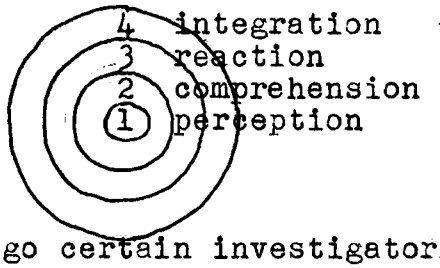
[1] W. S. Gray, "Growth in Understanding of Reading and Its Development among Youth," Supplementary Educational Monograph No. 72. (University of Chicago, 1950), pp. 7-10.

important that they get the most out of the time they do spend in reading.

Whether we are trying to help our pupils discover the contributions of literature to their own personal development, or help them get accurate factual information from the printed page, we may be able to do a better job of teaching of we consider what is actually involved in reading. The total act of reading as we need to think of it today can be represented by four concentric circles.[2] (See diagram below).



Several decades ago certain investigators limited the meaning of the word "reading" largely to the perception of words, that is, to the recognition of their meanings and pronunciations. About 1910 the economy and efficiency of silent reading were recognized and Thorndike and other investigators emphasized the second dimension of efficient reading comprehension. With this broader view came increased emphasis on such matters as ability to combine the meanings of the separate words of a passage in grasping the ideas intended by

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[2] W. S. Gray, "Reading--More Important than Ever," Junior Briefs, Jan.-Feb. 1951, Vol. 14, No. 3, (Chicago: Scott, Foresman and Co.,), p. 2.

the author, to select principal points and supporting details, and to answer questions about the content of what is read.

During the thirties increased attention was given to a third dimension of the reading act. Evidence developed to show that perceiving the words and grasping the meaning of what is read are not enough. In addition, the efficient reader reacts to the ideas acquired through reading. The value of training pupils to read critically is supported by psychologists on the ground that it is not what is presented to the learner that promotes growth but rather his reaction to the ideas acquired.

Within the last few years a fourth dimension of the reading act has been recognized, namely, integration. It is often referred to as the application of ideas read to the solution of problems. It is this fusion or integration of the ideas read with previous experience that causes new insights, clearer understandings, rational attitudes, and improved patterns of thinking and behavior to result.[3]

From a comprehensive study by the National Council of English Teachers[4] it is evident that adolescent youth manifests a strong urge to have fun. This trait shows up

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[3] W. S. Gray, op. cit., pp. 10-13.

[4] National Council of Teachers of English, "Identification of Reading Experiences in Relation to Outcomes Desired," (Chicago: National Council of English Teachers, 1949).

in their conversation and reading about sports, amusements, and humor. Adventure, mystery, animals, and sports are the most popular topics for reading, with the addition of romance for girls. Youth want to be accepted by the group and to have an interesting personality. This is the youth that we must fashion into young adults. We must decide what the end products are to be, what attributes, attitudes, knowledges, and skills must be possessed. Taking our cue from the Educational Policies Commission,[5] we may say that we should produce individuals who have developed to their fullest extent their unique personal abilities and talents; who have established well-adjusted relationships with other personalities and groups with which they must associate; who have acquired the necessary knowledge of skills with which to make a living; and who have developed a sense of responsibility, to, and a wholesome attitude toward, society.

Our next step is to show how reading can help make the persons we have described out of the youths as they are.

Reading can be of inestimable value to boys and girls in gaining an understanding of personalities and the problems growing out of personality conflicts. . . . Many books help

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[5] Educational Policies Commission, Education Policies for all American Youth, (Washington: Educational Policies Commission of the National Education Association, 1944), p. 21.

with adjustment of individuals or groups. Biographies of people who have achieved fame in spite of physical handicaps, creative drama, poetry, etiquette books, and adventure stories provide an emotional release. Could we do greater service than to start youth on a sound philosophy of life? We cannot hope to do it all through reading, but we might supply what is needed.

The beginnings of an interest in social problems, in public affairs and government, which usually comes to young adolescents can be advanced through proper magazines. By reading such books as . . . may give a wholesome respect for individual relationships within the family. We need to provide for intellectual growth. They can be led to see the difference between the good and the trashy. Reading can help in guiding in a wise choice of vocations.

> Last but not least every teacher is a teacher of reading and lack of efficiency in general reading and study habits is the cause of many failures, much unhappiness, and many maladjusted students. Through the use of skill-building materials and practice in specific study techniques, we must help the pupil attain and maintain the reading power which is necessary for his success in school and in life.[6]

There is little or no place for entertainment radio, entertainment motion picture, and entertainment television in the classroom. But it is the responsibility of every teacher

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[6] David K. Bishop, "The End Products of Schooling," Supplementary Educational Monograph, No. 72, (University of Chicago, 1950), pp. 34-37.

to examine these communication media for implementing today's curriculum.[7]

Audio-visual instructional materials, radio and television used with wisdom and intelligence can widen reading horizons, arouse interest in books, stimulate a desire for better reading on the part of the indiscriminate reader, and create a demand for more good books and an ever-widening range of books for the library.[8]

Discovering pupil needs. Teachers are admonished to begin where the learner is--to make a diagnostic approach to reading instruction. Every teacher is a teacher of reading, and reading is only one facet of language development and is based upon the pupil's background of experience. Fruitful instruction must be based on an understanding of the learner's achievement and his needs.

An appraisal of the reading needs of a given individual should provide the teacher with four basic types of information. First, what is the highest reading level at which the individual can read with full understanding and freedom from mechanical difficulties? Second, what is the highest

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[7] Walter A. Wittich, "Increasing Agencies of Mass Communication as Aids to Reading," Supplementary Educational Monograph No. 72, (University of Chicago, 1950), pp. 40-41.

[8] Ruth Weir Miller, "Radio Roads to Reading," Education, LXIX (May 1949), pp. 595-598.

level at which systematic instruction can be initiated? Third, what is the reading level at which the child is baffled by the language? Fourth, what is the highest level at which the individual can comprehend?[9]

The children of any group, no matter how well classified, differ in mental ability, background of experience, reading competence, dominant interests, and the kinds of help needed.[10]

One of the first needs is an examination of the child's physical condition. In what condition are his eyes? What is the state of his hearing? Has he a speech defect? Is he left-handed? What is his general health? What is his past sickness record?

We need to know many aspects of the child's school life. Is he good at playground activities or other extra-curricular work? How many years has he been in school? If there is a non-promotion, in what year of school life did it come. We need to know some aspects of the child's home life. What hobbies does he have? What does he want to be when he

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[9] Emmett Albert Betts, Foundations of Reading Instruction (Chicago: American Book Company, 1946), pp. 438-440.

[10] W. S. Gray, "Reading as an Aid in Learning," Forty-eighth Yearbook of the National Society for the Study of Education, Part II, (Chicago: University of Chicago Press, 1949), pp. 234-235.

grows up? Does he work after school hours, and at what?[11]

Teachers can obtain direct information concerning the interests of children. Questioning children is a simple procedure, and one productive of considerable information. Witty and Kopel[12] give a pupil report of interests and activities. The illustration that follows reproduces the directions and some of the items of the questionnaire.

Pupil Report of Interests and Activities

These questions are intended to find out some of the things boys and girls do and how they feel about certain things. Answer each question truthfully and as carefully as you can.

1. When you have an hour or two that you can spend just as you please, what do you like to do best? ....
2. What do you usually do: Directly after school? .... In the evening? .... On Saturdays? .... On Sundays? ....
3. At what time do you usually go to bed? .... When do you get up? ....
4. In the space below write the full names and ages of your close friends.....
5. What do you like to play best? ....
6. Do you have as much time to play as you would like?...
7. If you have any brothers or sisters how old are they? Do you play with them? ...
8. Do you like to be with your mother much of the time?... With your father?....
9. Do you belong to any club or organization?...What do you do in your club?....
10. Do you go to Sunday School?....
11. Do you take any kind of special lesson outside of school?... What kind?... Do you like them?....

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[11] Edward William Dolch, A Manual for Remedial Reading, (Champaign, Illinois: The Garrard Press, 1939), pp. 1-29.

[12] Paul Witty and David Kopel, Reading and the Educative Process, (Boston: Ginn and Company, 1939), p. 306.

12. Do you receive spending money? ... Do you have a job on Saturday?... What?... Do you save your money?... Do you have chores to do at home?... Do you like your home? ....
13. How often do you go to the movies? ... With whom usually? ....
14. Underline the kind of movie you like best. Comedy, mystery, western, gangster, sad, educational, news, society, love, serial, cartoon.
15. Who is your favorite actor?... actress? ...
16. Where did you go on your last vacation?... To what other place would you like to go? ...
17. What are your favorite radio programs?... How much time do you spend listening to the radio?...
18. Do you like school? ... What subjects do you like best?.... What subjects do you dislike? ....
19. Suppose you could have three wishes come true. What would be your first wish?... second wish.... third wish ....
20. Do you enjoy reading? ... Do you like someone to read to you? ... Do you own books? ... Underline the kind you like best -- history, travel, adventure, animal, sport, science, mystery, biography, music.
21. What newspapers do you read? ... Name the comic strips you read and underline your favorite..... Name the comic books you read....

Should the interest test be given in the form of a personal interview, much can be learned about the child. Was he friendly, restless, antagonistic, cooperative, or easily distracted? Did he answer quickly, slowly, reflectively? Did you think the information reliable? Are reading interests: consistent with age? mature? immature? Do reading interests need stimulation? curbing? direction? What are child's strong interests in reading? In what important areas should the child read? In what activities should he be encouraged to take part? Other suggestions and recommendations. . . .

Perhaps the information which is of greatest value in educational guidance is suggested by this list from Ross:[13]

1. A complete record of the pupil's school experience to date, especially his recent achievement, and his chronological age.
2. The complete record of all standard tests.
3. Estimates by the principal and teachers as to his ability, industry, and work habits.
4. The pupil's health record and present health status.
5. Educational and economic status of family.

Related studies. Many studies have been made and reported of the actual correctional treatment in many schools. Geraldine Ayers[14] in a thesis on the common problem of the inability of children to read, gave a most interesting account of the program carried on in the first three grades of the Montezuma, Indiana, elementary school, with a firm conviction that a testing program of reading, if carefully followed up, is of great importance and benefit in the teaching of reading. Ayers says:

> It is important to recognize that the improvement in children's reading ability was not achieved through long, tediouw drill, or formal practices or pressure, but the improvement is consistent with teachers' efforts to stimulate interest and to make children's reading activities purposeful through emotionally satisfying experiences; to take care of individual

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13 C. C. Ross, Measurement in Today's Schools, (New York: Prentice-Hall, Inc., 1947), p. 479.

14 Geraldine Ayers, "A Reading Program for the Children in the Primary Grades of the Montezuma Grade School, Montezuma, Indiana," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1949), p. 57.

differences in achievement through the discriminatory use of specifically needed drill; and to select carefully, materials appropriate to the levels of children.

From a study reported in the Indiana Teacher,[15] May, 1949, the teachers felt that real progress had been made during a remedial program. "Whenever boys or girls enjoy reading and can and will read for pleasure it is plain that they can begin to realize that reading is accomplishing its purpose--the transfer of thought from the printed page."

Evaluation and guidance of growth of reading. In order to guide and direct the learning process most effectively it is necessary to know, from time to time, the amount and character of gains. There seems to be an unending cycle of diagnosis, guidance, appraisal, and further diagnosis, further guidance, further appraisal.[16]

To what extent have goals been attained, and to what extent has each child improved? This may involve use of standardized tests, questionnaires, teacher made tests, reports from students, measures of increased use of libraries, and individual case studies. Improved reading programs, to be effective, must be based upon current needs and findings

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[15] Indiana Teacher XCIII, May, 1949, pp. 275-293.

[16] Witty and Kopel, op.cit., p. 205.

of research.[17]

Experience has shown that when systematic guidance is provided at a reasonable level, most pupils can make reading growth commensurate with their capacities for reading achievement.[18]

Evaluation deals not only with reading skills but with more general competencies, interests, tastes, and effects of reading on the child. Evaluation is made in light of the children's needs. Some attempt to record changes in the child in relation to the classroom practices must be made as a guide to planning future reading activities. One of the principles of an evaluation program is that the program must be based on the clearly defined objectives of the curriculum. In actual practice, the reverse is also true. The evaluation program often helps determine the nature of the objectives and the curriculum evaluation should aim to analyze and record a variety of valuable growths.

Teachers who would meet the needs must know the needs. What is done day by day depends on teacher's appraisal of progress. He plans to give John help in finding information

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[17] E. W. Wiltsie, "Responsibility of Schools in Keeping Reading Programs Abreast of the Times," Supplementary Educational Monograph No. 72, (Chicago: University of Chicago Press, 1950).

[18] Betts, op. cit., p. 440.

because his last encounter with the encyclopedia was disastrous. He shifts Mary to a group working on . . . .

The usual steps in an evaluation program are (1) formulating and accepting major objectives stated in terms of pupil behavior, (2) identifying a wide range of situations in which children may be expected to exhibit these types of behavior, (3) selecting and trying out instruments or methods for the appraisal of each objective, (4) using the most promising methods to collect evidence about desirable behaviors, (5) deciding the degree of present success of the program, (6) drawing inferences from the results for possible changes in practice in terms of work with individual children.[19]

In summarizing the evaluation program it is generally conceded that (1) it is a continuous program, (2) that it involves the constant accumulation of evidence of the extent to which individuals are showing development of their work and behavior, (3) that test results be used for the improvement of instruction, and (4) that an adequate program of follow-up work is carried on. No school can have an efficient instructional program without knowing what it is accomplishing. Evaluation must be made in terms of the total development of the child.[20]

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[19] Witty and Kopel, op. cit., pp. 105-115.

[20] J. Murray Lee and Dorris May Lee, The Child and His Curriculum, (New York: D. Appleton-Century, 1940), p. 613.

Related Literature on the use of tests. Ross says, "Some kind of measurement or evaluation is inevitable in education. All measurement is subject to error."[21] With this in mind we need to interpret and use test results as fully as possible to get desired results. A testing program calls for the use of both intelligence and achievement tests, and for the use of test batteries as well as of tests in separate subjects. This supplements rather than supplants any informal tests made by the teacher.

Standardized tests furnish valuable information. The possibilities of diagnostic tests in improving instruction through analysis and diagnosis of individual and class weaknesses are not wholly realized. Tests are of the greatest value when their results cause a teacher to re-define his objectives, alter his methods, and re-direct his emphasis as a result of new, increased, and more exact knowledge about his pupils. If the general purpose of testing is to provide data to help solve some practical problem, a testing program for improving reading would be in order. The cry of nearly every teacher is "children cannot read."

The diagnosis of difficulties underlying educational accomplishments undoubtedly constitutes the high point in the supervisory and instructional uses of educational tests.

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[21] C. C. Ross, op. cit., pp. 627-628.

General impressions of strengths or weaknesses are supported or denied by test results. Deficiencies are revealed and brought to light by a general survey test. Standardized Achievement tests yield a diagnostic profile that provides an analysis of the abilities of each individual pupil. They also have comparable norms for the various abilities. The teacher can use standardized achievement tests to (1) discover the difficulties and shortages of each child in the skills which are essential for success in pupil activities, (2) obtain a measure of each child's skills in such fields as reading vocabulary, arithmetic, language, (3) provide a basis for planning an individual remedial program to meet the needs of the pupil, (4) provide a basis for grouping pupils according to their needs for remedial instruction (not homogenously), (5) show the pupils in what skills they need special work, (6) discover what pupils are not doing in comparison with what is being done in other schools, (7) evaluate strengths and weaknesses in the various skills, and (8) provide a basis for studying the adjustment problems of the child.

Teachers may construct their own tests and use the results (1) in determining to what extent the understandings of a given unit of work have been attained, (2) in determining what changes in attitudes, beliefs, and appreciations have taken place, (3) to show pupils where they need to put

more emphasis on their work, (4) to evaluate weaknesses and strengths of instruction, (5) to guide in future work, and (6) to discover other weaknesses not available through standardized tests.[22]

If it can be shown that silent reading comprehension is not a single isolated ability but a composite of many elements, such as knowledge of word meanings, ability to get meaning from sentences, ability to arrange thought units and sentence units into logically organized wholes, ability to find desired material quickly, the teacher has basis for his instructional procedure coming directly from the diagnostic test. It is not enough to discover that a child is unable to read silently. The exact nature of his handicap must be revealed. It is necessary to analyze test data carefully in order to make them the basis of a genuine remedial program.[23]

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[22] Greene, op. cit., pp. 280-300.

[23] Lee, op. cit., pp. 627-628.

CHAPTER III

REPORT OF TESTING PROGRAM AND ANALYSIS AND INTERPRETATION OF RESULTS

Initial testing program and results. It is the purpose of this chapter to explain in detail the administration of the testing program used, including an analysis and interpretation of the test results.

The first day of school a new group of pupils came to the teacher. Under her guidance they would be expected to master the work prescribed in the course of study for her grade. The teacher could not assume that all of these children were equally ready for the work. Accepting the premise "You must learn the child before you teach him," some testing was necessary. In any typical group of pupils there is a wide range of individual differences, both in general mental ability and in the specific skills and aptitudes needed for mastery of the various types of subject matter in the curriculum. An endeavor was made to select tests with the hope that the results would be fairly accurate, and so the testing program began.

A mental ability test was given to obtain information on the nature and organization of the abilities of the pupils in order that the information might be used to guide the learning activities. Results of achievement tests given at

the last of the sixth grade showed what students had done with their potentialities. A diagnostic reading test was given early in October to identify strengths and weaknesses, reveal difficulties, and provide information essential in judging the causes of observed difficulties thus making it possible to plan developmental activities for individual pupils.

An endeavor was made to select the best recognized tests and therefore have an objective record of the entire class and for each member of the class, for instruction should start where pupils are rather than where they should be. Initial tests provided a basis for modifying instruction. The teacher could adapt procedures and materials to the pupils. The test scores served as a starting point for the use of additional analytical methods to determine the basis of revealed difficulties.

Tests used. Results of the Stanford Achievement Test Form H, intermediate grade. (Given May, 1951). This is a general achievement test that opens up certain types of possibilities for diagnostic, analytical, and remedial work. Such a test affords a survey of the total instructional situation. The profile chart, through its valleys and peaks, points out general areas of weakness and strength which need much more detailed and analytical study.

California Short Form Test of Mental Maturity Elementary 1950. Short Form is a one period group test which provides sub-tests which measure both language and non-language mental maturity and four of the major factors involved in intelligence or mental capacity, namely: spatial relations, logical reasoning, numerical reasoning, and verbal concepts which are useful in the thinking process.

Iowa Silent Reading Test Revised AM. This test measures a wide range of skills indispensable to effective reading of the work study type. They are analytical, measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. The working time for this test is forty-nine minutes.

Administration of tests. The tests were given by two teachers who have about the same average teaching situations. Both teachers tried to follow directions accurately in giving the tests. Both teachers scored the tests using reasonable precaution to assure a high degree of accuracy in scoring.

Results of tests. From the mental maturity test the ability of every individual was discovered as well as the general level and range of ability in the group, thus, giving the teacher a basis for knowing how fast each child could be expected to progress and whether his rate of learning would be typically above or below average.

The Stanford Achievement test given in April, 1951, at the end of their sixth year gave a general over-all picture of the class as well as information about the degree of retardation or superiority in reading, and some information about individual skills within the general reading area. For both experimental and control groups this test showed that twenty-one children from each group read below the norm for seventh grade. In comparing the scores from the Stanford test given in April and the Iowa Silent test given in October of the same year we found fifteen children from each group reading below seventh grade norm. It is significant that there were many high scores on the Iowa test, including those of ten pupils whose attainment reached or exceeded ninth grade norms.

Table I, page 27, shows the classification of the intelligence quotients of the pupils in the control and experimental groups from the California Mental Maturity Test.

Table II, page 28, shows the distribution of the reading abilities of the experimental and control groups. The total scores may vary as our school population changes.

Table III, pages 29 and 30, shows the class analysis chart of the thirty-nine pupils in the experimental group given the Iowa test in October, 1951. Individual pupils are designated by identifying numbers placed at positions on the chart representing their scores. At the bottom of the

TABLE I

CLASSIFICATION OF THE INTELLIGENCE QUOTIENTS OF THE PUPILS IN THE CONTROL AND EXPERIMENTAL GROUPS

Group	Intelligence quotients						Average I.Q.	Total
	Below 70	70 79	80 89	90 109	110 119	120 139		
Experimental		2	2	21	10		100	35
Control	1	1	3	21	3	1	100	30

NOTE: This table shows the number of pupils from both control and experimental groups that fall in each category with I.Q.'s ranging from below 70 to 139. Also the average I.Q. for each group is shown.

TABLE II

DISTRIBUTION OF READING ABILITIES OF THE EXPERIMENTAL AND CONTROL GROUPS OF SEVENTH GRADE PUPILS IN THE ROBINSON JUNIOR HIGH SCHOOL

Grade norm attained	Stanford April 1951		Iowa Silent October 1951	
	Experimental	Control	Experimental	Control
Below fourth grade	1	1	1	0
Below fifth grade	7	5	1	1
Below sixth grade	6	7	7	4
Below seventh grade	7	8	6	10
Above seventh grade	10	6	6	8
Above eighth grade	5	4	9	7
Above ninth grade	3	2	5	3
Above tenth grade	0	1	4	6

TABLE

CLASS ANALYSIS CHART -

Standard score	Rate	Comprehension	Directed reading	Word meaning
190			5,13	
185	2			
180			3,7	1
175	12	1,9,15	16,18,22	10
170	3,14,22	6,21	2,4,6,8,10	9
165		4,7,8,11	11,12,14,24,25	4,5,6,12,16
160	5,13,28	3,10,13,16,19	17,31	2,11,13,15,17,18
155	1,16,21	2,18,20,23	1,9,15,19,20,26	3,14,19
150	17	5,14,25,32	21,23,27,29,30,35	7,8,20,22,23,24
145	4,6,7,8,9,19	12,27,28	28,32,33	21,25,28,30
140	10,15,18, 26	22,24,26,31,35,38	34,38	34,36
135	23,27	7,30,38,33,34	36,39	26,31,33,34
130	32,38	29		32,35
125	29,30,35	36		
120	33,39			39
115	11,31,37			
110	34			38
105				
Median	143	152	159	157
Grade equivalent	5.3	7.1	8.2	7.5

Note: This table shows the class analysis chart of the thirty-nine pupils in the experimental group given the Iowa test in October 1951. Individuals pupils are designated by identifying numbers placed at positions on the chart representing their scores. Medians for the various tests and their grade equivalents are shown.

III

IOWA SILENT READING TEST

Paragraph comprehension	Sentence meaning	Alphabetizing	Use of index
1	4,15		2
	11,12,18	1,4,	4,5,7,13,14
2,3,5,7,13	1,3,23,35,27		1,6,10,16,20
6,14	2,5,6,9,20	5,9,10,24	
8,17,18	13,22	7	3,8,11
4,12,15	7,18,26	3,8,16,17,19,27,28,39	15,17,21,26
9,10,20,21,26	19,14,16	11,22,26	9,18,19,22,24
22	21,24,30,32	2,6,14,18,20,23	12
11,19,23,29	29,31,33,35	12,13,31,32,34, 38	34,37
24,33		15,21,25,29,33,35,37	25,27,28,29,39
27,32,28	17,28,32,36	36	23,31,33
25,28,30,31,32	37,38	30	30,35,36,38
35,36			
			32
16,37,39	39		
153	163	154	156
7.3	8.4	7.5	7.5

chart are shown the medians for the various tests, and the median achievement in terms of grade equivalents.

The median is the mid-point in the distribution of scores and provides a convenient summary of the results for the entire score.

Table IV, page 32, shows the medians of both the experimental and control groups on the Iowa test. This table also shows that although there are some very low scores, the average reading ability of the group is four months above the norm.

Further analysis shows a wide spread in the ability for the groups, the range covering grades 3.9 to 11.0. Figure 1, page 33, shows the profile of the lowest seventh grade pupil in the experimental group on the Iowa test. The profile for the class, based on medians, is shown with a red line. It is apparent that number thirty-nine is weak on most of the tests and especially weak on comprehension, paragraph meaning and sentence meaning.

Figure 2, page 34, shows the profiles of pupils numbered thirty-six and thirty-seven. Both pupils make the same total score on the Iowa test, but the profile shows that they are by no means identical in achievement. One is accelerated in some skills and greatly retarded in others, and the exact opposite is true of the other pupil.

Figure 3, page 35, shows a comparison of extreme

TABLE IV

MEDIANS FOR THE EXPERIMENTAL AND CONTROL GROUPS ON THE IOWA SILENT READING TEST

Limits of classes	Experimental	Control
174-179	1	1
168-173	6	7
162-167	6	9
156-161	9	3
150-155	5	8
144-149	2	8
138-143	6	0
132-137	3	3
126-131	0	1
120-125	1	0
114-119	0	0
Total	39	40
Median	156.56	
Grade equivalent	7.6	

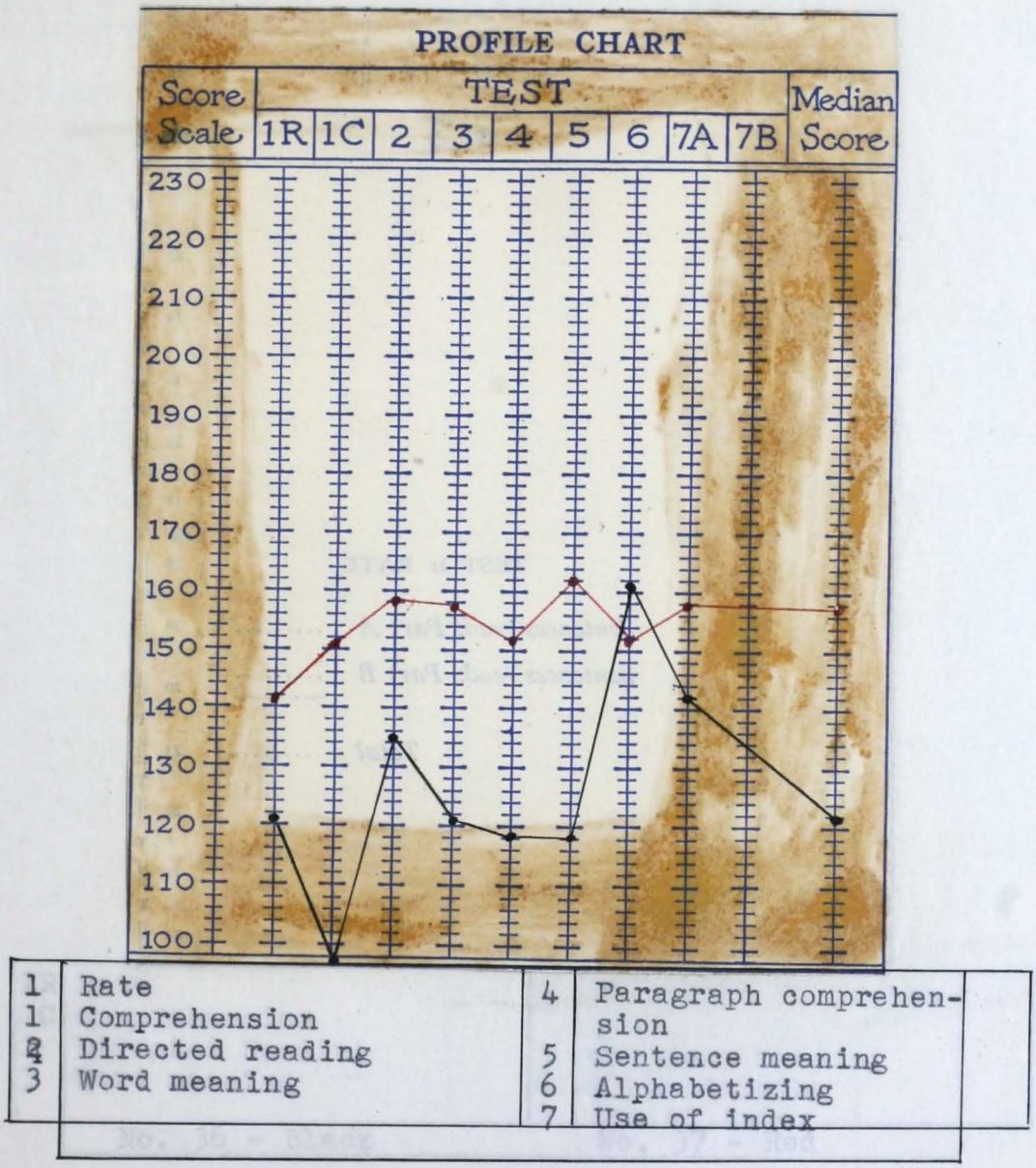

FIGURE 1

INDIVIDUAL PROFILE CHART FOR PUPIL NO. 39 OF EXPERIMENTAL GROUP OCTOBER IOWA SILENT READING TEST
Class - red
Pupil - black

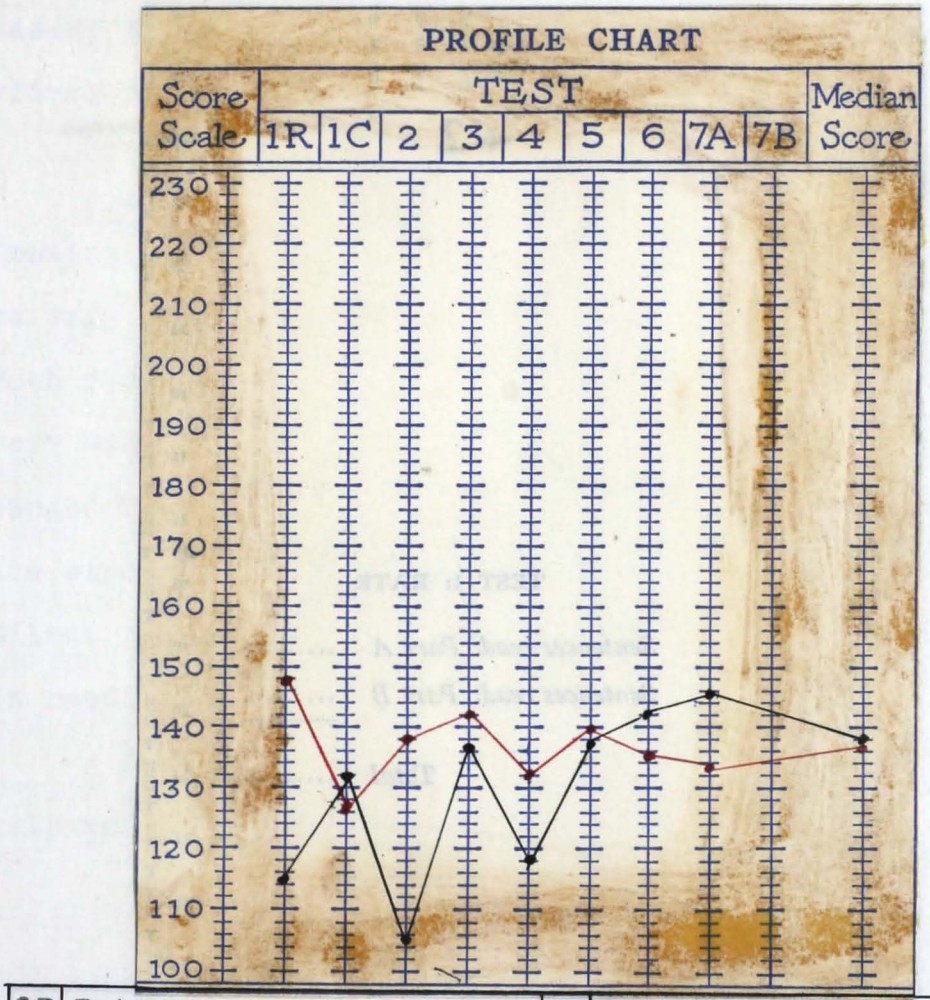

FIGURE 2

PROFILES OF PUPILS NO. 36 AND NO. 37 WHO MADE THE SAME TOTAL SCORE ON THE IOWA SILENT READING TEST

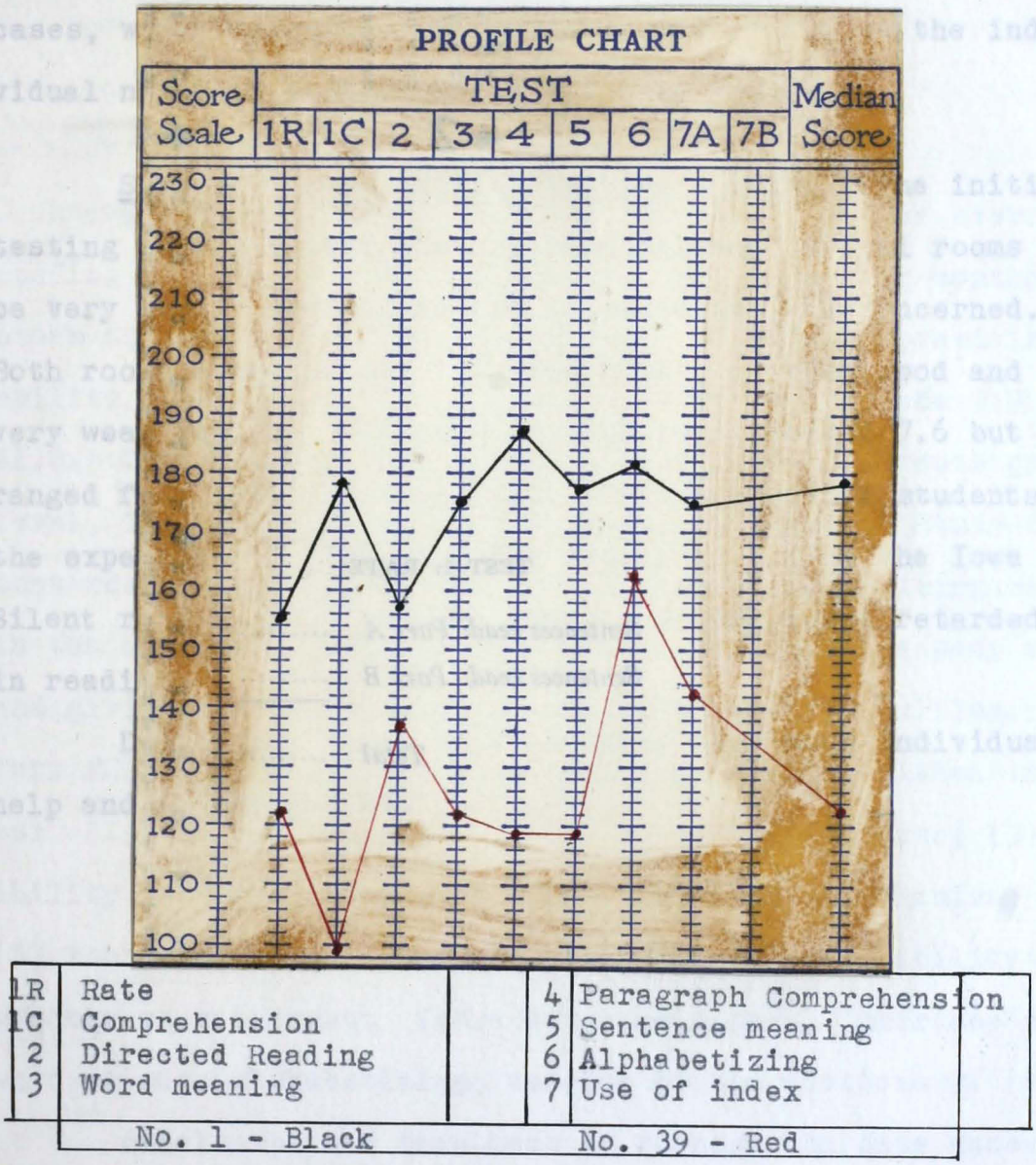

FIGURE 3

A COMPARISON OF EXTREME CASES
THE PROFILES OF PUPILS NO. 1 AND NO. 39.

cases, which makes the teacher even more aware of the individual needs of each child in the same room.

Summary of the initial testing program. The initial testing survey showed the experimental and control rooms to be very evenly divided as far as mentality was concerned. Both rooms showed about the same number of very good and very weak pupils. Medians for both rooms showed 7.6 but ranged from grades 3.9 to 11.0. The nine weaker students in the experimental room showed a median of 5.3 on the Iowa Silent reading test showing them to be two years retarded in reading.

Definitely these nine students need much individual help and encouragement.

CHAPTER IV

REMEDIAL PROGRAM AND EVALUATION

The results of the testing revealed that the average reading ability of the experimental group was four months above the norm. Further analysis showed a wide spread in ability for the group, the range covering from grade 3.9 to 11.0. Of the group 38.5 per cent tested below seventh grade level, indicating that remedial work was needed. Study of the test results indicated the advisability of emphasizing reading in the seventh grade, dealing with good as well as poor readers and giving special attention to individual difficulties. Form AM of the Iowa test showed the major difficulties to be: (1) poor vocabulary; (2) faulty recall of facts; (3) inability to follow directions; (4) inability to organize; (5) too slow or too rapid rate of reading; (6) inability to get the main thought. There was some general ignorance of word sounds, alphabetizing, and use of the dictionary.

An attempt has been made to furnish the data necessary to use as a basis of developmental and remedial instruction so that learning and adjustment may be expedited and deficiencies corrected. It is certain that the success of any remedial program will depend upon the pupils' cooperation. Each child in the experimental room was seated with the teacher and his scored Iowa test given to him. Together the

strengths and weaknesses were noted. The pupils having great difficulty were located. Why the errors occurred was often extremely difficult to determine accurately, but the remedies to try were of greatest concern.

Most cases of reading disability are due to no single isolated cause, but to a number of interrelated factors. Special effort has been made to locate the specific nature of the reading difficulties. The nine children in this room whose test results showed a definite need for help showed a desire and willingness to improve their reading if possible. Cumulative records were studied; interest and inventory tests given. Every possible opportunity for any contact with the child, in the room before school, etc., was used. The results of our own testing program saved many teaching efforts.

The last period of the day is called "activity period" in the Robinson school. Some children go to band, some to crafts, and others to study hall. These nine children who elected, themselves, to spend extra time in study, devoted at least two or three periods a week to this work. The writer felt that the remedial program should first relieve the plight of these nine discouraged, unsuccessful pupils who had reached seventh grade but were unable to read, by trying to correct the attitude of the feeling that they were so stupid that they could <u>never</u> learn to read. In the first meeting no attempt was made to read. A general picture of each in

the group was drawn by the writer starting the conversation about her hobbies of stamp collecting and cooking, and ending with the thought that she was never lonesome for she could always have book friends. Each child told his interest, and surprisingly each child had one or more and very worth-while ones, indeed. Boats, motors, airplanes, tap dancing, plants and animals all found a place. One boy had all but built a boat in his conversation when the writer offered a boat from the barn to this child if he could secure the help of his parents to procure it. (The boat was acquired and popular mechanics magazines with many pictures of boats were seen for several days). Another boy was interested in motors and wanted to be a mechanic when he grew up. The writer gave him permission to take a little motor that had served on a fan in her car and he borrowed a screw driver and got it before going home. For days we heard about the things the motor could do such as running his little playmate's train. Another child had a cactus collection of over one hundred varieties and was interested in helping care for the writer's plants in the room. From this point the writer created an atmosphere of optimism and used these already established interests as natural incentives to read.

For the next session some easy books dealing with the things they had talked about were placed on a table, but no one asked for any of them. This was to be expected, however,

and rather than require them to read before a felt need, little was said about books;at this session the explanation was made that they might not all be working on the same thing, and that they must help to plan and carry out their own program, suitable to their abilities and their present and future needs for reading. To do this child and teacher needed an understanding of several things before a remedial program could progress:

(1) that he does not read a word or sentence unless he understands what that word or sentence means in the setting in which it is used,

(2) that he should insist upon understanding what he attempts to read,

(3) that much reading is not easy, although it can be fun,

(4) that he must have control of tools by means of which he can dig out an adequate understanding of material that is somewhat difficult for him.

All thirty-nine pupils in this experimental group were given some instruction in special reading skills. Their work was based on the regular text, which provided basic needed material. To aid in the corrective and remedial procedures, exercises involving the use of dictionary to help build vocabulary were used. Stress was given to reading comprehension. All needed some work in alphabetizing, so as

part of the regular spelling the words were alphabetized.

In the next session for the nine retarded children, who by now had gained a little self-confidence, a workbook Diagnostic Tests and Remedial Exercises by Breuckner[1] was given each, and compared with the regular text, they looked easy and interesting because they were exercises they could do. Some simple little reading books--Forty Famous Stories, From Washington to Lindberg and Nature Stories-- were secured; and some oral reading was considered, with regard to enunciation, pronunciation, and expression. The ability to identify a new or unknown word demands that the child acquire, through instruction, varied techniques for attack upon it. Comprehension is blocked if the particular meaning needed by the context is unknown. Numerous exercises from the Breuckner book as well as Reader's Digest Skill Book were used to emphasize word recognition as well as main ideas in a paragraph or story.

No emphasis was placed on speed, for speed in terms of speed alone, has no place in reading. The writer tried to have them feel that comprehension was important and that eventually they would gain speed without realizing it.

Some help was given in many of their regular studies,

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[1] Leo J. Breuckner, Diagnostic Tests and Remedial Exercises in Reading, (Chicago: John C. Winston Company, 1947).

geography, science, and English, and some experience of success was possible every day.

Work on elimination of undesirable habits such as lip reading, poor eye movements, too slow or too rapid rate of reading was carried on in silent reading along with getting the main idea, following directions, and recalling facts. Some records were kept and the children were pleased when they made progress. They obviously enjoyed the work and were eager each Monday, Wednesday and Friday afternoons to get their special lesson for they were always waiting with book in hand for the teacher to come in. Some outside library reading was done and some made some commendable contributions to the class, the greatest in the writer's estimation being that of eagerly volunteering to read a passage to the class or to make comments from material read.

A wall chart 22 x 28 inches published by Scott, Foresman and Company and entitled "How Am I Doing?" reminded them of specific things to look for:

1. A good reader knows how to figure out new words for himself.

2. A good reader makes sure he understands what the author is saying.

3. A good reader can remember the essentials of what he has read.

4. A good reader sees pictures in his mind as he reads.

5. A good reader gets well acquainted with the people about whom he is reading.

6. A good reader notices and enjoys the way an author expresses his ideas.

7. A good reader knows how to read many different types of material.

8. A good reader thinks about what he has read.

Case studies. Probably the greatest answer for these slow readers is not special teachers, but rather a re-appraisal by teachers, as a whole, of the need for taking the student where he is found and employing the results of the latest research in meeting his individual needs. It is necessary to look below the surface to discover some of the causes of retardation. Causes of learning disabilities are never simple, so it is wise to learn as much as possible about a child in diagnosing his difficulties. All retarded readers--yes! For the same reasons--no! Two cases are given:

Case 1: J. D., boy. In September C.A. twelve years four months; M.A. eleven years three months; I.Q. 87. The eldest of three children. Mother would be glad if J. D. learned to read, but does not make too much effort to see that he spends some extra time at home on it. He likes to play, is interested in flowers, has a cactus collection, likes to water the teacher's plants, and is eager for a start

of a new flower. He likes boats and airplanes. An interest inventory reveals that he would like to be a pilot and travel around the world. He would like to be good in sports and likes to take hunting and fishing trips. He is stubborn at times, almost rebellious about things. He is very hard of hearing but has had medical advice without too much encouragement. He likes to draw, and supervised the art decorations for his home room at Christmas. A sociogram revealed that he is not too well liked by the other students. At times he would sit down in a chair by the teacher and work out an English lesson.

Case 2: L. S., boy. In September C. A. twelve years two months; M. A. twelve years nine months; I. Q. 105. He is a very odd child, immature in his actions, the fourth child (all boys), the other three brothers away in the service. His mother does not want him to grow up. He says he does not like school, but he is always there before time. He is small in size, likes to attract attention, and finds it difficult to concentrate long on one thing. He wants to be an electrician and own a farm. He will be the happiest when his three brothers return home. He feels that he is not liked by other children, but with encouragement is learning to get along with them. He learned to set-up and run the picture machine, and was allowed to operate it when other teachers wished to use a film. Perhaps audio-visual aids could do

more for him than a regular class period. He was supremely happy and will continue to run the projector twice a week all summer for the community recreation program.

Each child's report card carried a message saying the child was having difficulty in reading and that the work was below standard for the grade. A program of some easy reading each day with the parent was suggested, to see if a desire to read for pleasure could be cultivated. Parents were asked to encourage "a library book" reading project at home and to visit at school as often as they felt they would like to.

The library as a factor in remedial reading. The library is a storehouse of material that can be used to implement and strengthen classroom work. Children who learn slowly and read poorly have experienced so much failure that it is hard for them to know that they can find something that can be enjoyed either for recreational reading or useful information. We find several years' spread in reading ability in any single grade, so the library must supply materials suitable to these various levels and yet respect the interests of individuals in the group. Every child's reading must satisfy his basic needs.

The teacher, being the librarian, kept suggestions before the group, by discussing books, by changing of book covers on display, by providing reading lists, and by displaying attractive posters with something new and fresh to

challenge and interest. It was, indeed, a happy time when one of these children came voluntarily for help to find something to read. The two most retarded readers read the very easy Bobbs-Merrill biography books such as Eli Whitney, Bell, Fulton, Twain, and Jackie Robinson. The Wheeler series of Black Hawk, Kit Karson, Davy Crockett, and John Paul Jones were read.

The biggest problem was to arouse interest by asking questions to develop anticipation about books, timing to see how many pages were read in five minutes, developing longer eye sweeps. Our goal was a book a month no matter what grade level. Two of the boys enjoyed looking through the book covers and helping to put up new displays. Occasionally the writer read a story or poem to them. They took part in some choral reading with the group, even though they could not read every word of the poem.

With the exception of two children in this group, they managed to get in the four required books for outside reading.

I. RESULTS OF FINAL TESTING PROGRAM

The results of the final testing program indicate the progress made by the weaker students in the experimental group. It is evident that much improvement was made in a majority of the cases studied, while a few showed little or no improvement.

The Iowa Silent Reading Test New Edition Revised BM was given to both groups.

Before the experiment both experimental and control groups scored 7.6. At the end of seven months the experimental group tested 8.9 or a gain of 1.3 years. The control group scored 8.5 or a gain of .9. The groups did not show too great a difference in gain, but in the experimental group, the nine children who had special help were for the most part helped.

II. EVALUATION OF PROGRAM

A gain ranging from .4 years to 2.1 years has been made by every child in this group. With one exception those who were in this experiment would now say they liked to read. This was shown by their own willingness to read without being assigned something. When they ask to read to the class something for pleasure it seems that they have begun to realize that reading can be fun.

This improvement in reading ability was not achieved through long, tedious drill or formal practice or pressure, but by the teacher's efforts to stimulate interest and to make the reading activities purposeful through emotionally satisfying experiences; to take care of their individual differences, and to provide material for their level.

In the opinion of the children themselves, they were

happier because they were succeeding in finding out some of the things they were eager to know. They were enjoying the stories and did not know they could be so exciting and interesting.

The teacher's major concern must always be in helping the child to become a person, to live satisfyingly and understandingly each day at his own rate and stage of growth, and to be at peace with himself and with others.[1]

After a few weeks these children felt themselves to be a part of the class. They are slow, they know it, but with the fine cooperation and encouragement from their classmates, they no longer become too frustrated over what they cannot do, but seem happy to be a part of the class.

Table V shows that in October the nine most retarded pupils in reading in the Iowa test experimental room averaged only 5.2 while in the control room the average was 5.5. In May the experimental room averaged 6.3 while the control room average was 6.0 showing an average gain of 1.1 in the experimental room and a .5 gain in the control room. Every child in the experimental room made some gain while in the control room two pupils showed a loss of .5 years. This would indicate that a little special attention given to the weaker students may do something for them.

Each of these nine children in the experimental room evaluated his own progress by a Witty and Kopel evaluation

TABLE V

THE TOTAL SCORES OF THE IOWA TEST IN OCTOBER AND MAY OF THE NINE LOWEST CHILDREN IN EXPERIMENTAL ROOM AS COMPARED WITH THE NINE LOWEST IN CONTROL ROOM

EXPERIMENTAL GROUP					
	Score		Grade		Gain
Pupil	October	May	October	May	or loss
J.D.	128	147	4.4	6.4	2.0
L.S.	129	148	4.5	6.5	2.1
Norita	134	140	5.0	5.6	.6
Linda	137	147	5.3	6.4	1.1
Sharon	137	149	5.3	6.7	1.4
Jimmy G.	138	142	5.4	5.8	.4
Ronnie	139	144	5.5	6.1	.8
David	139	149	5.5	6.7	1.2
Jimmy M.	141	151	5.7	6.9	1.2

CONTROL ROOM					
	Score		Grade		Gain
Pupil	October	May	October	May	or loss
Elizabeth	124	131	4.0	4.7	.7
John B.	145	153	5.0	5.8	.8
M. Smith	137	132	5.3	4.8	- .5
Roseman	137	144	5.3	6.1	.8
Carey	141	152	5.7	7.1	1.4
Swaner	144	146	6.1	6.3	.2
Stillwell	144	148	6.1	6.5	.4
Pearce	146	142	6.3	5.8	- .5
Richardson	146	154	6.3	7.3	1.0

sheet. L. S. shows the greatest improvement, 2.1 years, and feels that the program has been very worth-while for him; that he has never been interested before in reading and has made much gain in his ability to read. Figure 4, page 51, shows this gain.

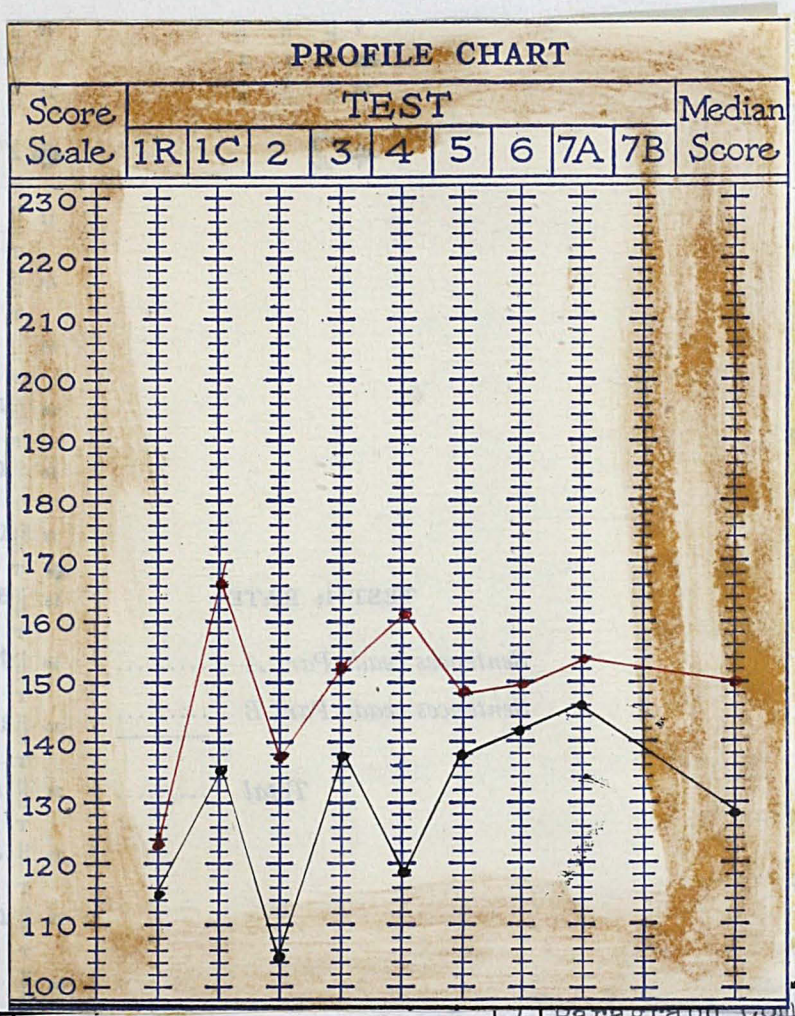

FIGURE 4

THE GAIN L. S. HAS MADE IN THE SEVEN MONTHS

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to develop and conduct a remedial program on the basis of needs revealed in a diagnostic testing program, and to evaluate the effectiveness of such a program. Two groups of children in the seventh grade were studied. The experimental group consisted of thirty-nine children ranging in age from eleven to fourteen years; in grade level from 3.9 to 11.0 years; and with I.Q.'s from 70 to 119. This group the writer was in charge of. The control group was under the supervision of another teacher with about the same teaching qualifications and conditions. The control group ranged about the same as the other group in the fall when the initial testing program began. A remedial program was carried on for five months with the nine most retarded pupils in the experimental room, giving an extra thirty minute period two or three times a week besides the regular class period.

Every teacher in every classroom will always face the problem of planning learning experiences for children who differ widely in ability and achievement.

All children need to feel that they are succeeding with their school work, and children who have known repeated

failure need to feel success frequently.

If a child is retarded in reading, look for possible causes of retardation: his health, his eyes and ears, his school progress, his relations with his family, his abilities other than reading, and his mental ability. After all the facts are assembled, try to get a complete picture of why this child is a slow reader. Look for a positive way to begin--something in which he is interested and in which he feels that he can succeed, soon.

The teacher who would succeed needs understanding, patience, interest, and skill as an instructor. This is a challenge to any teacher.

II. CONCLUSIONS

In the light of this program, a few general conclusions seem justified:

1. No assumption was made that remedial reading was the sole or dominant factor influencing the improvements noted. All the educational facilities of the school contributed to the total growth of these pupils.

2. The students did make definite progress when given special instruction in reading skills.

3. Greater progress is made in small groups where the need for remedial work is general than in groups of mixed ability.

4. Students' interest can be built up to the point where there is a desire to read.

5. Half the battle is won when learners gain confidence and experience some success. The program did much to strengthen the morale and make the reading work more vital.

6. The entire testing program proved interesting both to teacher and pupils.

7. A careful study of the results shows that although no one of these children is up to standard, they have advanced and seem to be more interested, happier children.

8. A pupil's growth in reading is measured in terms of his own progress, not that of other pupils in the classroom.

9. Learning to read increases the child's sense of power and opens the door to new satisfactions and knowledge.

10. From the first testing in October to the final testing in May the experimental group made a gain of 1.3 years and the control group a gain of .9 years. The most significant gain was made by the nine children who were given the remedial help. Their gains ranged from .4 years to 2.1 years. Not only the figures showed the improvement, but other teachers could see gains in their work, and that they were happier individuals in a group. The profile of the pupil making the 2.1 gain is shown on Page 51.

11. Largest gains were made by pupils who were the

lowest.

12. Gains in reading are evaluated in terms of individual adjustment in which we estimate the success of our work by the individuals' enhanced personality balance and mental hygiene. These gains will be reflected in better teacher-pupil relationships, and in children's improved behavior in and out of school.

13. Reading can become an avenue through which the traits essential in a good life are stimulated and fostered.

III. RECOMMENDATIONS

As was seen above, a testing program will provide challenging situations with which to cope. Any valid reading program must be constantly revised as new understandings are identified.

Follow-up work usually shows profitable, pleasing results.

There should be continuous, systematic instruction in reading through all the grades, using materials that insure success and methods which fit individual needs.

All pupils should be taken where they are, and progress made from that beginning with such confidence that nothing can keep them from improving.

In short, a reading program should be a continuous developmental program for all levels with every teacher a

reading teacher at every level, and activities adapted to individual capacities and interests.

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APPENDIX

A Reading Progress Profile by Witty and Kopel follows:

Reading Progress Profile

Name . . . . . CA . . . . . MA . . . .

Grade . . . . . Reading Age . . . Reading Grade . .

	inadequate	improved	adequate
1. Oral Reading Skills			
Reads for meaning			
Uses natural expression			
Recognizes new words independently			
Makes use of punctuation marks			
2. Silent Reading Skills			
Uses supplementary books			
Discusses content intelligently			
Reads workbook independently			
Increases silent reading speed			
Eliminates vocalization			
3. Vocabulary Skills			
Recognizes sight words automatically			
Recognizes consonants by ear and eye			
Uses common word endings			
Uses common blends			
Uses configuration clues			

inadequate improved adequate

3. Uses context clues

   Adds prefixes and suffixes

4. Skills in use of books

   Handles books carefully

   Makes use of table of contents

5. Study skills

   Selects important facts

   Decides the main idea

   Outlines material read

   Interprets charts, graphs

Dates of check 1..... 2..... 3 ..... 4.....

Notes concerning child's progress in reading .....

No evaluation program is complete without the pupil evaluation of his own progress. Witty and Kopel again give a pupil evaluation reading sheet:

Reading Sheet

1. Amount

   Have you read more this semester than last?

   On how many books have you made reports?

   Have you been reading outside of school?

2. Range

   Check the kinds of reading you have done:

   (a) about people

   (b) about nature

(c) about science and invention

(d) about history and travel

(e) fiction

(f) name some books you have read

3. Intensity

In which of the above fields are you most interested?

a ..... b ..... c ..... d ..... e .....

Were you interested before this year?

About how many books in the field have you read?

Would you like to read any more?

What do you want to be when you grow up?

4. Quality

What qualities do you dislike in a book?

What qualities do you like in a book?

Do you feel that you are growing in your ability to pick out a worth-while book?

5. Comprehension and Speed

What gains do you think you have made in your ability to read? no gain.... slight gain .... much gain .....

Remedial reading materials. A great deal of printed material is available for use with poor readers. No attempt has been made to present an exhaustive list,

but rather books listed as having been helpful in reading clinics. Materials to develop word recognition and vocabulary:

1. Edward Dolch, Picture word cards. Champaign, Illinois: Garrard Press.
2. Edward Dolch, The Basic Sight Vocabulary. Champaign, Illinois: Garrard Press.
3. Edward Dolch, The Group Word Teaching Game. Champaign, Illinois: Garrard Press.
4. Aileen P. Moore, More Drill, More Skill. Chicago: Bureau of Child Study, Board of Education, 228 North LaSalle Street, 1946.
5. Clarence R. Stone, Eye and Ear Fun. St. Louis: Webster Publishing Co., Books 1, 2, and 3 for Primary Grades and Book 4 for Intermediate
6. Marion Monroe, Given Horsman, and W. S. Gray, Basic Reading Skills. Chicago: Scott, Foresman and Co., 1948
7. The Readers Digest. Pleasantville, New York: Readers Digest Association, published monthly.
8. Coronet. Chicago: Illinois, published monthly.

Materials to increase comprehension level.

All numbers under materials to increase Reading Rate and

1. Arthur I. Gates and Celeste Peardon, Practice Exercises in Reading. New York: Bureau of Publications, Teachers College, Columbia University. Books III-VI
2. Helen S. Willkinson and Bertha B. Brown, Improving Your Reading. New York: Noble and Noble, Inc., 1938. (For Grades V -VIII)
3. Carol Hovious and Elga M. Shearer, Wings for Reading. Boston: D. C. Heath and Co., 1942.
4. William A. MCCall and Lelah M. Crabbs, Standard Test Lessons in Reading. New York: Bureau of Publications, Teachers College, Columbia University, 1926. Books II, III, IV, V, (For Grades III through XII)
5. Pearle E. Knight and Arthur E. Traxler, Read and Comprehend. Boston: Little, Brown and Co., 1937.

Materials to Increase Rate of Reading

1. Ann Clark Nelson, Four and Twenty Famous Tales. Chicago: Hall and McCreary Co.
2. H. A. Mertz, Forty Famous Stories. Chicago: Hall and McCreary Co.
3. H. A. Mertz, Washington to Lindberg. Chicago: Hall and McCreary Co.

General Books on Remedial Work

1. Emmett Betts. Foundations of Reading Instruction. New York: American Book Co., 1946.
2. Emmett Betts. The Prevention and Correction of Reading Difficulties. Evanston, Illinois: Row, Peterson and Co., 1936.
3. G. M. Blair. Diagnostic and Remedial Teaching. New York: The Macmillan Co., 1946.
4. Leo J. Bruechner. Diagnostic and Remedial Teaching. Boston: Houghton, Mifflin Co., 1931.
5. Edward W. Dolch. A Manual for Remedial Reading. Champaign, Illinois. Garrard Press
6. Donald D. Durrell. Improvement of Basic Reading. Abilities. Yonkers: World Book Co., 1940.
7. Arthur I. Gates, "Diagnosis and Treatment of Extreme Cases of Reading Disability," The Teaching of Reading: A Second Report. Thirty-sixth Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Co., 1937.
8. Arthur I. Gates, The Improvement of Reading. New York: The Macmillan Co., 1935.
9. Harry A. Greene, Albert N. Jorgensen and Raymond Gerberich, Measurement and Evaluation in the Elementary School. New York: Longmans, Green and Co., 1942.
10. William Kottmeyer. Handbook for Remedial Reading. St. Louis: Webster Publishing Co., 1947.
11. J. Murray Lee and Dorris May Lee. The Child and His Curriculum. New York: D. Appleton-Century Co., 1940
12. Constance McCullough, Ruth M. Strang and Arthur E. Traxler. Problems in the Improvement of Reading. New York: McGraw Hill.
13. Paul McKee. The Teaching of Reading in the Elementary School. Boston: Houghton-Mifflin Co., 1948.
14. Paul Witty and David Kopel. Reading and the Educative Process. Boston: Ginn and Co., 1939.

Vocabulary- comprehension

Draw a line under the word that completes the sentence then write the word:

1. The letter was sent to the wrong _____.

   admire, address, advance, admit

2. The cup had a broken _____.

   harm, handle, harvest, hardly.

Word meanings - adjectives

After each work in the first column write the number of the word in the second column that it best describes:

sharp	____	1.	night	red	____	1.	sugar
dark	____	2.	grass	pleasant	____	2.	pig
white	____	3.	elephant	fat	____	3.	winter
huge	____	4.	knife	sweet	____	4.	journey
green	____	5.	snow	cold	____	5.	cap

Word meanings - Similarities

Draw a line under the word that means the same or nearly the same as the first word:

1.	Tap	chair	table	feel	touch
2.	scorch	burn	bake	hot	sun
3.	silence	noise	quiet	happy	sad
4.	blossom	fruit	leaf	branch	flower
5.	journey	step	trip	mile	yard

Word meanings - opposites

Draw a line under the word that means the opposite of the first word

1.	tall	full	short	wide	round
2.	polite	careless	happy	rude	firm
3.	absent	present	away	returned	gone
4.	rich	gold	strong	poor	cheap
5.	black	night	white	hair	boots

Increasing eye span

Draw a line under all the groups of words that answer each question. Try to read each phrase at a glance.

1. Where is the bird?

on a branch	in a tree
on the ground	in a ship
on a book	above the ground
in a cage	above the flowers

2. For how much can we buy some ice cream?

for a dime	for a string	for ten cents
for a stone	for a quarter	for one dollar
for a marble	for a pin	for a stick

Developing rhythmical eye-movements

Read these sentences. Try to read the words in a group at one glance:

1. Her coat / is red.
2. My mother / came home.
3. The man / is here.
4. The robin / is singing / his song.
5. Sam's uncle / gave him / some marbles.
6. Last summer / John found / a nest.
7. The old man / is my grandfather.
8. Do you play / out of doors.
9. On their way / to the park / they saw Tom.
10. It was time / for the children / to go home.
11. Some of the stories / are very funny.
12. Harry was / the happiest boy / in the town.
13. Some elephants / live to be / a hundred years old.
14. My name / is Tommy Brown. / When I was / a little boy, / my sister / Mary Ann and I / used to play / together on the farm./ We had many / exciting times / playing games. / We had / some good friends / who lived / in a nearby city. / They often came / out to the country / to visit us. /

Careful reading - following directions

Read each sentence carefully, then do what it says.

1. Draw a line around the number of this sentence.

2. Draw a line under the last word in this line.

3. Cross out the longest word in this line.

4. Above the letter X make a small cross.

5. Draw a line through the letter below that comes earliest in the alphabet. Z V S B D G M K

6. Draw a line under the word coat.

7. Draw a line from boy to tree, passing below house and above car. boy house car tree

8. Mary's mother baked an apple pie. She divided it in four equal pieces and gave Mary one of the pieces. Here is the pie before it was cut. Divide it into four equal pieces. Color the part Mary had.

9. With your pencil draw a line from A to B. A B
Label it 1. Then draw a line from B to C.
Label it 2. Connect C and D with a line. D C
Label it 3. Do not draw a line from A to D.

Comprehension

What is a squid?

Read this story, then answer the questions below it. Be ready to read the sentende that shows your answer is correct.

Just as the sun was going down one evening, we saw

something strange on the sea. It was not a boat or a fish. It had long arms and splashed on top of the water. One of the boys shouted, "A sea serpent! A big sea serpent!"

We hurried toward it. The Filipino boys were afraid and wanted to go the other way. I was very much excited and wanted to see what it was. When we came to the place where we had seen it, it was gone. We waited. Soon ten snakelike arms came out of the sea. A giant squid came to the top of the water. It shot out a dye like ink, and the water turned black. "Pen-and-ink-fish," shouted the deck boys.

The dquid must have been fifty feet long. My friends said they had never seen one so large. The said the Filipinos talk about strange sea serpents but most of them turn out to be well-known sea animals.

1. Where does the squid live? _____
2. What did one of the boys first call the squid?_____
3. How did the Filipino boys feel when they saw the squid? _____
4. How many arms did the squid have? _____
5. What queer thing did the squid do? _____
6. What did the deck boys call the squid? _____
7. How long was the squid? _____
8. How can you tell this was a very large squid? _____

Longer stories were then given from Readers Digest Reading Skill Builder, Mertz - Forty Famous Stories, Mertz -

Washington to Lindberg, Keasley - Wonder Stories from Nature.

Read each sentence. Draw a line under the word that is the best answer to the question:

1. The morning sun streamed in at the windows, and the silver and glass shone brightly on the snowy white table-cloths.

What room is this sentence about?

bedroom parlor dining room basement

2. One afternoon two hundred more soldiers from another state came to help them. They brought with them more powder for the guns. They also brought more food for the tired people in the fort. Draw a line around the word that tells what the paragraph is about:

show peace game war

3. Rice has a story all its own. It may have come to your table from far away Japan or it may have come from the southern part of our own country.

The rice from far away Japan was planted with as much care as you would plant a flower garden. There are so many people in Japan and there is so little land for planting that every inch of ground must be used very carefully.

The rice field looks like a great big mud pie before the young rice plants are set out. Each plant is put into its muddy bed by hand. The big pie is called a paddy field. In our country rice is sown just as wheat and oats are.

The land has been plowed and rolled before the rice is planted in it.

I. What is this story about?

a. rice planting in Japan

b. rice planting in our own country

c. Rice planting in Japan compared with rice planting in our country.

II. Why is rice so carefully planted and cared for in Japan?

a. because there is nothing else to eat

b. because there is so little land and so many people in Japan

c. Because the people in Japan are better farmers

III. In what kind of land is rice planted in Japan?

a. in high, dry land

b. in wet, muddy land

c. in a plowed field

Reading to Remember. How the Beaver Lives (228 words)

Read this story very carefully. When your teacher says, "Mark," draw a circle around the word you are reading. Then finish the story.

Most beavers live in lodges that are built in pools in small streams. The lodges are made of sticks and mud. Some of them are several feet high. A beaver lodge is always so built that a part of it stands above the water, though the

entrance is always under water.

There are two doors. One is really the back door, for the beavers carry in the wood they cut through this door.

When a beaver has to escape from an enemy, it jumps into the water and hides in its lodge, or nest.

The beaver builds a dam to make a beaver pond. The dam keeps the water around the lodge from getting too high or too low. A beaver dam is always built near the woods. When trees are cut down they must be near enough to fall into the water. Trees are needed to make lodges and dams, and the bark of birch trees is the chief food of the beaver. With their sharp teeth they quickly cut down small trees.

During the summer the beavers cut a great many short pieces of wood and sink them in their ponds by covering them with mud. Then, when winter comes and the ponds freeze over, they have plenty of bark to eat.

Answer these questions without looking back at the story:

1. What is the home of the beaver called?
   hut lodge camp den
2. Where do most beavers build their homes?
   trees hills streams banks lakes
3. Where is the entrance to the beaver's home?
   on top under water in the air on the bank
   in a tree

4. How many doors does the beaver have in his nest?

   one two three four five

5. Where does the beaver hide from an enemy?

   in the water in his nest in a hole in a tree in a dam

6. Why do beavers build dams? _____

7. Of what are dams made?

   stones ice rocks trees bone

8. What is the chief food of beavers? _____

9. What do beavers use to cut down trees? _____

10. Where do beavers put their food for winter?