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INDIVIDUALIZED READING PROGRAM FOR ELEMENTARY GRADES.

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COLORADO WESTERN STATES SMALL SCHOOLS PROJ., DENVER

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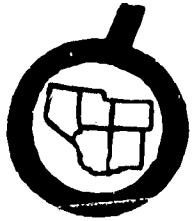
DESCRIPTORS- *INDIVIDUALIZED PROGRAMS, *READING INSTRUCTION, *RURAL SCHOOLS, READING ACHIEVEMENT, *ELEMENTARY GRADES, INDIVIDUAL READING, READING MATERIALS, TEACHING METHODS, TEACHING TECHNIQUES, TEACHER ATTITUDES, STUDENT EVALUATION, TEST RESULTS, COURSE ORGANIZATION, PROGRAM EVALUATION, WESTERN STATES SMALL SCHOOLS PROJECT, SCIENCE RESEARCH ASSOCIATES (SRA) READING LABS, DENVER

AN INDIVIDUALIZED READING PROGRAM FOR GRADES 2, 4, AND 5 WAS INITIATED AT FLATEAU VALLEY SCHOOL IN COLLEBRAN, COLORADO, IN AN EFFORT TO RAISE THE ACHIEVEMENT LEVEL OF CULTURALLY DISADVANTAGED YOUTH IN RURAL AREAS. THE PROGRAM AT EACH GRADE LEVEL IS DESCRIBED IN TERMS OF THE METHODS USED TO GATHER PRELIMINARY DATA, IN THE SELECTION AND USE OF MATERIALS, IN PLANNING AND CONDUCTING CLASS ACTIVITIES, IN TRYING NEW METHODS AND TECHNIQUES, AND IN EVALUATING THE RESULTS. EXAMPLES OF PUPIL READING RECORD BOOKS, TESTS, READING INVENTORIES, READING PROFILES, CLASS-SHARING IDEAS, QUESTIONS USED WITH INDEPENDENT READING, AND BOOK REVIEW FORMS ARE INCLUDED. USES OF THE SCIENCE RESEARCH ASSOCIATES (SRA) READING LABS, WEEKLY READER, AND BASAL READER MATERIALS ARE DESCRIBED. THE PROGRAM WAS EVALUATED ON THE BASIS OF (1) STUDENT ACHIEVEMENT ON THE SRA ACHIEVEMENT TESTS, SCOTT FORESMAN TESTS, ICWA TESTS OF BASIC SKILLS, WEEKLY READER TESTS, AND ANECDOTAL RECORDS AND STUDENT BEHAVIOR CHANGES, (2) TEACHER CHANGES IN METHODS OF TEACHING AND ATTITUDES TOWARD JOB AND INTEREST OF NONPROJECT TEACHERS, AND (3) EFFECTS ON SCHOOL AND COMMUNITY AS INDICATED BY CHANGES IN SCHOOL OPERATIONS AND COMMUNITY INVOLVEMENT, ACCEPTANCE, AND INTEREST. TEST SCORES FOR THE THREE CLASSES ARE GIVEN. (LS)

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**COLORADO
WESTERN
STATES SMALL
SCHOOLS PROJECT**



DOCUMENTATION

INDIVIDUALIZED READING PROGRAM FOR
GRADES TWO, FOUR, AND FIVE
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Collbran, Colorado
1963 - 64

COLO. STATE DEPT. OF
EDUCATION · DENVER
BYRON W. HANSFORD
COMMISSIONER

Re 000 123

THE WESTERN STATES SMALL SCHOOLS PROJECT

The Western States Small Schools Project, partly financed by a grant from the Ford Foundation, is designed to help the state education agencies in Colorado, Arizona, Nevada, New Mexico, and Utah in their efforts to improve instruction in the necessarily existent small schools. The Project began January, 1961 and will end August, 1965. Policy Board of the Project is composed of the chief state school officers of the cooperating states. Ralph G. Bohrson, Coordinator of the WSSSP, is headquartered in Denver, at the Colorado State Department of Education.

The Colorado portion of the Project, involving more than two hundred teachers and administrators in approximately thirty schools has been working in the following areas:

- Ungraded or Continuous Progress Programs
- Use of Self-Instructional Materials
- Teacher Education and In-Service Programs
- Institutes for Rural School Board Members

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INDIVIDUALIZED READING PROGRAM FOR ELEMENTARY GRADES

I. THE REASONS FOR THE RESEARCH AND DEVELOPMENT ACTIVITY

1. Needs indicated by student data. The primary concern of those engaged in this project is that of developing a program of education for raising the level of achievement of the culturally immature youth who come into our classrooms from this rural area. Our aim should be to help pupils become skillful, self-reliant, and independent readers who will continue to enrich their understandings and satisfactions throughout their lives by reading.

The only student data available at the beginning of the year was test scores in S.R.A., Weekly Reader, McKee and Scott Foresman, and Iowa Basic Skills. These scores showed a wide variation in ability, and a need for individual help for many students.

2. Needs indicated by curriculum deficiencies. The former curriculum did not allow time for necessary individual instruction for slower pupils or those having special difficulties. The quality and quantity of material being used failed to interest and challenge faster pupils, and teacher-selected materials often caused frustration and boredom. All pupils within a given group were reading the same story at the same time, and at approximately the same rate, which failed to challenge better students and did not meet the needs of the average and slow learner.

3. Needs indicated by existing student behavior. Several children within each ability group are bored with basal reader stories which they must read regardless of their interests. Many "gathered wool" while their classmates laboriously waded through a portion of the story. Children reading at a frustration level develop a feeling of inferiority and defeat which results in emotional and disciplinary problems. Lack of interest when material is beyond the child's comprehension, will cause attention to lag and develop

poor habits of concentration. Ability grouping encourages a lack of self-reliance, independent thinking, and problem-solving.

4. What unique advantages or weaknesses of the small school situation prompted or required your effort? The school administrators encourage experimentation and development of new methods and techniques. The curriculum is flexible in that it does not require a rigid amount of work within a stated time. There is only one school in our district and one teacher for each grade. All teachers are individualizing reading to some extent, so that the pupils can follow through in a varied and interesting reading program. The school provides any books or supplies for which there is a definite need and adequate library material is available. In a larger and more complex system many of the foregoing situations perhaps could not be achieved.

5. Summary of related research. Dr. Helen Kyle, Professor of Education, C.U., Boulder, Colorado, was the inspiration for research and later development of an individualized reading program. The bulletins of the Reading Institute Extension Service created an interest in the possibilities of improving methods and procedures in the reading curriculum. The following is a summary of related ideas compiled from research.

Undertaking an individualized reading program requires courage, vision, and planning. To follow it through requires mental and emotional conditioning, otherwise one will find his thinking and practices falling back entirely to basic readers. This method is extremely involved, complicated, demanding, and intricate. It requires a vast amount of knowledge and a wide range of professional freedom.

Individualization means meeting the needs and capacities of the individual based on thinking involving new concepts with respect to class organization, techniques, materials, and child development. It is an attitude of reading

that is good and joyous with the emphasis on learning not teaching. It is difficult to be consistent because, (1) individualized reading is new, (2) it is a challenge, (3) it is different, exciting, and to some disturbing and frustrating, (4) it requires complete abandonment of basal readers as such, (5) it, also, requires a different philosophy and different set of values and involves new practices, (6) it frees the teacher to help each individual child.

Individualized reading is a basic program. It is a matter of individual concern for each child, and each should have the opportunity to proceed at his own rate and in accord with his interest. When a child is allowed a choice in reading he develops a purpose for reading. There is steady progress without failure, and stimulation of interest and enthusiasm. It is a way of organizing materials and children to meet the real objectives and values concerned with learning. Habits of concentration, problem-solving, creative thinking, and self-management are developed. There is a better relationship between teacher and pupil fostered by individual conferences. One of the highlights of the program is the opportunity to share reading experiences with other members of the class.

According to studies made in California, New Jersey, Pennsylvania, New York, and Michigan there is no best answer or way of planning for Individualized Reading. It is effective in all grades if the teacher knows what to do and how to do it. Research states that in formally designed experiments the supervisors felt that the teacher is the key and she must be interested, intelligent, efficient, flexible, and creative with a knowledge on the entire range of teaching reading.

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II. INDIVIDUALIZED READING IN THE SECOND GRADE - PROCEDURE

1. Identifying the need. There is actually no single approach to efficient reading instruction, but research indicates the needs, interests and abilities are better met through individualized reading.

Scores from first grade reading tests showed a wide range of interest and ability in children beginning in the second grade. Teacher-made tests in word analysis, comprehension, phonics and other reading skills revealed a need for individual help. Beginning second graders need to learn to work independently and to gain power through reading at their own rate of speed and in accord with their abilities. Children also need to think independently, to be able to comprehend what has been read, but more important, to predict the outcome of events in a story.

Children need the opportunity to read an abundance of material which interests and challenges them and to be able to share their knowledge with others. Essential attitudes and understandings which may be developed through individualized reading are: being able to read critically, to compare, to draw conclusions, to arrive at generalizations and to be able to build on previous experiences acquired through reading.

A balanced program in reading will include reading for many purposes from many types of materials. Because of their age and maturity second grade children need to be exposed to some of these different purposes such as reading (1) for information, (2) to find answers to questions, (3) to read about an interest, (4) to follow directions (5) reading to share with others, (6) reading for pleasure.

2. Selecting and using materials. Reading materials on different levels should be available at all times. Children's needs and interests should be studied to motivate reading experiences. Many of the necessary skills may be developed through practice exercises chosen on different levels to meet

the varied needs of the class. Skill building materials such as those found in the S.R.A. Laboratory and basic work books, are important.

Reading materials selected for this program ranged in difficulty from advanced first grade to easy fourth grade levels. Several copies of different basic readers on varied levels were used to help develop skills needed by most primary pupils.

A well-rounded reading program contains many trade books which help develop specific kinds of reading skills. A child's general reading ability may be satisfactory but it is not adequate in specific areas. About four hundred trade books, on levels which suited the abilities of the class, were borrowed from our county library. The room library had about fifty hard and paperback books which were added to the library collection. These books were an invaluable source of inspiration, enrichment and pleasure.

S.R.A. materials were selected and used. My Weekly Reader, Read Study Guide, and My Study Guide, were read by the class as a group. S.R.A. proved very valuable in developing comprehension and word building. It provided interesting reading and information on all levels. A wide variety of workbooks and teacher-made work sheets were presented on different levels to reinforce needed skills. The children were encouraged to bring reading material from home such as current events, lost and found, things to make, poems, and short stories. These materials were chosen to encourage and motivate reading.

3. Planning and conducting class activities. At the beginning of the year the children were given basic readers ranging in difficulty based on first grade tests and teacher recommendations.

The daily reading period of ninety minutes was divided into two parts, sixty minutes in the morning and thirty minutes in the afternoon. Two days a week the S.R.A. Reading Laboratory was used. Basic readers were used two days and the last day of the week was devoted to Weekly Readers and Read

Study Guide magazine. The children were allowed to choose any basic reader they wished on their level of difficulty. Five different basic readers on three levels were used. Most children read from three to five of these readers during the year.

On the days when basic readers were used each child read silently at his own rate. Children read different stories in readers best suited to their abilities. At the same time all the children were looking for a specific new skill which the teacher presented to the class as a whole. These skills may be those used in word analysis, endings, phonetic blends, word meanings, vocabulary, etc.

The children recorded examples of the skill presented each day, as well as a vocabulary list of new words encountered in their daily reading.

The pupils record book is divided into three parts. The first part is for the name of the book or story, the date, and page read each day. The second section is devoted to the listing of new skill presented daily. The back of the book is for vocabulary or new words found in reading. The teacher helps the child analyze and learn these words and try to learn their meanings through context.

A sample of the pupil's record books is shown here:

ON WE GO (Record for several days)	NEW SKILLS (Record of skills and words a child might find in a day.)	VOCABULARY
Apr. 16 - p. 8-19	1. <u>think</u>	huge listen
Apr. 17 - p. 19-30	2. <u>thank</u>	mirror everywhere
Apr. 28 - p. 30-39	3. <u>threw</u>	craft traveled
Apr. 29 - p. 39-48	4. <u>throw</u>	swept flopping
		squawk nor

These record booklets are collected from time to time and checked by the teacher in order to get a better over-all picture of the child's progress.

While the class is reading silently in basic readers the teacher goes to each child's desk and listens to him read a portion of the story aloud.

A few questions are asked about what has been read and then what the child thinks will happen and why. The teacher can quickly check the child's progress and problems by scanning the record book to see how many pages have been read, what examples of new skills have been found and what new words the pupil has found.

Individualized reading in basic readers consumes about forty minutes of the reading period. Next the children work on new skills or strengthen others by working individually in work books which may or may not accompany their texts. When the workbook practice is finished, children complete a teacher-made work sheet emphasizing new skills presented. Each of these reading sheets develops a different skill. The work sheets are numbered and each child works through these as rapidly as his ability allows.

The children chart their own progress through these sheets. The teacher may follow the sequence of skills developed in basic readers and phonics outlines to insure presentation of those needed in second grade. By giving pre tests to children the teacher will discover which pupils need which skills.

Included are samples of teacher-made tests which may be enlarged upon and used as pre-tests of to check how well skills have been learned.

4. Trying new methods and techniques. Of primary importance in an individual reading program, is the presence of a large number of meaningful materials on many different subjects and levels. Children must be taught how to select the right book. Books are placed on the library shelves in order of difficulty. The easiest books were on the top shelf which was marked with an orange strip of paper, the books of average difficulty were on the "blue" shelf and the hardest were on the "red" shelf. Therefore the teacher might suggest to a child that he would enjoy books on the "blue" shelf. A pupil should be allowed to browse through the library until he finds a book which suits his interests and level of ability. The child should take the book to his desk and experiment with it to see if it is too difficult. If he

must be told more than five words on a page, the book is too difficult and he should make another selection. Once a child chooses a book and starts to read it, he must finish it and give his report. A few children have trouble making a selection and spend time aimlessly looking at books. Others read the same type of books each time, without enlarging their scope of reading. In these and other similar cases the teacher should give suggestions and encouragement so that the child can progress.

A thirty-minute period in the afternoon is devoted to reading self-selected material from trade books. Individual conferences of three to five minutes are held with each child periodically. The pupil comes to the teacher's desk where the story is discussed and portions of it read. These conferences bring about a relationship between student and teacher which cannot be attained in any other way. The teacher stimulates the child to further reading by leaving the child with a problem to solve about the story. He should be able to foresee what will happen and why.

Records of conferences are kept for each child in a loose leaf notebook. On one page is recorded the child's name, date, name of book, and skills to be checked. The opposite page is used to record test scores, type of sharing and any comments about it and notes about the attitudes and personal reactions of the pupil. Record sheets may be similar to the accompanying sample:

PUPIL'S READING RECORD

Name	expression	fluency	word attack	word analysis	phonetic skills	vocabulary	too slow	too fast	skips words	transposes	comprehension	problem-solving	sequence of events	sharing
Mary														
Feb. 6 Palomino Pony	x		x	x								x		
Feb. 20 Certie the Duck	x							x			x			
Mar. 3 Go to the Moon	x		x	x							x		x	
Mar. 12 Story of Lincoln														

Test Scores	Basic Readers	Work sheets completed
<u>Weekly Readers</u>		
14- 17 - 19	We Are Neighbors On We Go Around the Corner	1, 2, 4, 6, 7, 10 11.
S.R.A. 4.9 - 5.1		

(Record only those work sheets which have been satisfactorily passed.)

Notes Mar. 10 - Mary is improving in word attack.
She still needs help with expression.

Mar. 29, Mary had a very good sharing activity. She knew her story well and gave an interesting report.

(check only those skills which need more drill or practice)



Name _____

Date Dec. 6

Test 4 - Phonograms

Mark the word which begins like the word I say.
(Teacher says words beginning with: sp, sw, squ, str.)

1. stop shoe spoon stair sleep
2. snap swim slip slide steam
3. smooth step squirrel sneak sew
4. steak stew stell skip street

Mark the words with short vowel sounds.

1. drop cat cluck duck
2. pet bump nod mill
3. apple break tub time
4. cake deer goat shop

Put a vowel in the blank to make a word.

1. b__g sh__p b__ke sh__ke
2. t__p ch__p t__il sn__ke
3. m__n th__n sm__ile br__id

Mark the sound you hear when I say "_____."

1. gr sw sh sm str cl
2. th bl sm pl st dr
3. br ch wh fr scr tr
4. sl sn sk sp pr cr

Each of the above examples should be enlarged upon to present fifteen to twenty reading skills. Skills should be presented in sequential order.

The teacher's record may look like the following:

Name	Test No.	Skill Tested	Result	Comments
Nancy	4	short vowel	10 missed	needs more drill

When a book has been completed by a pupil, at home or at school, he may share it with the rest of the class. Not all books read are shared, but each pupil should share every three or four weeks on some book which they have particularly enjoyed. In sharing children learn to talk before a group, and to think and tell part of the story in sequence. It is the pupil's responsibility to select a part of the story, to which others would like to listen. Listening skills and conduct of the class are practiced by the group in this activity. The pupil has an opportunity to express his understanding and appreciation through his activities. Sharing is a reading activity enjoyed by all, listeners as well as those sharing.

In sharing a book with classmates the pupil must give the title, the author, characters and one or two interesting parts of the story, and then present his special sharing activity. One reading period a week is devoted to sharing activities. From a large wall chart children may select from a list of activities, not repeating until all have been used. These activities may be dioramas, paintings, paper, clay or stick figures to illustrate characters. They may make book jackets, puppets, shadow boxes, booklets, new vocabulary list, illustrating the story in order, dramatizing part of the book and any other sharing the teachers and pupils may care to add.

Since children are reading materials closely related to their needs, failure and competition are eliminated. Children also have more opportunity for appreciation and enjoyment and reading becomes a satisfying experience.

The home and school should coordinate their efforts to help improve reading habits and develop new interests in reading. The children made a booklet for home reading records. Parents were asked to help their children correctly record books read at home. Before the close of school, mothers signed the booklets and returned them to the teacher who recorded the total number of books read by the child during the year. The pupil then had his booklet to keep.

5. Evaluation. Individualized reading has proved satisfactory in that many more books of varied interests and difficulty have been read by second grade pupils. The better readers were challenged by more difficult and more interesting books. The slow readers were not frustrated because of material they could not read or understand. The teacher has a chance to analyze and give personal help to each child. Children's needs are better satisfied, and frustration is lessened under this program, and pupils learn to work independently.

One of the problems of individualized reading is the lack of time needed for re-teaching or strengthening skills.

In conclusion, the real benefits of individualized reading are understanding and security, satisfaction and relationships cannot be measured.

III. TEACHING INDIVIDUALIZED READING IN FOURTH GRADE

Provision for individual differences involve a desire to meet the needs of the individual child. One must become acquainted with each child. Although bright children learn quickly and are bored by unnecessary routine and drill, they still need instruction. There should be parent-teacher conference. Information may show that the pupil needs certain kind of individualized instruction.

Every child is entitled to the best education he is capable of achieving. Pupils learn at different rates. The slow achiever as well as the rapid, both should continually progress in their skills and factual knowledge. Different procedures and many kinds of materials should be provided to maintain interest at a high level. Reading is the most important subject in the elementary curriculum. Progress should be gained at each individual's ability level.

1. Identifying the need. First is to discover the amount of development that has occurred in each student. Second is the discovery of means whereby greater ability may be developed. Giving of reading for meaning tests will make it possible to identify the reading strengths and weakness of individual pupils. These tests should not be confused with standardized reading tests. The reading for meaning tests help measure the basic reading skills such as phonetic skills, word meaning, word identification, reading study skills, comprehension, and meaning difficulties.

Oral response is used to be able to hear the problems more definitely, especially in the areas of word attack and word recognition. Check lists are used to help obtain evidence of the particular difficulties. The check list should be used for several days.

2. Gathering preliminary data. Study tests that were given in previous years to help to identify the needs, Weekly Reader Tests, Reading for Meaning

Series Tests. Each battery contains five tests designed to measure progress in the acquisition of basic reading skills. Listening Comprehension Tests are to determine each child's ability to comprehend materials suitable to his reading. Individual oral reading tests are an aid to discover a pupil's ability to read with accuracy and comprehension and to find his reading level. The S.R.A. Achievement Test results, and Iowa Test of Basic Skills profiles are available. Check reading skills of the child by observation and keep records of difficulties.

3. Selecting and using materials. Individualized reading is based on the principles of self-selection and on individual pacing of reading materials used. In the fourth grade emphasis is on continuing extension of vocabulary, especially areas associated with content fields; building further comprehension skills, reviewing and adding to word-attack skills. Silent reading receives much more class time than oral reading and speed of silent reading begins to increase. A large amount of independent reading is done both for pleasure and for information. Because of the emphasis on independence in reading, the S.R.A. Reading Laboratories are good to use at this point. Basic readers are used to some extent and trade books are used extensively for each child so he can read at his own level. Trade books are obtained from the room library and the county library. A class enrollment of thirty or over should have available two hundred or more trade books and many basic readers to be used by the individual child. The student chooses a book that is of interest to him and not too difficult.

Many of the more fundamental skills of word recognition and word attack will be established by the time the student reaches the fourth grade so the greater comprehension may be built from that base. The word meaning using context clues, multiple meanings, effects of accent on word meaning, homonyms, antonyms and synonyms are studied. Comprehension skills are checked to determine the ability to find the main idea of a paragraph, chapter or entire

selection, The gifted reader should understand that the process of thinking is an essential part of effective reading. Speed in reading should not be stressed in the fourth grade. The slow reader must have help with word recognition as he loses the thought behind the word when attempting to use the word attack skills or context to get the meaning. During the introduction of new words attention is called to special characteristics of new words, the spoken word correlated with the printed word. The children are given practice in the use of the word. Context clues are used when the word becomes more obvious due to the rest of the sentence in which it is included. Dictionary aids are used for pronunciation and to get the meaning of words. The skillful reader does not have to rely on any single method in order to recognize words. During the discussion of a story ask "why" questions to show relationship of the characters to the thought.

The need to challenge the able reader is and will continue to be a steadily growing responsibility for the teacher. A child must discover that reading is a unique experience for which there are no substitutes. He must discover that in reading there are satisfactions for emotional needs, a better understanding of himself, a growing awareness of the world around him. In reading he should come to understand that reading is an activity, a way of exercising skills, of bringing imagination into play, above all, a way of growing and developing. The need is for books that will provide a challenge. In the middle grades the able reader can often be stimulated to an interest in how children live in other lands. A book should be relevant to his own world; it should enrich his growing sense of reality and not tempt him to escape from it.

4. Planning and conducting class activities. The S.R.A. Lab is used to teach individualized reading each morning for the first six weeks of the school year. This method teaches how to check the answers to questions given with each story; how to keep progress charts; to develop listening skills; to increase

the rate of reading and to comprehend what is read. The child progresses at his own rate and does not have to read with a group. Checking his own work and keeping charts to show progress is a learning experience. The Lab is used two days a week the remainder of the school year. Three days a week basic readers are used by each individual child. Sometimes two children will choose the same book and then paired reading is done.

At the end of the seventh week Reading for Meaning Tests are given to discover where help is needed. Reading for Meaning Series by Albert G. Reilley, Houghton Mifflin Company are tests for checking phonetic skills, word meaning, word identification, reading study skills, comprehension and meaning difficulties. These and teacher-made tests are used when the need arises.

Reading should be taught as a thinking process and short basic reader stories will be read with enthusiasm. Trade books are read and the Weekly Reader, too. Trade books are used during a forty-five minute reading period in the afternoon. The program is based on self-selection and on individual pacing of reading materials. Each child will select a book that is a subject of interest to him and on his own reading level. Sometimes it will take longer than one period for a child to choose a book. If the child has more than four words on a page he cannot pronounce, the book is too hard and he should return it to the table and must choose another book. Individual conference is held with each child at least once a week. During a part of this time the child will read orally to the teacher. Careful records are kept on each individual and skill-building groups can be set up as children reveal their needs during conference. The teacher may discuss the child's story with him after he has read orally. Some of the skills may be taught as necessary. Much planning is in order inasmuch as each child is working in different books. The learner is to have the opportunity to explore a wide variety of reading materials, so his selection is truly his own. Suggestions are possible but only when the child asks for them.

Two pupils decide to investigate some particular subject and report what

ORAL READING INVENTORY

Comprehension based on both thought and fact questions

Vocabulary

Mispronounce
words

Natural, rhythmical
& well phrased

Jerky, unnatural

Many substitutions

Omissions

Repetitions

Finger pointing

Frowning

Erratic body
movements

Faulty breath
control

Name of book

Students name

they find to the class. This would include the use of reference books. It may be a subject in which there is much interest in the class. It may originate because a problem occurred in some area of the curriculum which requires reading to find the answer. This type is especially valuable since it is based on the use of reading skills, and broadens this use in presentation in the other language arts. Other enrichment activities are dramatizations, posters, reading of (and listening to) related stories and poems. Viewing pictures, slides, movies, and filmstrips related to the story create interest in reading. Reporting, telling a story, reciting a poem are ways of creating interest in the sharing one day a week. Reading silently or listening to a story read to the class and making a scrapbook to depict the story in pictures. The pictures are drawn by the children as they see it in their mind from the descriptive paragraphs. This reading lesson does not assume any particular period of time. It could be completed in a single reading period with a very short story or it could take several days.

5. Trying new methods and techniques. The tape recorder and overhead projector are new in the classroom and are used with a great deal of interest to the students and teacher.

Poems are read by the teacher and then a discussion period about the rhythm, rhyme and punctuation marks. A child will read a poem as it is recorded and then listen as it is played back. The child can hear how he reads the poems and gain some knowledge as he listens. Some poems are shown on the screen by the overhead projector and used for choral reading. The S.R.A. Lab is a new method used for teaching individualized reading in the fourth grade. The S.R.A. Achievement Test was used for the first time this year.

6. Evaluating results. The individualized reading system has many advantages over the traditional method of teaching reading. Every child comes to like to read. He has a book to read, one of his own choosing, and can read at his own pace without humiliating comparisons with another child. The results

are very gratifying. Children who dislike reading change their minds. Maladjusted children change their attitudes and fit in with the group in other activities. Good readers do more reading and make progress.

Children read more and better books under the individualized method of teaching reading. Methods of teaching are improved and better books are available which stimulate interest and appreciation for better literature. A child will view his reading performance as having a place among the reading patterns of other children. Individualized instruction holds much promise in meeting many problems. There is no set plan for teaching individualized reading. The program varies from day to day. Evidence proves that even retarded children think. One must be able to ask questions which stimulate thinking that result in worthwhile information, insight in behavior and its effect upon others, in recognition of different viewpoints, and in understanding of human relations.

Advantages of this method appear to be: self-selection of materials keeps interest and motivation at a high level. Individual differences in ability are taken into account more fully than any system of grouping and individual teaching more nearly reaches particular problems. Children are not compared directly with one another. A larger amount of reading seems to result. A closer relationship between the teacher and the child may result from individual conference sessions. Independent work habits and self-direction tend to be fostered. The more advanced readers are not held back with others who are making slower progress.

A teacher should remember that his room is a "whole" room. In order that pupils may feel that they are all a part of a whole, it is a good policy to bring them all together for certain activities. Such activities might be choral reading, individual or group reporting to the class, listening activities, or dramatizations and displays.

IV. INDIVIDUALIZING READING IN THE FIFTH GRADE

1. Identifying the need--philosophy of reading. Individualized reading is teaching reading with emphasis on LEARNING not TEACHING. It is a developmental approach to reading, based more closely on specific capacities and needs of children, and how they learn. This type of reading is based on thinking which involves new concepts, not only with respect to class organization, techniques and materials, but also, to the child's development needs as well. It is a philosophy translated into practice.

With individualized reading, many proponents feel that habits of concentration are strengthened, problem-solving is stressed, thinking is encouraged, more creative expression is possible, and reading is becoming more realistic and purposeful. With this method children are permitted to use reading from the beginning, to enjoy its pleasures and satisfactions here and now. This procedure will not reduce or eliminate the spread in reading abilities found within a group, but will increase the spread even more.

The most important learning any child may secure from school is LIKING TO READ, and if individualized reading will accomplish this task better, it should be used. The reports show that even maladjusted children change their attitudes regarding reading due to the fact they have an interest, and material on their accomplishment level. If this type of a reading program is skillfully administered it surely would be a way to enrich the faster learner and maybe eliminate need for corrective teaching.

2. Gathering preliminary data. The basic principles of individualized reading are self-selection and sharing. Reading is taught with materials which the children may choose to read. There is a free choice of materials. The books are of many types, subjects, and many levels of difficulty.

Assumptions on which this type of instruction in reading is based are:

- (1) The method is devised to meet individual needs of children in the class.
- (2) Children are motivated to read materials of interest to them and which have been selected by them.
- (3) Children are encouraged to read at their own rate.
- (4) Teachers are permitted to work almost entirely with individuals.
- (5) This method combines the best elements of recreational one-to-one skill reading, but it is not to be confused with recreational reading, which is for fun and the development of fluency on present level.
- (6) This does away with ability grouping and groups are, if groups are organized; temporary and based on interests, friendships, sociometric grouping.
- (7) The daily reading period allows each child to read during the entire reading time.
- (8) Silent reading is important and is used except when children are reading to the teacher or an audience.

Basis for these assumptions are: ,

- (1) Ability grouping does not fit the needs of children.
- (2) Ability grouping is undemocratic--children often lose interest in reading.
- (3) Teacher preparation for groups (3 group-method) takes up much time and energy which could be directed into more useful channels.
- (4) As many as thirty children can be handled in this program.
- (5) Teachers can spend much time helping individuals.
- (6) Children can choose their materials to fit needs as well as teachers--or even better. (Research in child development at the University of Michigan has shown this.)
- (7) Wide selection of books will lead to wide reading and greater interests of children in reading.

The teacher's attitude is of utmost importance and she must realize this method is more complicated and difficult than basal reader method alone. The teacher must have enthusiasm and a great deal of initiative. There must be instruction in all skills with basic skills receiving emphasis, practice must be given, teacher must be a guidance and resource person, and be able to motivate pupils so they will be prepared for self-selection. The teacher must

be an expert planner to prevent behavior problems and each child at the end of his planning sessions should know what he is to accomplish that day. Pupil-teacher conference may last 3 to 10 minutes and techniques for recording as much as possible about how well, and why, should be established.

Opportunities for children to do group work should not be overlooked if a group shows need for the same type of work. A sharing period is always a must at least once a week.

If a teacher is able to put faith in interest as the prime motivator for reading and also, believes reading to be an individual process, regardless of its social aim or ends, individualized reading will be more satisfying than teaching reading in groups.

3. Organizing the program. This program has two reading periods per day, 45 minutes each morning and 45 minutes each afternoon. During the morning period the material used is from "Trade Books" entirely, by "Trade Books" this is library books.

These books were obtained from the Mesa County Library in Grand Junction, and also from the room library. Each year new "Trade Books" are added to the supply for the room library.

For an individualized program in reading it is necessary to have available as a minimum about five books per student, and these must cover many interest levels as well as be two grade levels below and two grade levels beyond the reading ability of the group.

During the summer before starting this program the books were chosen from the library, and included non-fiction, fiction, biographies, and books on many interest levels. These books were covered briefly by the teacher and a card was made for each, recording a few fact questions on the main points in the story as a recall for use during pupil-teacher conferences. It is impossible to cover all of these books at the beginning of the project but as more material is made available for the students the teacher covers it also.

To help the children choose a book to fit their needs with regard to reading level the teacher prepared a small card in the pocket of each book on which the following information was recorded:

SAMPLE

This card was 3" x 4"

This book is an EASY 5

Read the book and find the reason the dog loved the children.

You could share this book with a book jacket or poster picture.

Would you like to tell the most exciting part to the class?

This book is a MEDIUM 5

Some words to look for and check their meaning in the dictionary:
(List words and page numbers.)

This book might be shared by making one or more puppets or you could make a movie set.

You might have the puppets tell the funniest part.

This is a DIFFICULT 5

Look for ways the Colorado River has been tamed.

Make a poster to show these interesting facts.

You might give 10 things you learned from the book.

The books were placed in the room so they were easily available to the students according to the reading level; such as, easy 5 in a certain place, medium 5 in another area, and also, separated according to fiction and non-fiction material. The students were instructed to choose a book according to

their interests and read a page or two at random. If the student found more than 3 unfamiliar words, except proper nouns, the book would be too difficult and he was to choose another one.

It is important to know the IQ and general learning factors of each child. These were obtained from permanent records and results from standardized tests as well as grades from the previous year. A child should never be discouraged or told to not read a certain book if he wants to read the book and his ability shows he is capable of reading the material. A child soon learns his reading level and accepts this level willingly, and as a rule will select books to suit his needs.

During the afternoon reading period the S.R.A. Reading Lab 11B was used during the first part of the year. The placement test in the student's records book will place each child in the Lab according to his ability. The students were able to use the Lab with ease as they were introduced to the Lab in the fourth grade. (The Lab used was S.R.A. Lab 11A.)

There were five sets of readers on various levels: "Finding the Way," Allyn and Bacon, "Days and Deeds," and "More Days and Deeds," Scott Foresman. "The Wonder-Story Books," Row Peterson, Grades 3, 4, 5, and 6; "Open Door" and "Paths to Follow," American Book Co., Grades 3 and 4. After using the S.R.A. Reading Lab for about the first 2 or 3 weeks, each child was given a reader according to his reading level as shown by his ability in the Lab. If his reading level in the Lab was third grade, he read in a third grade basal reader. Sometimes as many as 10 students were in the same basal reader or there could be only 5 or less in another book. Each student read at his own rate and teacher-made check sheets, workbook material, and other activities to determine each child's progress were used.

Once each week the entire group used the Weekly Reader for Fifth Grade. This was the only time the entire group read the same material. Individual differences were provided for with teacher-made check sheets, requiring the

maximum amount of work for the able student, and only a minimum amount of work for the slow worker.

4. Selecting and using the materials--trade book use. When using the trade books self-selection was the most difficult adjustment a child had to make, and was also the part in which the teacher must exercise the most patience. Some authors state that the teacher should not be discouraged if a few children had 3 to 6 weeks to find a suitable book. Within a short time students found a book and though some read materials too easy, others chose materials too difficult. With training and continued exposure to this material students soon learned to choose a book to fit their needs and interests. A record sheet is kept for each child to be filled during the pupil-teacher conference. The following is a sample of the record sheet showing skills to be observed for silent and oral reading.

PROFILE CHART

Name _____ Book _____
Date _____

Oral Habits

1. Word-by-word reading _____
2. Pointing _____
3. Limited sign vocabulary _____
 - a. Lack of context clues _____
 - b. Lack of phonic skills _____
 - c. Endings _____
4. Substitutions _____
5. Repetitions _____
6. Omissions _____
7. Reversals _____
8. Insertions _____
9. Speed _____
10. Poor expression _____
11. Poor enunciation _____
12. Comprehension _____
13. Hesitation _____
14. Phrasing _____

(Continued on next page)

Profile Chart (Continued)

Silent Reading

1. Habits

- a. Pointing _____
- b. Vocalizations _____
- c. Speed _____

2. Lack of comprehension

- a. Getting the main idea _____
- b. Noting details
 - (1) Stated _____
 - (2) Implied _____
- c. Understanding concepts _____
- d. Making inferences _____
- e. Following directions _____

For other pupil-teacher conferences the following record was kept in a loose leaf notebook:

CHILD'S NAME _____

DATE _____ BOOK _____

SPECIAL WORK NEEDED _____

NUMBER OF WORDS MISSED TODAY (These are listed) _____

GOOD POINTS TODAY _____

OTHER COMMENTS _____

The child's record keeping consisted of a daily diary placed in a spiral notebook. The following is a sample:

CHILD'S DAILY DIARY

(THIS WAS FILLED EACH DAY)

DATE _____

NAME OF BOOK _____

NEW WORDS TODAY _____

(During pupil-teacher conference words missed were recorded here from the list the teacher made as child read orally.)

(During pupil's silent reading he was encouraged to record new words he encountered and if the meaning could not be gained through context he child was to use the dictionary and write the word's meaning.)

PAGES READ TODAY: BEGIN _____ ENDED _____

(If child worked on a report or a sharing activity that day he was to record just what he did briefly.)

(At the end of each day new words were used in sentences which were also recorded in this diary.)

The student brings his diary to be checked at least once each week or oftener. This is done during pupil-teacher conferences. As a child read orally and came to a word which he could not pronounce or comprehend its meaning this word was recorded for the child to be placed in his diary at the end of the conference, the meaning checked in the dictionary and this word to be used in an original sentence by the child.

The conferences lasted about 5 minutes per child and the list of students due for these conferences was posted each day or announced to the class. During conference time some of the following activities were used according to each child's needs:

- (1) Check the story each child was reading and note the number of pages read since last conference. If the child had covered a great many pages a brief comprehension check of this material was made. During the child's oral reading the teacher records points observed on his Profile Chart. New words were recorded and this time offered many opportunities to check many reading-skill needs, and "on the spot" teaching proved more effective than group instruction. Good points were emphasized as well as habits which needed correcting.
- (2) When the child had finished his book and wished to share the book with the teacher rather than the class, this was taken care of during pupil-teacher conferences. The teacher used the cards previously made to check the child's comprehension, and interpretation of facts. The child usually told the part of the book he enjoyed and answered what the book did for him. The student who was unable to answer the comprehension questions or showed he had not read the book was asked to go back to different parts and it was stressed that he had missed the best part.

Each child was encouraged to share a book with the class once every third week if possible. One reading period per week was given to the child to prepare the sharing activity. The names of the students sharing that week were posted and students were asked to share each book in a different way which brought surprising and amazing results.

The following chart was made and placed on display at the beginning of the school year:

(36" X 48" PAPER)

CLASS SHARING IDEAS

- I. MAKE A POSTER TO ADVERTISE YOUR BOOK.
YOU MAY USE PAINTS, CRAYONS, CHALK, PAPER SCULPTURE, OR CUT-OUT PICTURES.
Tell the part that interests you or goes with your poster.
- II. DECORATE A BOOK JACKET
You may use the part of the book that goes with your picture to interest the class.
- III. Make a comic-strip of the favorite part of your book. Make your characters tell a part of the story.
- IV. A SHADOW BOX IS FUN. PUT YOUR CHARACTERS IN A BACKGROUND OF COLOR.
Tell the part of the story that was fun for you.
- V. Make a mural of the part of the story you liked most.
- VI. MAKE A SMALL BOOKLET OF YOUR BIG BOOK SHOW THE MOST EXCITING PARTS BUT KEEP THE END A SURPRISE.
- VII. Make a diorama using a box lid.
- VIII. Make two or more puppets and let them tell the story part that was exciting.
- IX. Build a movie set on a box. Puppets will fit nicely in this part and help you

tell the story for the class.

X. Make pictures of the most important characters. Tell interesting parts about each character.

XI. Write a new ending for your story.

Draw a picture to show how you would have the story end.

The following are more sharing ideas that were used during the year:

- (1) Write a book review for the school paper and read this to the class. Make it more interesting by illustrating your story.
- (2) Prepare a monologue from the story. Make yourself like the character by talking as the character did in the story.
- (3) If you have a book that tells HOW TO DO SOMETHING demonstrate what you learned.
- (4) Make a postcard review of the book if it is a travel book. Make the listeners want to visit this place the way you did.
- (5) Write to the author and ask him to make a new ending. Read the letter to the class.
- (6) Pantomime a part of your book and make your audience want to read the book to find out what you were doing.

The students were very enthusiastic about the sharing activities and many times the child with a great deal of ability gained much from the sharing of a child with a lesser amount of ability. This also created interest in reading unusual books that other students had never read.

When each child finished his book he made a card summary of the book as follows:

STUDENT'S CARDS

(Size 5 x 7)

AUTHOR _____ NO. OF PAGES _____

NAME OF BOOK _____

MAIN CHARACTERS _____

KIND OF STORY (FANTASY, BIOGRAPHY, ADVENTURE, MYSTERY, HISTORICAL FICTION, NON-FICTION)

Student's Cards (Continued)

TELL THE MAIN PART OF THE PLOT (BRIEFLY)

SIZE OF PRINT _____

KINDS OF PICTURES AND HOW MANY _____

WHY YOU LIKED THE BOOK _____

YOUR NAME _____

These cards were checked for errors and many times required corrections. Then they were filed in the filing box. These cards improved greatly as the year progressed. Each book the student read was shared with the teacher or with the class.

Use of S.R.A. Reading Lab and basal reader materials. The afternoon period was used for Weekly Reader group instruction on Monday. The new words with their meanings and ways to use them in context were introduced. Students copy these new words with their meanings in their "diary books." Different activities using these words were employed such as games, sentences, match exercises, and others. The Weekly Reader paper is read silently, and then orally, or it is discussed by the class members. Then check sheets are given to the students, thus following S.R.A. plan which is SQ 3R. Survey the material, ask questions, read then reread and review. The following are questions from the check sheet.

WEEKLY READER

SURVEY AND QUESTION

Where does the news headline take us? _____

What activity does the headline report? _____

PICTURE READING:

Read the caption to see where this picture was taken.

What different impression does this picture give of Antarctica?

WORD MEANINGS:

ANTARCTIC--the south polar region

CONTINENT--one of the seven great masses of land on the earth.

EXPEDITION--group of people, ships, planes, and equipment that make a journey for some special purpose.

READ THEN ANSWER THESE QUESTIONS:

What four facts show that midsummer is a busy time in the Antarctic? _____

What has been accomplished in the Antarctic since the 1955 and 1956 season? _____

This introduction to new words and reading the paper was an entire group activity. However, the more able students were challenged with additional activities which might be the searching for additional material and preparing reports for social studies or science. The Science Supplement, Map Supplement, and a Word-study Inventory were used as aids for teaching the various skills.

The S.R.A. Reading Lab 11B was used according to the directions in the teacher's manual with the lab. This lab was a very valuable aid in that it is designed to offer individualized reading instruction to students in their regular classrooms under the direction of their regular classroom teacher. The program is aimed at demanding and getting each individual's top performance --developmentally and with due regard for individual differences.

Students having trouble with the same parts of the lab, or failing because of the lack of the same skill were placed in a group and provided instruction for that particular skill. Students encounter such difficulties as word meaning skills, inferred meanings, synonyms and antonyms, or phonetic skills such as long and short sounds of vowels, vowel combinations such as ee, ea, ie, etc., or vowel and consonant combinations such as vowels with r. For the student having any particular difficulty a group was formed, the skill taught, checked and perhaps retaught, then the group was dismissed. For

students having no trouble it would have been a waste of time to drill for these skills. Since the dictionary skills bring problems to many students, the entire group received instruction for these skills both in the language period, and also, in connection with the reading period. After the students used the lab for from 2 to 3 weeks they were given the basal readers according to the ability shown from the work in the lab. Pupils read each story silently-- then filled a check sheet, using the book and rereading to complete the answers. These questions were taken from the teacher's manual, others were "teacher-made," checking such things as comprehension, interpretation, vocabulary, as well as story detail sequence. Some work was given from the workbook which accompanied the text. The work given to the student was fitted to his special need as indicated by his responses during pupil-teacher conference.

If the story in the book had little to offer the student, it was omitted, and at other times a story far ahead in the book would fit the subject content for a particular time. For each story there were one or more check sheets and the students were encouraged to complete one story per day. The student progressed at his own rate as long as he did a satisfactory job according to his ability.

As with the trade books, pupil-teacher conferences were set up in regular sequence. During this time the sheets covered by students the previous days were reviewed and questions answered; also, other reading skills needed were taken care of as an individual teaching process, or a group was organized to stress a particular need. The student read an exciting part or reviewed the sequence of events of the story. Each conference was approximately 5 minutes in length.

Many times "paired-reading" was an effective way to handle material such as "conversation," "poetry selections," or "plays." This gave students experience with an audience.

The basal readers, S.R.A. Lab 11B, and the Weekly Reader were used for

the afternoon reading period in the above manner throughout the year. Any reading program to be adequate must meet the varying levels of reading achievement and potential, and stimulate and satisfy all interests of each child. By using the basal readers along with accompanying teaching guides, and other materials which were suggested, as well as library books, the program should be adequate to promote sequential and systematic growth.

5. Trying new methods and techniques. Trade books had to be read by the teacher ahead of time, and it was an advantage to have some of the same books the second year.

To adequately check each child's reading-skill needs, tests were prepared and given, then the skill was presented when the need arose. To best accomplish the task of teaching skills it was necessary to be able to recognize the difficulty each individual might be having and then obtain or make materials to fit the needs. This work was time consuming and a very flexible program, which allowed for experimentation, and had to be followed.

The size of the class had much effect on any reading program-- individualized or group. Since individualized reading was devised to meet the individual's needs, and because the child has selected his own material he reads because he feels a genuine interest. The many books accessible and the greater variety of stories, more nearly met the interests of all children than the use of only basal readers.

Since each child could find a book on his reading level there was no frustration because of "too hard" a book or a feeling of inability to read the material. Every student had the opportunity to read in a subject field for which he felt a particular interest, thus reading was a more pleasurable experience. Each child progressed at his own rate receiving individual help when needed. The daily reading period allowed each child to read during the entire period, covering more material than with former methods. Slower readers were not segregated, or were there "fixed groups" which branded some

as superior and others as dummies. Group reading lessons are "competition and comparison" rather than "cooperation." With individualized reading each child enjoys himself and is not interested in comparison.

To avoid confusion there was a rigid preparation program on self-selection, so the child understood how much to read and ways to select books from interest and information standpoint.

Pupils acquired a larger reading vocabulary by context, and by keeping their own word list while reading and then using these words in some form of original material.

The sharing activities proved very important as they opened for some children a new avenue of expression and encouraged creativity. Language skills, both oral and written, were also strengthened.

Reading skills such as word recognition (including phonics), location of information, and summarizing were taught to groups of children according to their needs. There were adequate skill-drill textbooks for this type of reading instruction. The reading lab greatly strengthened the program because it gave each child the opportunity to start at a point at which he met a reasonable degree of success and enabled him to move as fast and as far as his learning rate and capacity would permit. Regardless of a child's learning rate and capacity, he was allowed to see and "feel" his progress, and experience the satisfaction of forward movement. The increased use of self-supporting, self-corrected material that provided immediate and long-range feedback, resulted in more efficient training in the use of many skills required for school and life success.

By providing books and other materials on the child's level and interest, his appreciation and interest for reading deepened.

6. Evaluating results. In determining pupil achievement there is no one test or battery of tests to assess adequately progress toward all three major goals of reading which are:

- (1) Helping children mature in those interests which are satisfied through reading-study skills.
- (2) Guiding the child so his acquisition of phonetic and related word learning skills can be used automatically.
- (3) Teaching children how to think in reading-study situations.

In testing for capacity for achievement the use of standardized tests are not always valid, due to many factors.

In keeping records of pupil's work to determine the grade to use on report cards, the student's profile charts on oral and silent reading habits were used. The notes recorded during the pupil-teacher conferences and the student's diary were also used to weigh the work each student had accomplished. Also, taken into account was the work covered using the daily check sheets which accompanied the basal readers and the S.R.A. reading booklets.

Perhaps a fair grade could only be determined by considering the pupil's potential and actual achievement. A progress chart would be a more satisfactory way to tell the story than a single grade. If a pupil did his best work and still read at a level two or three grades below the class he should not be graded C or D. If he is given an A he will think of himself as an A student, only to find as he approaches the age of high school or even college that he is not an A student and does not have academic ability even to meet college requirements.

A dual grading system might be the answer, giving one grade for effort and another for a realistic ranking or comparison of functional ability.

V. IMPROVEMENT RESULTING FROM ACTIVITY

1. For students--indicated by objective test results. The program has not been in effect a sufficient length of time to collect substantial data. The following test results show an indication of gains made.

RESULTS OF STANDARD TESTS

WEEKLY READERS 1963-64

Grade 2

Fall	Winter	Spring
1st - 20 - 17	1st - 20 - 19	1st - 20 - 20
2nd - 16 - 15	2nd - 19 - 18	2nd - 20 - 19
3rd - 14 - 10	3rd - 17 - 15	3rd - 19 - 19
4th - 10 - 4	4th - 14 - 8	4th - 19 - 15

S.R.A. Tests - 1964

1st - 5.7 - 4.8	1st - 6.9 - 4.5
2nd - 4.5 - 3.9	2nd - 4.2 - 3.6
3rd - 3.6 - 3.3	3rd - 3.6 - 3.2
4th - 2.8 - 2.4	4th - 3.1 - 2.6

Scott Foresman Tests

2 ¹ Jan. - 64	2 ² Apr. - 64
1st - 70 - 64	1st - 70 - 67
2nd - 64 - 60½	2nd - 66 - 64½
3rd - 60 - 54	3rd - 63 - 54
4th - 54 - 53	4th - 54 - 37

RESULTS OF TESTS

Grade 4

S.R.A. Achievement Test April, 1964

Comprehension

Quartiles	Grade Equivalent
1. 7.0 - 9.6	
2. 5.4 - 6.8	
3. 4.6 - 5.3	
4. 3.3 - 4.5	

Vocabulary

Quartiles
1. 7.2 - 10.0
2. 5.2 - 7.0
3. 4.1 - 5.0
4. 2.5 - 3.9

Iowa Tests of Basic Skills Given April 8, 1963

Comprehension

Quartiles
1. 5.3 - 8.7
2. 4.6 - 5.2
3. 4.0 - 4.5
4. 2.7 - 3.8

Vocabulary

Quartiles
1. 5.5 - 6.5
2. 4.7 - 4.9
3. 3.8 - 4.5
4. 2.3 - 3.7

Iowa Tests of Basic Skills Given April, 1964

1. 6.0 - 8.6
2. 5.4 - 5.9
3. 4.9 - 5.3
4. 3.5 - 4.8

1. 5.7 - 7.3
2. 5.0 - 5.5
3. 4.2 - 4.8
4. 2.7 - 4.0

Weekly Reader Tests

September 1963

1. 5.0 - 6.0
2. 4.7 - 4.9
3. 4.4 - 4.6
4. 1.0 - 4.3

January 1964

1. 5.2 - 5.5
2. 4.7 - 4.9
3. 4.4 - 4.6
4. 2.6 - 4.3

April 1964

1. 5.5 - 6.0
2. 5.1 - 5.4
3. 4.8 - 5.0
4. 3.5 - 4.6

RESULTS OF TEST SCORES

Grade 5

Weekly Reader Tests

Time test was given: (1963 and 1964)

QUARTILE

	<u>October 1963</u>	<u>January 1964</u>	<u>April 1964</u>
1.	6.5 - 6.9	6.5 - 7.5	6.8 - 7.5
2.	6.0 - 6.5	6.4 - 6.5	6.5 - 6.8
3.	5.7 - 5.9	5.8 - 6.4	6.3 - 6.4
4.	4.6 - 5.6	5.4 - 5.8	5.6 - 6.2

S.R.A. Achievement Test

This test checked comprehension and vocabulary. This was given to Grade Five at the end of the first semester. (1964)

QUARTILE

	<u>COMPREHENSION</u>	<u>VOCABULARY</u>
1.	9.0 - 9.6	8.4 - 9.5
2.	7.2 - 8.0	6.1 - 8.1
3.	5.1 - 7.0	5.0 - 6.0
4.	3.6 - 5.1	3.9 - 5.0

Iowa Basic Skill Tests

Results at the end of Grade 4 (1963)

QUARTILE

	<u>COMPREHENSION</u>	<u>VOCABULARY</u>
1.	7.0 - 9.2	5.9 - 7.8
2.	5.9 - 6.8	5.5 - 5.9
3.	4.8 - 5.7	4.6 - 5.4
4.	4.3 - 4.6	4.3 - 4.6

Results at the end of Grade 5 (1964)

	<u>COMPREHENSION</u>	<u>VOCABULARY</u>
1.	7.9 - 9.5	7.5 - 9.6
2.	6.4 - 7.7	6.0 - 7.3
3.	6.0 - 6.4	5.8 - 6.0
4.	5.2 - 5.8	4.0 - 5.4

As indicated by anecdotal records. These records tend to show that all children have read many more trade books on a wider variety of interest levels than under the former reading program. The better readers in all grades have read between 30 to 50 trade books. The poorest reader achieved more satisfaction and enjoyment from books on his level because he could comprehend the material. Records show a noted improvement in silent and oral reading habits.

Teacher-made tests show improvement in silent reading skills over the past year. Individual records on reading abilities, skills, and interests were kept for each child and difficulties were noted. During teacher-pupil conferences the needed reading skills were taught or re-inforced.

Student behavior changes. Children are independent about accepting responsibility for completing and checking work, and charting their steady progress. The attitude is of satisfaction only with work that is done to the best of each child's ability.

Because children can find an abundance of material to fit their needs and interests, their attitude and enthusiasm toward reading has greatly improved. Because of exposure and training, children are able to select a better quality of material to read. Working as an individual helps a child to understand and accept his accomplishment level. The broad scope of literature enables the child to realize his place as an important personality. He develops a better understanding of the world and its people.

2. For teachers--changes in methods of teaching. Before the individualized reading program was introduced in the school, reading was taught by grouping with traditional methods, using only basal reader materials.

The new reading program now includes instruction to meet the individual needs, abilities, and interests of each child. Groups are formed to meet a specific need and dismissed when the purpose has been accomplished. Basic readers, trade books, work books, and work sheets are used on an individual

basis according to each child's needs and capabilities.

More emphasis is placed on silent reading rather than oral, because of the need and desire to read an abundance of material in real life situations. The entire reading is devoted to silent reading except when the child is reading to the teacher or an audience.

The teacher spends almost all of his time working with individuals rather than in preparation and presentation of group materials.

Changes in teachers' attitude towards job. The individualized reading program has greatly improved the teacher's attitude because of the challenge, flexibility, and opportunity for developing the program according to his students' needs and his own interpretation.

The results of individualization are more satisfying because of increased pupil-interest and achievement.

This program is more enjoyable because of the interest and approval of the administrators.

Observable interest of non-project teachers. Non-project elementary teachers have shown an interest in the program by planning and developing individualized projects to meet the needs and interest of their students.

3. School and community -indicated by changes in school operations. Time has been given project teachers to visit and observe other outstanding individualized programs in surrounding areas.

The school has provided for outstanding consultants to advise and assist in the project. It has also purchased supplies and equipment necessary to develop this activity.

Indicated by community involvement, acceptance and interest. This project has not been in progress long enough for any community involvement. Due to the fact that it is still in the experimental stage there is neither acceptance nor interest.