

R E P O R T R E S U M E S

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READING PROBLEMS--DIAGNOSIS AND INSTRUCTION, DESIGN FOR
DEVELOPING COLORADO READING PROGRAMS, INVITATIONAL READING
WORK CONFERENCE (DENVER, FEBRUARY 20-23, 1966).

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THE RESULTS OF A READING WORK CONFERENCE HELD IN DENVER,
COLORADO, IN FEBRUARY 1966, TO DEVELOP GUIDELINES FOR
PLANNING AND IMPLEMENTING DIAGNOSTIC READING PROGRAMS, ARE
PRESENTED. TOPICS DISCUSSED INCLUDE A DEFINITION OF READING,
THE PROCESSES OF READING, THE ROLES OF THE TEACHER, READING
CONSULTANT, AND PRINCIPAL, THE RESPONSIBILITY OF THE SCHOOL,
PATTERNS OF SUCCESS IN READING CLASSROOM OBSERVATIONS OF
PUPILS, THE CAUSES OF READING PROBLEMS, SPECIAL DIAGNOSTIC
STUDY, AND RECOMMENDATIONS FOR TEACHERS. CHECKLIST RECORDS OF
CLASSROOM OBSERVATION OF PUPILS' READING DURING ORAL REPORTS,
ORAL READING AND GROUP INSTRUCTION PERIODS, DRAMATIZATION OF
STORIES, SILENT READING SITUATION, AND LISTENING TO A STORY
READ ALOUD ARE INCLUDED IN ADDITION TO A SCHOOL RECORD DATA
SHEET AND A TEACHER REPORT OF OBSERVATIONS. CONFERENCE
PARTICIPANTS ARE LISTED ALONG WITH A SELECTED BIBLIOGRAPHY ON
THE TEACHING OF READING. (LS)

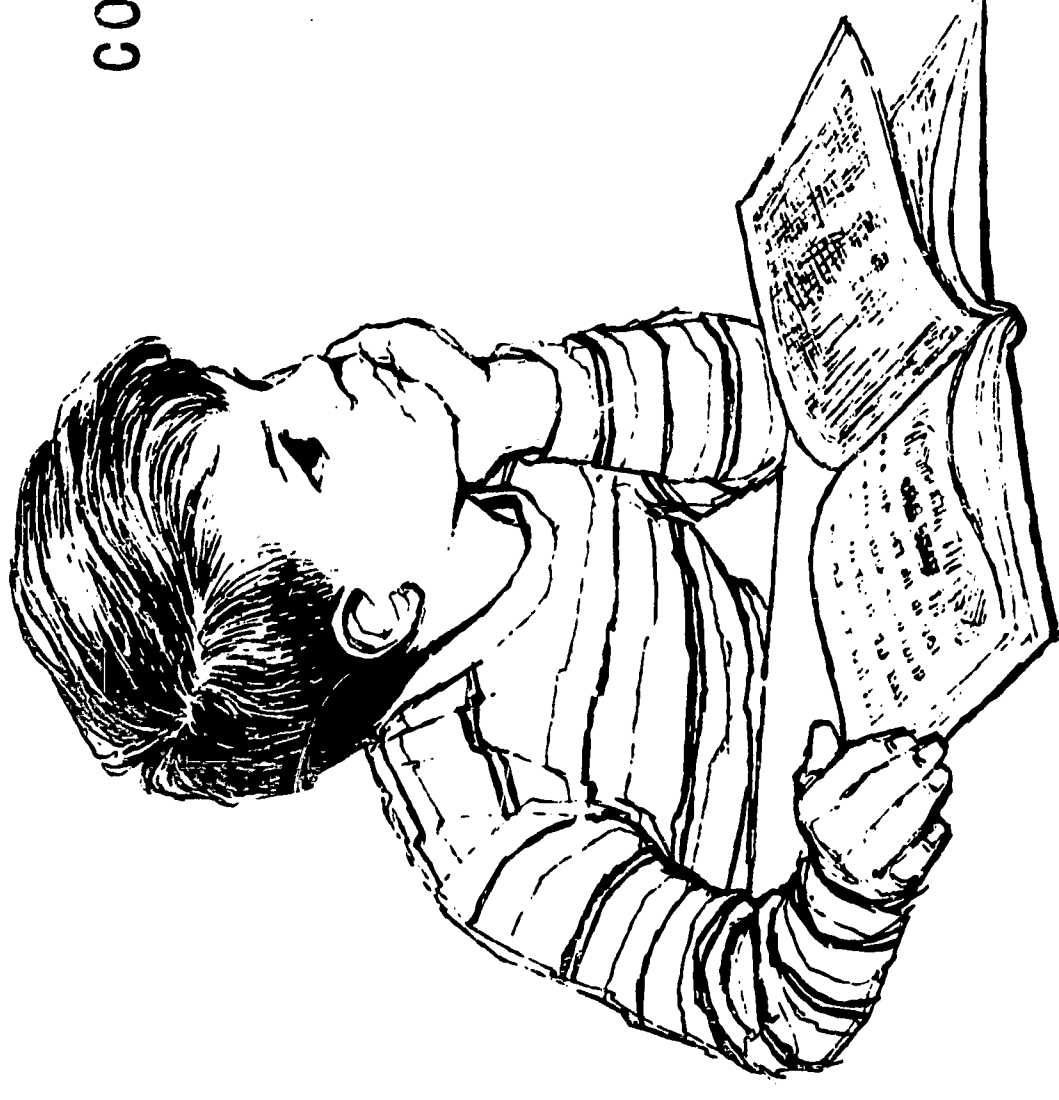
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DESIGN FOR DEVELOPING
COLORADO READING PROGRAMS.



COLOPADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner of Education
Denver, 1966

DESIGN FOR DEVELOPING

COLORADO READING PROGRAMS

Reading Problems: Diagnosis and Instruction

**Presenting the results of an Invitational Reading Work Conference
Held in Denver, Colorado, February 20-23, 1966
Sponsored by the Colorado State Department of Education
Supported by funds from Titles I and II
Elementary and Secondary Education Act of 1965**

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**Denver, Colorado
March 1966**

INTRODUCTION

Titles I and II of the Elementary and Secondary Education Act of 1965 have enabled many Colorado schools to implement comprehensive remedial reading programs. The purpose of this booklet is to suggest guidelines for examining existing curricula and establishing new reading programs. A comprehensive reading program necessitates more than purchasing materials and assigning teachers and students to special classes. The crux of a remedial reading program is continuous diagnostic teaching by the regular classroom teacher in conjunction with additional and specialized services of school and community personnel.

To further develop the concept of diagnostic teaching by the classroom teacher, a state-wide invitational conference was held. Participants included representatives from public schools, private schools, and the State colleges of Colorado. State and national consultants in reading and related problems prompted the group to study the many facets of a modern reading program. The charge to the conference was to develop guidelines for planning and implementing reading programs which would go beyond the symptoms and deal with the causes of reading problems.

The conference was planned by:

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ACKNOWLEDGEMENTS

The conference consultants contributed to the preparation of this booklet. Although Dr. Ruth Strang was unable to act as a conference observer because of illness, her presence was felt through the distribution of specially prepared conference materials. Her published works served as an additional resource. Dr. Bill Martin, Jr. has permitted the use of illustrations taken from his Sounds of Language Readers. Dr. Emerald V. Dechant, Dr. Jack C. Westman, Dr. Nicholas Silveroli, and Dr. Donald E. Carline were valuable contributors to the conference. Each conference consultant edited the first draft of the booklet. Their suggestions have been incorporated in this preliminary report.

Conference discussion leaders and participants have agreed to make themselves available as consultants for future school, district, or regional meetings. Individual arrangements can be made to the mutual satisfaction of the consultant and the appropriate school personnel.

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WHAT IS READING?

Searching for self-direction...

Enjoying pictures and print...

Appreciating the sounds of the language...

Discovering how language works...

Creating meaning in pictures and print...

Relating the sounds to the sight of sentences...

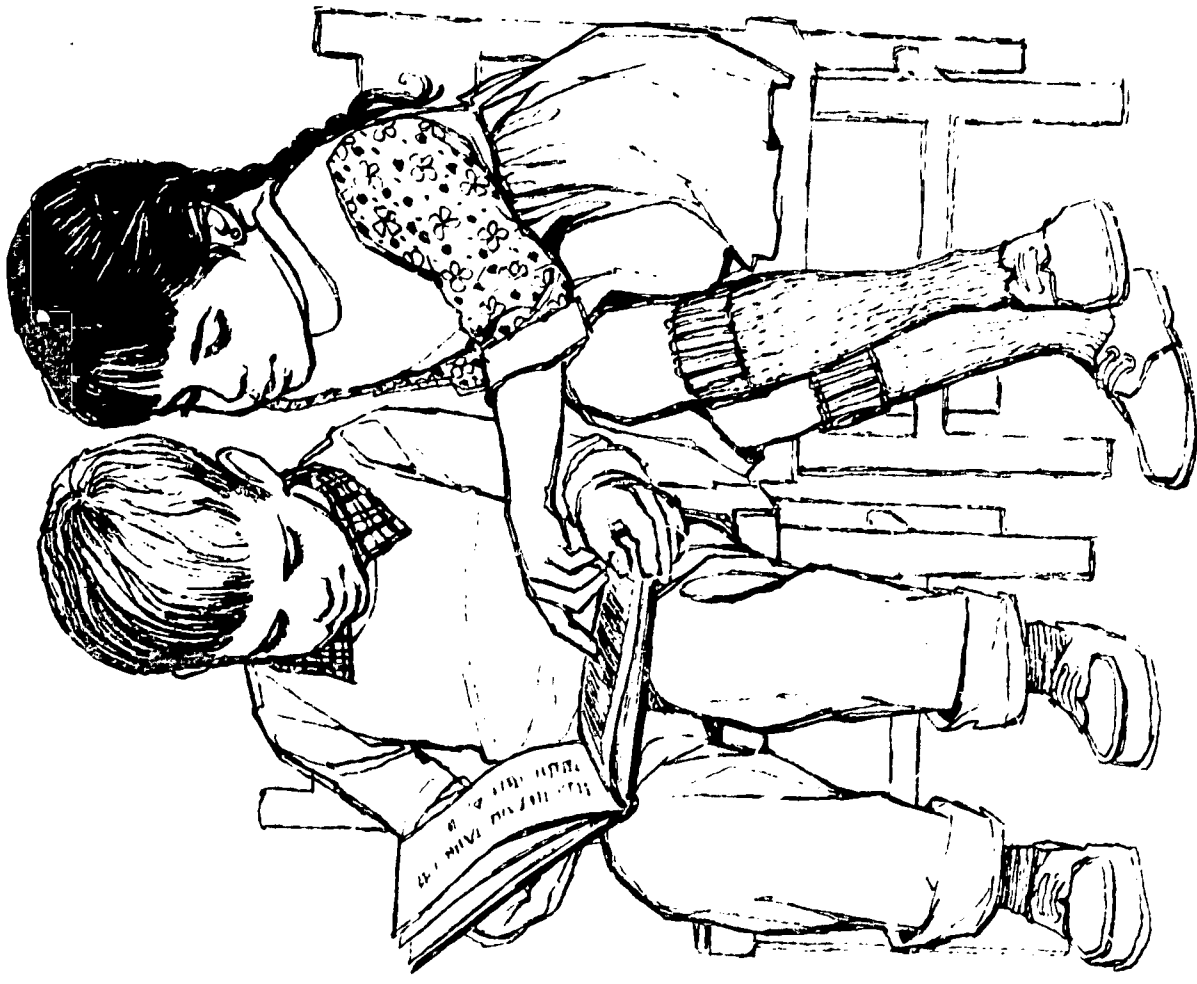
Relating symbols to experience...

Comprehending the literal meaning of the sentences...

Interpreting between the lines and beyond the lines...

Maturing in a process that is never completed...

Linking reading to precise expression...



...To read is the heritage of all children. To read, children must have the sounds of language ringing in their ears. The classroom teacher is the key to reading success.

The Reading Task...

If reading is believed to be:

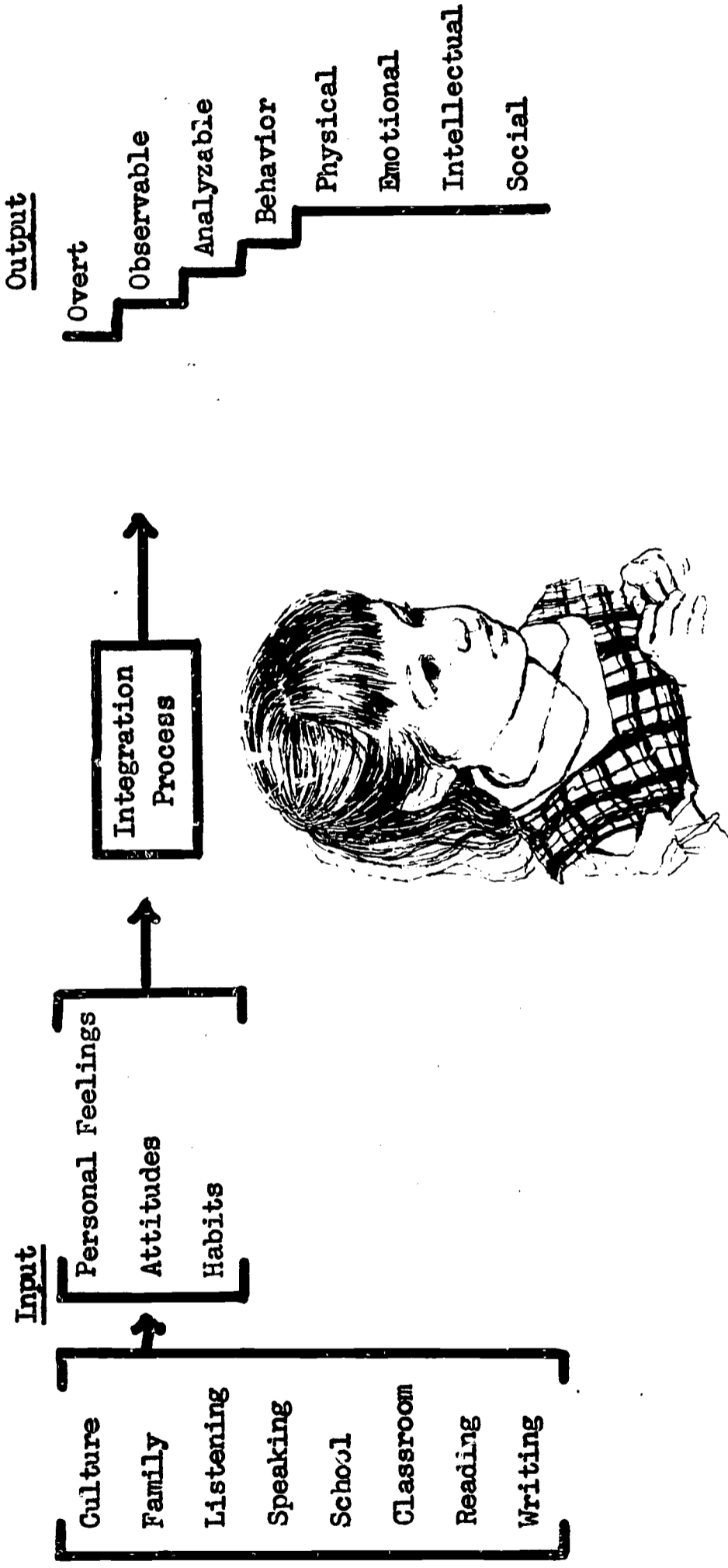
- a visual task
- word recognition
- comprehending the meaning of the selection
- interpreting between the lines and beyond the lines
- a source of personal development resulting from the quality of the experience

Then some actions are likely to be:

- visual screening and using eye-control equipment
- developing auditory and visual discrimination, pronouncing unfamiliar words and checking their meanings
- observing how children read, and testing for comprehension
- checking for premises, intent, generalizations, mood, and inferences
- observing, and reacting toward the student; interviewing, testing, interpreting, and synthesizing diagnostic data; awakening and nurturing aesthetic responses

...The only continuity of skill development that is practical is the continuity a child himself selects from the abundant possibilities provided by the teacher.

A Complicated Process of Association and Assimilation...



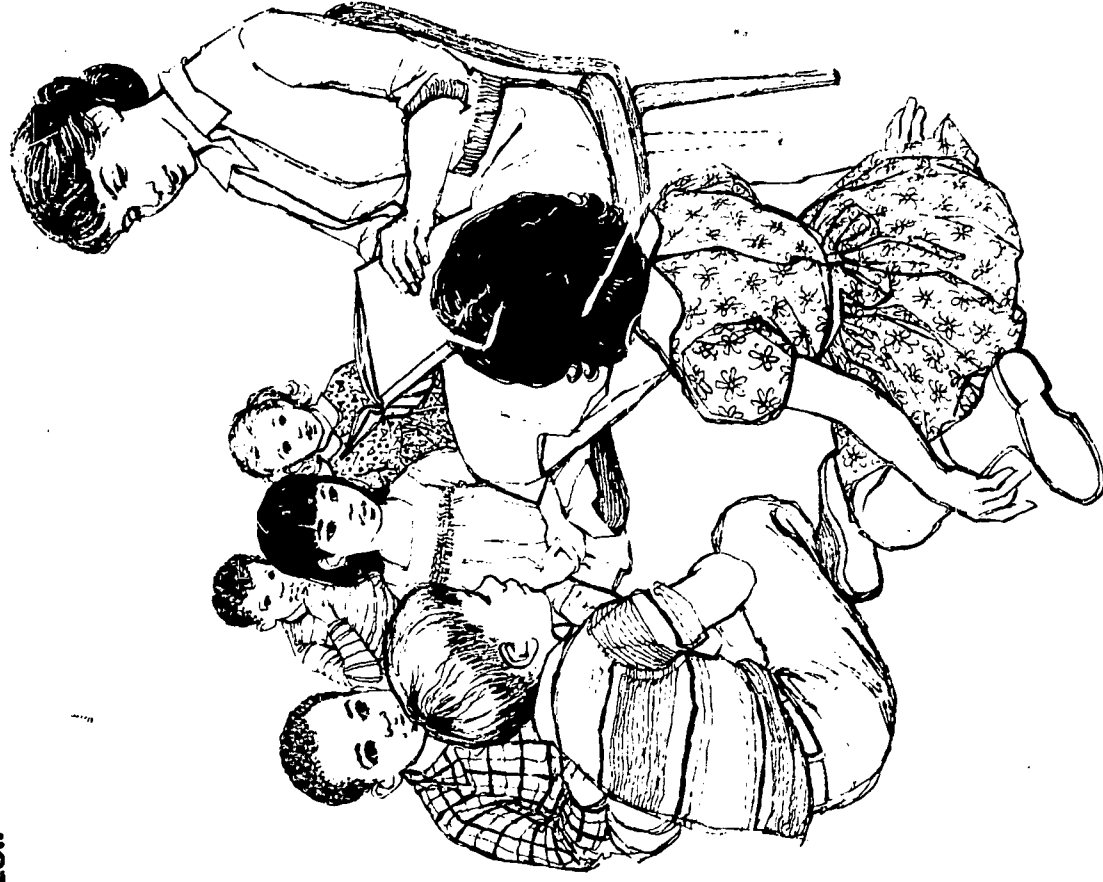
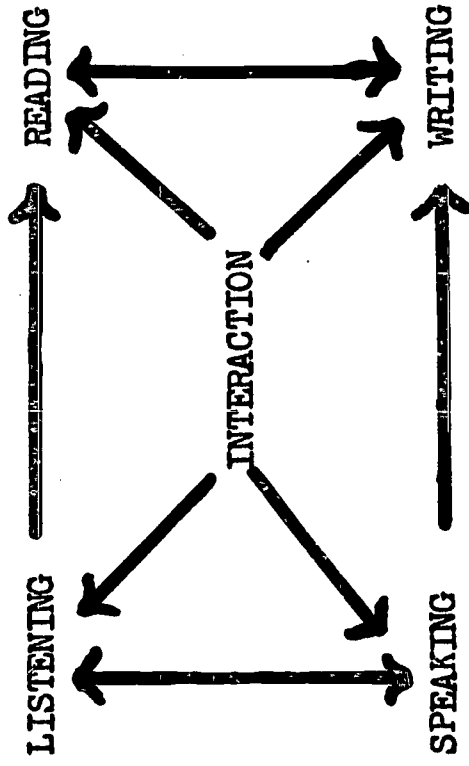
...In responding to his total surroundings the child intuitively draws conclusions about how language works.

...Confronted by formal teaching methods, children vary in their ability to respond. They have their best chance to learn when their own intuitive insights are awakened and enhanced.

...The path to reading improvement demands an understanding of both the reader and the reading process.

WHAT IS A BALANCED READING PROGRAM?

A Child's View



...The reception and expression of ideas can be interwoven by activities which create a harmony of experience that involves the author-speaker and the reader-listener.

...The precise usage of communication skills matures as opportunities for constant interaction are provided.

The Teacher's Role

Teachers become sensitive to the student's personal development---

By understanding that methodology is basically a matter of communicating--the teacher with the student and the student with the teacher.

By being thoroughly familiar with language objectives and with many ways to realize them.

By avoiding the assumption that skills are separate entities which must be taught in a rigid order.

By observing the development of skills even when the student is not engaged in a skill-building lesson.

By providing successful and therefore enjoyable language experiences which convey the teacher's genuine concern and respect for the pupil as a person.

By allowing time for pupils to reflect upon and discover the adventure and vitality of the world of literature.

By discussing additional materials and techniques with the reading teacher-consultant.

By recognizing that a referral to the reading teacher-consultant provides an opportunity to discover what contributes to and interferes with reading progress.

By teaching always diagnostically and taking the necessary remedial steps when difficulties are first discovered.

...Teaching reading in every classroom in every subject is the foundation of a successful reading program.

The Reading Teacher-Consultant's Role

- To discover how individual children learn.
- To confer with teachers about individual students.
- To reawaken young people's curiosity about language.
- To encourage the able reader to increase his reading potential.
- To obtain specialized assistance for unusually severe corrective cases.
- To recommend materials and demonstrate methods for teaching reading skills.
- To teach small groups of children, and individuals, according to their needs.
- To avoid prolonged diagnosis which may intensify the child's feelings of failure.

...A number of children will benefit from planned instruction outside of the classroom in a more therapeutic situation in which the climate is more personalized.

...This special climate provides an opportunity for the pupil to assert himself in his own way.

The Principal's Role

To provide retraining opportunities

To involve teachers in planning

To staff reading teacher-consultants

To involve teachers in planning

To understand the reading process

To enhance the potential of the staff

To provide retraining opportunities

To provide appropriate materials

To involve teachers in planning

To staff an up-to-date library

To implement flexible programs

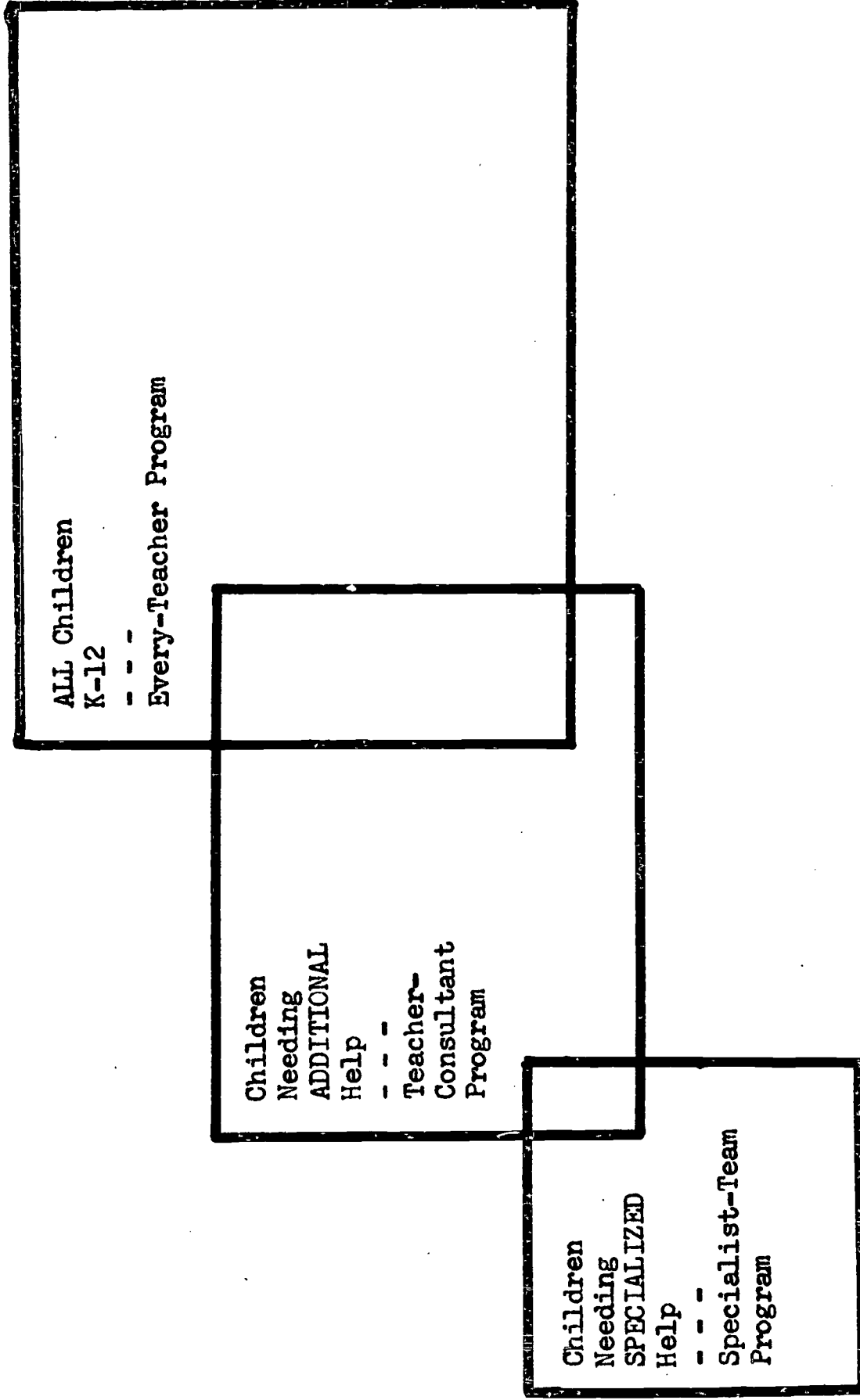
To utilize specialized services

To provide retraining opportunities

To provide retraining opportunities

...Teachers need preparation and experience in combining diagnosis with instruction.

An Administrative View of a Balanced Reading Program



...The school's responsibility for teaching reading begins and continues in the classroom supplemented by additional and specialized help.

WHAT ARE THE INDICATIONS OF A READING BREAKTHROUGH?

Success in reading builds more success.

Patterns of success are noted when a child...

- enjoys listening to the story "talking" to him
- stops listening in order to reflect upon the meaning of passages which catch his fancy
- hears the sentences read often enough that he repeats the sentences
- repeats patterns of words tied together by a sentence sound which makes sense to him
- elects to explore the page of print in an effort to make sense out of it
- matches the print to the sentences and to the words he has heard
- demonstrates his discovery of a variety of techniques for unraveling meaning in print
- knows his strengths and weaknesses, and has developed personalized learning strategies
- approaches reading confidently and expectantly

...Reading to children prompts them to learn to read in the same natural way they learned to speak.



Classroom Observations

Classroom observations should be interpreted in conjunction with interviews, intelligence tests, and other data.

Referral implies additional help for the classroom teacher and the child.

Observations of the child may tell more about the teacher than about the student.

The child who is disheartened by frequent failure needs a fresh approach to reading.

The reading teacher-consultant stands ready to cooperate with the teacher to develop learning experiences that are particularly appropriate for each child.

...For all children the classroom teacher constantly interweaves diagnosis and instruction.

...For some children additional insight is gained through the assistance of consultants and specialists.

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING^{17*}

Name _____ Grade _____ Teacher _____ Pupil _____

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretation, general impression, evidence of progress, and recommendations.

I. When Giving Oral Reports

Vocabulary	Speech	Language patterns
_____ Rich	_____ Distinct, clear enunciation	_____ Complete sentences
_____ Words mispronounced	_____ Inaudible	_____ Simple sentences
_____ Meager	_____ Stuttering	_____ Complex sentences
_____ Meaningful	_____ Incorrect sounds	_____ Good organization
	_____ Monotonous	_____ Repetition of ideas
	_____ Expressive	_____ Interpretation of ideas
		_____ Imaginative
	Insights	
	_____	_____
	_____	_____



CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

I. When Giving Oral Reports

Interests	Reactions of peers	Emotional factors
____ Reads at home	____ Interested	____ Poised
____ Uses library	____ Uninterested	____ Relaxed and happy
____ Has own library	____ Sympathetic	____ Tense and anxious
____ Special collections	____ Friendly	____ Self-confident
____ Sports	____ Critical	____ Shy and embarrassed
____ Trips with family	____ Hostile	____ Antagonistic
____ Science		____ Unhappy
____ Art		
____ Music		
____ Shop		

_____	Insights	
_____	_____	_____
_____	_____	_____
_____	_____	_____



CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

III. Dramatization of Stories

Reading skills _____ Reads with expression _____ Interprets behavior of character accurately _____ Shows little understanding of character _____ Interprets sequence accurately _____ Reads too slowly _____ Reads too rapidly _____ _____	Personal development _____ Poised _____ Relates characters and story to own experience _____ Interest evident _____ No interest _____ Shy, ill at ease
--	---

Insights

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
_____ Finds suitable book quickly	_____ Engrossed in book	_____ Primer	_____ Holds book up	_____ Animals
_____ Follows suggestions of other children	_____ Enjoyment evident	_____ First	_____ Holds book close to face	_____ People
_____ Has teacher help	_____ Independent	_____ Second	_____ Lip movements	_____ Science
_____ Uses library classification	_____ Dependent upon others	_____ Third	_____ Squints	_____ History
		_____ Fourth	_____ Blinks eyes	_____ Adventure



CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING (Continued)

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	Attitude toward reading	Reading level	Physical factors	Interests
<input type="checkbox"/> Uses table of contents <input type="checkbox"/> Takes useful notes <input type="checkbox"/> Selects too advanced books <input type="checkbox"/> Unable to find any book of interest to him	<input type="checkbox"/> Uninterested, resists or avoids reading <input type="checkbox"/> Easily distracted <input type="checkbox"/> Other	<input type="checkbox"/> Fifth <input type="checkbox"/> Sixth <input type="checkbox"/> Seventh <input type="checkbox"/> Other	<input type="checkbox"/> Eyes red or watery <input type="checkbox"/> Complains of headaches <input type="checkbox"/> Complains of dizziness <input type="checkbox"/> Bends over book <input type="checkbox"/> Fatigue posture	<input type="checkbox"/> Fairy tales <input type="checkbox"/> Sports <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Cars, planes, trucks, boats <input type="checkbox"/> Rockets <input type="checkbox"/> Armed services

Insights

V. Listening to Story Read Aloud

Interest	Comprehension
<input type="checkbox"/> Listens attentively <input type="checkbox"/> Listens part of time <input type="checkbox"/> Easily distracted <input type="checkbox"/> Restless and preoccupied	<input type="checkbox"/> Evident appreciation of story--talks about it <input type="checkbox"/> Asks related questions <input type="checkbox"/> Responds to humor and excitement <input type="checkbox"/> Answers factual questions <input type="checkbox"/> Tells main ideas <input type="checkbox"/> Tells whole story accurately <input type="checkbox"/> Relates ideas to own experiences



SCHOOL RECORD DATA

Student's Name _____ Birthdate _____
MO. DAY YEAR
Address _____ Age _____ Grade _____
Phone _____

Academic Progress
List last year's final marks, grades repeated, comments on file by former teachers. (Use back of sheet, if more space is needed.)

Attendance Record
Number of days absent for each grade:
K 1 2 3 4 5
6 7 8

Health (check with school nurse)
List physical infirmities, accidents, and severe illnesses noted in school record.

Standardized Tests
Include all test results available--intelligence tests, achievement tests, etc.

Date Given _____ Name of Test _____ Results _____

Date of report _____ 19 _____
Signed _____
Position _____

TEACHER REPORT OF OBSERVATIONS

Student's Name _____ Age _____ Grade _____

Please check the appropriate phrases on the basis of your observations. Feel free to add any comments

in the space at the right.

When faced with a difficult task, does he
_____ withdraw from the situation
_____ face the problem intelligently
_____ act impulsively

In his relations with other children, do
you find that he
_____ generally avoids leadership
_____ Usually seeks to lead
_____ at times he either leads or follows

Is he usually
_____ emotionally calm
_____ apathetic
_____ excitable

With reference to authority, is he
_____ over dependent
_____ accepting
_____ resistant

In the classroom do you find him to be
_____ quiet
_____ normally communicative
_____ very talkative

When faced with a problem, is he
_____ reasonably persistent
_____ easily discouraged
_____ blindly aggressive

In his play activity does he generally
associate with
_____ younger children
_____ older children
_____ children his own age

In his relations with other children, do you
consider him to be
_____ shy and bashful
_____ responsive
_____ bold and aggressive

Regarding health, is he
_____ usually healthy
_____ minor complaints (e.g. headache, etc.)
_____ usually ill--poor health

During instruction, he
_____ concentrates
_____ is usually attentive
_____ daydreams



SUMMARY OF OBSERVATIONS

1. What is this student's academic problem as you see it?
2. In what areas have you observed this student to show the most ability? Please give specific examples if possible.
Academic

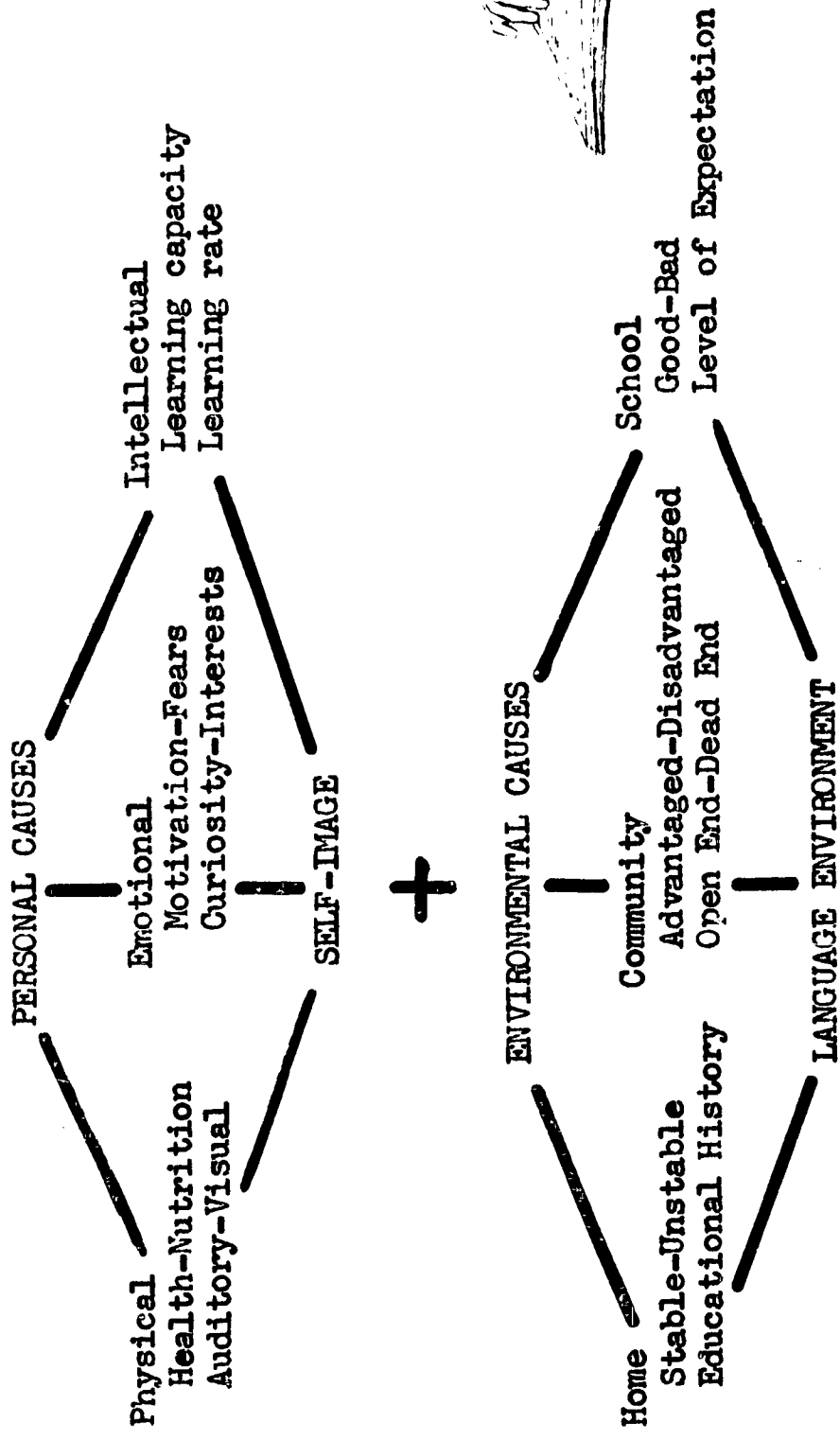
Other
3. In what areas has this student shown unusual interest?
4. Briefly describe the child's classroom behavior.

Additional comments:

...A year end summary of the child's progress should be passed along to the next year's teacher.

WHAT ARE THE CAUSES OF READING PROBLEMS?

The student's reading problems
 while sometimes the result of a simple cause
 are more often the result of a complex of causes...



Special Diagnostic Study

For further study teachers and reading teacher-consultants work in conjunction with the specialized team to collect and synthesize the diagnostic data.

Such an analysis would include:

1. Identifying data
2. Scores of tests administered
3. Interviews with parents and with students
4. Significance of test results
5. Prognosis
6. Recommendations

...See details of outline in Ruth Strang's book, Diagnostic Teaching of Reading, pp. 280-81

Recommendations:

Teach reading throughout all grade levels.

Prepare all teachers more thoroughly to teach reading diagnostically.

Build reading programs to meet local needs.

Initiate and maintain in-service activities for updating teachers and administrators.

Develop reading resource centers throughout the state.

Provide courses of preparation and standards of certification for reading teacher-consultants.

Make available a large supply of attractive trade books.

Permit self-selection of reading materials.

Keep libraries up-to-date with adequately prepared staff.

Select mechanical devices in keeping with the needs of the program.



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