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INTERNATIONAL READING ASSN., STILLWATER, OKLA.

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DESCRIPTORS- READING PROCESSES, *READING MATERIALS, ATTENTION SPAN, CRITICAL READING, READING TESTS, BASIC READING, INDIVIDUAL DIFFERENCES, *READING DIAGNOSIS, *REMEDIAL PROGRAMS,

THIS SECOND ISSUE OF VOLUME 1 OF "THE OKLAHOMA READER" PRESENTS SIX ARTICLES IN AN EFFORT TO EXTEND THE WORK OF THE OKLAHOMA READING COUNCIL TO TEACHERS THROUGHOUT THE STATE. THE ARTICLES CONCERN PLANS FOR A REMEDIAL PROGRAM, THE ROLE OF ILLUSTRATIONS IN BASIC READERS, WORD ATTACK SKILLS, STRENGTHENING ATTENTION SPAN, CRITICAL READING, USE OF TESTS, AND MULTILEVEL MATERIALS. A DISCUSSION OF IRA FINDINGS ON READING AND A CASE REPORT INCLUDING DETAILED DIAGNOSIS AND RECOMMENDATIONS FOR AN ADJUSTED READING PROGRAM ARE GIVEN. (MC)

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A Reading for Parents

The OKLAHOMA READER

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THE OKLAHOMA READER is published four times a year, September, November, February, and May by the Oklahoma Reading Council of the International Reading Association.

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The Broken Bow Story

BY EVELYN AND ELISE HANSARD

Realizing the need for specialized help in establishing a special reading program, Mr. Rector Johnson, Superintendent of the Broken Bow Schools, invited a consultant team of reading specialists to examine reading instruction in Broken Bow and to give suggestions on establishing a remedial program.

As a preliminary to the visit of the team, the guidance counselor identified the students in the school who appeared to be in greatest need of special attention to the development of reading skills.

Enrollment in the Broken Bow Schools totals about 1,500 students and over ⅓ of these students in the elementary and secondary schools were evaluated during the week's work.

The following objectives were identified to guide the work of the reading consultants:

a. Diagnose the reading needs of selected students who were identified by test scores and teacher recommendation;

b. Establish remedial reading classes at Bennett, Eastside, and the Junior and Senior High School; and instruct the remedial reading teachers and other staff members in the selection and use of various diagnostic tests and remedial reading materials;

c. Survey the methods and materials used in reading instruction and make recommendations for additional materials and method improvement.

The local staff worked closely with the reading consultants in testing selected students in the elementary and secondary schools and placing them appropriately in remedial classes. As the teachers selected by the school were without any specific training in the diagnosis and treatment of reading problems their initial involvement consisted of observing the reading consultants as they analyzed the reading needs of individual students using a variety of instruments. As their ability in selecting, administering, scoring, and interpreting the tests increased, they were able to take an active role in testing with decreasing guidance from the reading clinicians.

Three hundred and eleven students were tested during the five days, with almost all of the students being given more than one test. The following is a list of tests and instruments used. The Broken Bow staff assisted in the administration of starred tests.

Individual and Group Reading Tests:

**Durrell Analysis of Reading Difficulty*

**Gray Oral Reading Test*

Gates-McKillop Diagnostic Reading Test

**Wide Range Achievement (reading section)*

**Developmental Reading Test*

Vision Screening:

**Keystone Telebinocular*

Reading Readiness:

Metropolitan Reading Readiness

Intelligence:

**Peabody Picture Vocabulary*

The remedial teachers, Mrs. Carrie Burnett and Mrs. Ellen Fay Burris, were given direction in the use of various instructional materials, techniques, and methods in remedial reading. Attention was given to the procedure in organizing students into appropriate instructional groups and the adjustment of the remedial program to meet individual needs. The use of a language-experience approach with children having low cultural experience opportunities was explored.

Students were selected for participation in the remedial program on the basis of greatest need. The following description is typical of the remedial classes established at Broken Bow:

The class contains 10 students. Some of them are retarded by several years in all of their reading skills, but those reading skills are all at approximately the same level. Other students are similarly retarded, but have one or more deficiencies below the general level of their other reading skills. Deficiencies are found in the following areas.

1. Word recognition:
   a. sight-recognition vocabulary
   b. phonetic analysis
   c. context clues
   d. structural analysis
   e. configuration
2. Comprehension:
   a. vocabulary
   b. reading for a variety of purposes
   c. study skills

Included in the week long visitation were staff and group meetings, discussions, and individual conferences with administrative, supervisory, and teaching personnel. A number of problems and potential problems were discussed and areas of study were identified through the cooperative effort of the Broken Bow staff and the consultive team. These areas identified for additional study included:

(1) Pre-school experiences for all children including the consideration of a publicly supported kindergarten, a head start program and a program of parental education.

(2) The unique needs of culturally, socially, or educationally deprived youngsters of the community. This could include expansion of library facilities and their use, and provision of opportunities to use experience related material.

(3) The expansion of the remedial program to include initiation of in-service training for teachers, continued guidance, and trained supervisory personnel to assist both the remedial teacher and the classroom teacher in diagnosing instructional needs.

(4) More attention to individual differences found even within a "levels" organization and the need for different instructional levels in each room. For example, a fifth grade in its lowest section might provide instruction at the last half of second grade and both levels of third grade; the second section the last half of third, fourth, and fifth levels; and the third section fifth, sixth, and seventh levels. These seven levels would be characteristic of a fairly typical fifth grade.

(5) Materials for meeting individual differences. This includes teacher experimentation with additional basal texts, supplementary texts, pre-reading materials, a great deal of easier,

(*Continued on Page Five*)

Is There a Better Way
To Teach Words?

MILDRED COX AND MARIE HANNA

Without a doubt learning words is as important in our time and for our culture as learning the use of the bow and snare in an earlier age and in a simpler society. Today our survival both as individuals within a complex environment and our surivival as a nation depends on a high level in the mastery of words. Man has been most inventive in his efforts to teach his young to read, and at no time in history have we had such a mass of approaches for learning new words.

Out of a few basic word attack methods: phonics, configuration, picture clues, and context clues have grown an enormous and varied number of systems, techniques, and materials. In fact, it is possible for a teacher to obtain such a variety of teaching aids, guides, and materials that one could find himself confused and frustrated in his efforts to make wise choices.

It seems that we have tried everything that could possibly be tried. I know of only one approach that was used in the past that is not in use today. This is an old one that was used in Germany. They made the letters that were to be learned out of gingerbread. When the words were successfully recited by the child, he could eat the gingerbread. Now this one technique may still have some value for those of us who are seeking the panacea for unlocking words.

In our efforts to learn more about teaching children, we are avid readers of articles and reports on research programs. Some of them appear to offer magical answers to our reading problems. All too often they boil down to a particular phonic approach or a discovery technique. In one such discovery program, the little ones learn to read by handling materials and watching other children read. The description of this program leaves some of us puzzled and with a sense of futility in that we fail to understand the role of the teacher in such a situation. Practical answers all too often seem lost in a theory that is either too deep for us to understand or too far out for us to adopt.

Then there are the phonic programs wherein success is positive and failure cannot be possible. After the child has mastered a set of basic sound symbols, he reads early, easily, and fluently. It remains a puzzle as to how those children with a poor sense of auditory descrimination are able to develop so quickly.

In one city a research program is trying to determine whether a basal reading approach or a phonic approach is better. The classroom using the phonic approach is also using a *basal reader*. Perhaps the wrong questions are being asked in research. For example, we keep asking, "Which is better?" Perhaps we should be asking, "What effects will different methods have on different kinds of children under given circumstances when used by given teachers?" Why a particular method may be better and when should it be used seem questions more valid than *which* should be used.

Research appears not to take into

account the nature of teaching which tends to make us eclectic in our teaching methods. Few of us in the classroom are purists in our methodology. When left to our own devices, we make a choice of media and techniques that seem to us most practical. We bring them into the schoolroom and attempt to bring a semblance of reason and order in their use.

In our attempt to teach, sometimes we have coerced, we have pleaded, we have spanked, we have shown temper, we have hugged, we have loved, we have cried, we have worried, and sometimes we have taught them to read.

On the other hand, while we were trying, the child too was trying. He showed us this by his wiggling, his fighting, his crying, his chewing his finger nails, his wetting his pants, his ignoring us, his kicking us, and occasionally, by showing us how well he has learned. We can hold to one bright promise. We note that most methods work with some of the children some of the time. Can it be that children, being unique, have a means they use for unlocking new words that are also unique to them? Are there patterns of learning words that are devised by the individual child to fit his particular needs?

When a child does not succeed using a particular approach, such as the basal reader, he is not likely to master the art of reading by continuing with it year after year. It seems then, that it is the teacher's responsibility to try varied approaches until she finds one with which the child can achieve.

Mrs. Mildred Cox, first grade teacher in the Marietta School. B.S. and M.S. in Elementary Education from SSC.

Marie Hanna, Remedial Reading Teacher Osage County Special Education Services Center. B.S. in Elementary Education from SSC.

The Broken Bow Story

(*Continued from Page Three*)

interesting trade books, kits, boxes, and other devices. Study could be made of pre-reading materials for extention of the reading readiness period for those youngsters exhibiting a need.

(6) Expansion of both public and school library facilities. Regular and frequent visits to the public library would prove beneficial to all elementary school children. At the same time a greater use could be made of classroom libraries through a sharing of books now available.

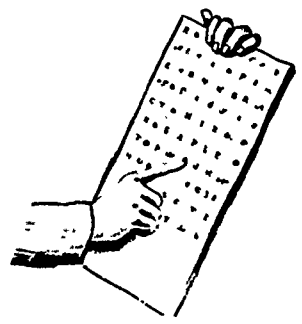
(7) The establishment of a school wide developmental reading program that will include the junior and senior high schools.

(8) The initiation of a county wide survey of educational services to establish the need for an educational center to provide highly specialized help for the exceptional child.

What is reading? Something much more than words on a printed page. It is knowledge, gathered and distilled through the minds of great thinkers. It is magic—the magic of creative imagination, weaving people and events into the fabric of a novel or a story. It is today, as it happens in your newspaper. It is ideas, as they jump out at you from the pages of a magazine. It is the restless expression of all the forces at work in the world in which we live.

—William I. Nichols

Talking Leaves



Some children with reading disability often interpret the entire story of the basal reader from the picture. They are able to give the impression of having read the story silently, but in reality they have not. Can you suggest any solution to this problem?

If you feel that your children are relying too much on the pictures, perhaps a new approach should be tried. There are many materials available without pictures, or that include pictures that are not essentially suggestive of the printed words, such as Reader's Digest Skillbuilders and some linguistic materials. You may also want to try experience charts or teacher made materials.

We must keep in mind that materials with no pictures will be more difficult to read, therefore the grade-level may need to be lowered.

I teach kindergarten. What can I do to strengthen my students' attention span?

One of the best methods of strengthening one's memory span is to provide a motive for wanting to remember. This can be accomplished by sending the child on an errand with an oral message. The length of the message can be increased after the child shows satisfactory retention of the previous message.

A story-hour where a simple story is told and re-told by the children can also demonstrate and improve their ability to remember. Another approach is to have the children inspect a picture. Then remove the picture, and ask the students to tell you what things were in the picture.

Memory games are always a good way to build a child's memory span. For example, one child says something, the second child tries to repeat it; if he repeats it correctly, he then takes the lead and the game starts over again. A second type of memory game involves putting several objects on a table. The child who is "it" turns his back, an object is removed from the table and the person who is "it" returns to the table and tries to tell what was removed.

During the latter part of his preschool days, the child begins to recall or remember specific word meanings when he encounters a printed word such as his own name. He not only reacts to these words as symbols but actually reads them in the sense that he remembers seeing the word and understands its meaning when he sees it. This learning process is often stimulated in the kindergarten readiness period by attaching printed labels to objects in the classroom, thus facilitating the process of relating specific meanings to words.

Can Critical Reading Skills be taught in the primary grades? If so, how?

Critical reading skills can be taught at any age or level. The degree or depth of the skill would be much lower for the primary grades. The primary teacher can ask such questions as: *What kind of a story is this? Real or imaginary? Could this story have happened? Why? Or why not? Tell me the story rapidly? If this character did so and so, would you think he would get in trouble? At the time this story was*

supposed to have happened what was going on in our country that was very important? These questions are all examples of critical thinking for primary students.

The teacher should work to discover if the child has not only gained the central thought or main idea, but is aware of the "between the lines" meaning of the selection. The point of his personal approval or disapproval is not important here. Does he realize what is being implied if not actually said? Does he catch subtleties? Has he been fooled in some way? Here are some questions the teacher might use: *Do you think the story is really about . . .? Is there something here that isn't actually said? Is there a lesson to be learned in this book? What? Was there anything in the story that was not the same as you've heard somewhere else? Do you think you can believe what it says? Why? Or why not? What is the problem of . . . (a character in the story)?*

The teacher may also teach value judgment — but not using the term itself. The following questions teach value judgment: *Do you agree or disagree with this story? What is your own opinion about . . . in the story? Is this something everyone should read? Why? If only a few people should read it, whom would you choose? Is the story making fun of us all? Do you believe everything you read? Why?*

Critical reading is probably not best taught as critical reading. It must be a part of a curriculum in which the child reads in order to examine problems that worry him, to defend what he believes among his peer, and to develop points of view. It is an ability that is developed as part of a larger goal. It is truly a thinking skill and can be taught at any age.

One of the most common purposes in reading in everyday life is to learn how to follow directions. What suggestions do you have to help children learn this important skill?

Practice in reading and following directions is best provided in relation to activities which children wish to carry out or skills which they want to learn. Many different sources of material can be used.

Teacher made materials such as experience charts are a good way to provide interest in a classroom setting. Charts listing everyday routines with directions for carrying out assigned tasks will create interest, particularly if the child's name is included on the chart.

To supplement classroom instructional material interest can be stimulated during art or free choice assignments. Boys may like to work on directions from the Cub Scout or Boy Scout Handbooks magazines like Popular Mechanics, books such as How to Make Toys or directions for performing scientific experiments. Girls can be interested in cooking recipes, directions for sewing, making marionettes, or some similiar activity.

It appears to many that hand work during the reading readiness period is mere play. Is there a valid reason for including such activities in the program?

Hand work helps the child develop the habit of focusing his attention on one activity. The activity must be one in which the child is intensely interested to hold his attention. Cutting and pasting develop fine motor skills; connecting dots, color selection, and selecting likes and differences involve visual discrimination. The attainment of these skills enables the child to develop the ability to follow directions, which is a necessity in learning to read. Without these important skills and the development of hand-eye coordination, children may have more difficulty in learning to read.

What reading tests would you suggest for determining the reading levels of class members?

There are basically two purposes for classroom testing: to diagnosis pupils' needs and to use the results to provide a reading program based upon those needs.

There are many standardized tests on the market today which the classroom teacher may obtain to test her class members. If the teacher has had no training in evaluating test results, she needs to select a test which will be simple — both to administer and to evaluate. The teacher should be aware that standardized tests tend to overestimate the levels at which independent reading can be done and at which systematic instruction may be initiated safely.

An informal reading inventory provides crucial information on achievement levels and the needs at those levels. The informal reading inventory may be given in a group or individual test situation. Each directed reading activity in a group situation is, in a sense, an informal reading inventory. By observing the reading behavior of each child in the group, the teacher can appraise the adequacy of her grouping and of the material. Test materials for an informal inventory could be selected from basal reader material. Informal inventories may be validated for grade levels by using readability formulas.

After the tests have been given and the data collected, a graphic profile could be constructed for each child. The profile can show scores on all tests. The profile would also be more helpful if the teacher is aware of the potential of each child. This profile would then enable the teacher to compare the child's work with the class average, to compare his performance with his reading potential, and to determine his strengths and weaknesses.

The classroom teacher should use both standardized and informal tests of reading achievement in a structured manner, and the results of the scores should be collated to provide the most complete diagnosis possible.

What techniques should be employed to use multi-level materials in a classroom setting?

There are a variety of purposes in using multi-level materials. Since the use of multi-level materials will cover all grade levels found within the classroom, they have many advantages for use by the classroom teacher. They may be used for both developmental teaching for remedial teaching; creating a situation whereby each individual student's problems can be attacked in a group teaching experience.

Some of the purposes in using multi-level materials are: to improve comprehension skills, vocabulary skills, word attack skills, and the speed of reading. The children using multi-level materials could have a deficiency in one of the above areas, or be working on developmental reading skills. Selection of the material to be studied should be based on each individual child's needs. For example, if the child needs comprehension skills only, it should not be necessary to use all the materials. Stress needs to be placed on the particular skill that needs to be strengthened. If they need help in vocabulary development, then they should concentrate in that area.

The material should be presented as an organized, well-coordinated part of the daily or weekly classroom situation. It should be teacher-supervised and not used as "busy-work" or "fill-in" work. It should be an integral part of the teaching procedures with specific goals in mind, both for the students and for the teacher.

SOME THINGS
WE KNOW AND BELIEVE
ABOUT READING

The Nature of Reading and its Place in the Program

1. Reading is a complex act that varies with such factors as the reader's purpose and the nature of the material. Reading should be broadly defined to include comprehension of both literal and implied meanings, and critical reaction to the ideas, and the application of them to the reader's problems.

2. In the light of the increased complexity of social conditions, the rapid increase of knowledge, and the resultant demands made upon everyone for efficient reading, we believe that schools must continue to improve their reading programs. In today's world, no one can be fully educated for life during his school years. Only the person who can use reading effectively for independent learning can cope with changing conditions. To keep pace with increasing needs, the reading program must be constantly revised and improved.

3. Reading is a developmental process which requires careful guidance throughout the elementary grades and high school. Even in college, as new demands are made upon the reader, instruction aids the student in becoming a fully mature reader.

4. The reading program is an integral part of a sound curriculum which incorporates what research and experience reveal with regard to the reading process, human development, and the way individuals learn best. Basically reading is an aspect of language development having close relationships with speaking, listening and written expression.

5. The responsibility for developing reading abilities and skills is placed especially upon teachers who give regular instruction to pupils in reading, but they can only provide a portion of the necessary instruction. A responsibility for helping pupils to improve their reading abilities and skills belongs to every teacher who uses books in his classes. To this end he should know the demands made upon the reader in his field and should provide appropriate reading materials and guidance.

Instruction in Reading

6. An adequate reading program is comprehensive and develops meaning vocabulary, word analysis skills, comprehension and interpretation of the printed page, reaction to the ideas, appropriate speed of reading, competence in the use of books, enjoyment and interpretation of literature, and habits of wide, personal reading.

7. The optimum time for introducing reading can best be determined in light of the factors that insure success in learning to read such as the child's facility in oral-language, his extent of experiential background, and his development of perceptual skills. While the time will vary with individuals, care should be taken lest progress is impeded by premature or belated introduction of reading.

8. In view of the complex nature of reading, no *one* approach to reading instruction is essential or sufficient.

The effectiveness of any method varies with the ability and cultural background of the pupils and the experience, competence and personality of the teacher. The ideal procedure for any class combines the techniques that will best motivate the group, fit their point of mastery, and challenge them to new insights and experience through reading.

9. In view of the wide individual differences among children, which increases with age, the instructional program should be adjusted to individual needs to insure continuity of growth for each child. A judicious combination of whole—class, group and individual instruction is indicated.

10. The interpretation of printed text is buttressed by wide first hand experiences and/or audio-visual aids such as films, filmstrips, recordings, pictures, maps, and regalia of various types.

11. Every child should have easy access to a wealth of reading materials. In addition to public libraries, every elementary and secondary school should have a school library which is staffed by a qualified school librarian and attains the standards recommended by the American Association of School Librarians.

12. The developments of literary tastes and appreciations is the concern of both elementary and secondary teachers. Wide reading of many types of worthwhile books makes a valuable contribution to this end, but should be accompanied by discussion and related activities designed to cultivate taste and discrimination.

Conditions for Insuring Growth in Reading

13. Careful and continuous evaluation of the progress of children is a normal part of day-by-day teaching. It encourages better adaptation of the reading program to the child's needs and earlier detection, prevention, and correction of reading difficulties.

14. In serious cases where the causes of the reading difficulty are complicated and obscure and specialized treatment is required, the services of personnel with special competencies should be made available to the child as soon as the need is apparent.

15. Educators should keep an open mind toward research findings, new methods, and new materials and equipment for teaching reading. We believe, however, that major innovations should be subjected to rigorous, repeated experimentation before being accepted for wide use in public schools.

16. Adequate preparation including one or more separate courses in the teaching of reading should be required in the pre-service education of all elementary teachers and secondary teachers of academic subjects.

17. To strengthen the local reading program and to insure the acquaintance of administrators, supervisors, and teachers with new developments in the field of reading, school systems should provide a variety of inservice educational opportunities that will meet the differing needs of staff members.

Other Considerations

18. Since reading is such an important means of learning, every effort should be made to develop good reading ability on the part of every child. However, those few individuals who will never find reading an effective way to learn should be encouraged to use many alternate paths to learning such as radio, television, and discussion.

19. In view of the public's marked interest in the reading program as shown in current popular literature and the panaceas being recommended by persons who have little knowledge about the teaching of reading, it is imperative that the local school keep its community well informed of the ways in which reading is being taught today

(*Continued on Page Sixteen*)

GARY . . . *A Case Report*

DARREL D. RAY, *Associate Professor of Education, Oklahoma State University*

This case report introduces the reader to Gary (age 9 years, 8 months). Gary is a third grader, his school history reveals only failure and frustration; his parents reflect hopelessness, anxiety and puzzlement. His teachers refer to Gary in terms of laziness, indifference, immaturity and emotional maladjustment.

A Reading Center examined Gary. This diagnostic procedure was followed: (1) determining potential, (2) evaluating reading performance, (including sub-skill growth), (3) examining physical and environmental limitations, and (4) preparing recommendations based on the diagnosis.

The report, sent to the remedial reading teacher, the school psychologist, the classroom teacher, and in a modified form, to the parents, clearly reveals the nature of Gary's reading problem.

I. *Tests Administered*:
   - A. *Peabody Picture Vocabulary Test — Form B,* American Guidance Service, Inc., Philadelphia
   - B. *Wechsler Intelligence Scale for Children,* The Psychological Corporation.
   - C. *Wide Range Achievement Test* (Reading Section) Psychological Corp.
   - D. *Gates-McKillop Reading Diagnostic Tests—Form 11.* Bureau of Publications, Teachers College, Columbia University.
   - E. *Durrell Analysis of Reading Difficulty — New Edition.* World Book Co., New York City, N.Y.
   - F. *Gates Primary Reading Test — Form 1* (PPR, PWR, PSR), Bureau of Publications, Teachers College, Columbia University.
   - G. *Gray Oral Reading Test — Form D.* The Bobbs-Merrill Co., Inc.
   - H. The Informal Reading Inventory — Lyons-Carnahan Publ. Co., Inc.
   - I. Keystone Visual Survey Tests. Keystone View Co., Meadville, Pa.

II. *Observed Behavior*: Gary was found to be cooperative, responsive, and remained in a happy frame of mind in spite of the numerous errors made. Gary did not complain of fatigue and no fatigue was apparent at any time.

School records revealed a failure in reading beginning "from the very start of school". Gary's potential as reported by the school is in accord with his performance at the Reading Center.

The observations made at the Reading Center concerning behavioral characteristics concur with the school and home reports, both of which indicate many recessive characteristics.

III. *Test Results*:
   - A. *Peabody Picture Vocabulary Test — Form B*
     C.A. 9-8 M.A. 10-4 I.Q. 103
   - B. *Wechsler Intelligence Scale for Children*: Results of this test place Gary in the average classification of general intelligence. This test is divided into two parts, each designed to test specific areas of general intelligence. Part I (verbal) includes test of general information, comprehension, arithmetic, vocabulary, similarities, and digit span. Gary had average success with all portions of this sub-test.

Part II (performance) includes tests of picture completion, picture arrangement, block design, and object assembly. Gary had average scores on all portions of the sub-test.

The general intelligence classifications as determined by this test indicates that intellectual capacity should not account for Gary's reading difficulty. Considering intelligence alone, Gary should have average progress in the classroom.

C. Wide Range Achievement Test: Reading Section — Grade Equi 1.8.

D. *Gates McKillop Reading Diagnostic Test — Form 11*

	Grade Score	Rating
1. Oral Reading	1.7	VL*
2. Words: Flash	1.7	N*
3. Words: Untimed	2.1	High
4. Phrases: Flash	1.3	L*
5. Knowledge of Word Parts		
Giving Letter Sounds	3.0	High
Naming Capital Letters	2.0	High
Naming Lower-case letters	2.0	N*
6. Recognizing the Visual Form of Sounds		
Initial Letters	3.0	High
Final Letters	3.7	High
Vowels	3.8	High
7. Auditory Blending	4.0	High

E. *Durrell Analysis of Reading Difficulty* (New Edition)

Oral Reading Time — Below the scoring on the test below 1st Grade.
Comprehension — Fair.

Silent Reading Time—Below the scores given for test below 1st Grade.
Comprehension — Poor.

F. *Gates Primary Reading Test — Form 1*

	Reading Grade	Reading Age
Word Recognition	2.33	7.6
Sentence Reading	2.45	7.7
Paragraph Reading	2.1	7.3

G. *Gray Oral Reading Test* — Form D: Grade Equivalent 1.0 (Total Passage Scores 0).

H. *The Informal Reading Inventory* — Lyons & Carnahan
Pre-Primer 1 83% Word Recognition, about 35 w.p.m.
Pre-Primer 2 89% Word Recognition, about 32 w.p.m.
Primer 60% Word Recognition, 23 w.p.m.

IV. *Test Interpretation*: Both the *Informal Reading Inventory* with a score below the Pre-Primer level for instructional purposes and the *Durrell Analysis of Reading Difficulty* indicate that Gary's reading at the present time is at the first stage of beginning reading. This is further substantiated by the *Gray Oral Reading Test* (Grade Equivalent 1.0), the *Gates McKillop Reading Diagnostic Test* as well as the *Wide Range Achievement Test* record scores which place Gary at a grade equivalent of 1.7 and 1.8 respectively. In checking Gary's errors made during the testing, it was found that at least 16 of his errors were in words at the Pre-Primer II level. From this information it is felt that Gary is retarded by at least 2.4 years, as his read-

*VL—Very low in relation to oral reading performance indicates area of weakness.
*N—Normal progress in relation to oral reading performance.
*L—Low in relation to oral reading performance indicates area of weakness.

ing expectance is 4.1 years when computed from the intelligence test and using the Bond Formula.

Instructional reading should begin at the Pre-Primer II level, with special emphasis on:

A. Developing a sight vocabulary

B. Developing word recognition skills in a meaningful setting.

a. Visual Perception — Word Parts

1. Initial: (Although Gary scored high on "Giving letter sounds" from *Gates McKillop Reading Diagnostic Tests*, he failed to use this knowledge in several instances while reading — Example: Hide-ride, Cock-rock, limb-climb, was-saw, we-he, make-like, I-and, said-was
2. Medial: (Short sound of vowels, especially, Gary was unable to give any sound of a vowel other than its long sound). Developing an awareness of observing the middle of words, and using his knowledge of letter sounds here also.
3. Final: Expand Gary's observation of the ending of words.

V. *General Recommendations*: It is recommended that an adjusted developmental reading program beginning at the Pre-Primer II level should be inaugurated by the classroom teacher and particular attention given to:

A. Developing a sight vocabulary: It is recommended that a sight vocabulary be developed before an intensive phonic program is initiated. These sight words should include phonetically consistent words of one sylable developed through the use of verbal context clues, picture clues, etc. For example, bat, cat, rat, hat, all have concrete referrents and also could be used effectively to teach phonic generalizations.

The word recognition program should begin with visual and auditory discrimination of initial consonant and substitution of consonants in the initial position to form new words. The program should proceed from that point in a developmental approach (outlined in the teacher's manual for any good basal series).

At the level of initial instruction a vocabulary that is instantly recognizable consists of two major types of words,

Type One:

(1) noun markers (a, the, some, etc.)
(2) verb markers (am, are, is, was, have, etc.)
(3) phrase markers (up, down, in, out, etc.)
(4) clause markers (if, because, that, why, etc.)
(5) question markers (who, why, how, etc.)
(6) certain common nouns, useful and necessary to understand simple material (man, boy, dog, girl, mother, father, kitten, etc.)

Type Two: Phonetically consistent words to be used in phonics instruction.

These sight words serve two important functions in a child's reading program (1) provides consistent recognition practice for many of the words most frequently used, and (2) provides the basis for a structured phonics program. Words from *Type One* (above) should be presented in context, *Type Two*, can be presented using picture clues, verbal clues and context clues.

A check of the words from the Pre-Primer I level is suggested. These words may be taken from the manual of the basic

series which is followed. The check may be followed by presenting words from the Pre-Primer II level in a flash and also untimed presentation.

A variety of materials is now available which is high in interest and low in vocabulary. Several series, e.g., *Sailor Jack, The Buttons, Jim Forest,* and *Cowboy Sam,* to mention a few, are most helpful in developing word recognition in a meaningful setting. Sight vocabulary is further developed and strengthened by exercises in which the words being emphasized at the time are utilized.

B. Developing word recognition skills in a meaningful setting, beginning with the following:
   1. Visual Perception — Word Parts
      a. *Initial* (emphasis on Gary's using his knowledge of letter sounds in recognizing words. Errors noted during the testing were the substitutions of y-u, w-y, z-x, a-i, p-q. Make certain Gary is scanning the words from left to right as the reversal of was-saw was noted several times.)
      b. *Medial* (Learning the short sound of vowels; emphasizing an awareness of both the consonant and vowel sounds in words.)
      c. *Final* (To develop observation of the ending of words, and make use of his knowledge of these sounds in recognizing the word.)

Gary's rate of reading as indicated from the *Gates McKillop Diagnosis Tests* and the *Durrell Analysis of Reading Difficulty,* as well as the *Informal Reading Inventory* needs to be increased. It is felt that when a sight vocabulary is built up the rate of reading will increase. No attempt should be made at this time to increase the rate of reading other than through increased speed of perception of known words and phrases.

VI. *Specific Recommendations*:
   A. To develop a sight vocabulary and word recognition skills the following are suggested materials which might be used.
      1. Because of the number of confusions, reversals, etc., it is recommended that a Kinaesthetic approach (The Fernald-Keller Technique) be used with Gary for at least a portion of his reading program. An outline of the use of the approach is available at the Developmental Reading Center.
      2. Basal Manual and accompanying workbooks (Pre-Primer II level.) It is recommended that a basal reader other than the one adopted by the school be used with Gary.
      3. Exercises using basic vocabulary being developed:
         a. Exercises in which a word is so much expected that the recognition will be rapid. (Ex.—We can ride a_____tree horse farm)
         b. Exercises in which a child finds the correct word in a list on the blackboard as the teacher gives the clue. (Ex.—Find the word in the list which tells us where we "clue" eat dinner, play "words" out-doors, table.)
         c. Exercises which require meaningful scanning of a list. (Ex.—1. See how fast you can draw a line around all the things which run.

horse	run	house	cat	girl	store
tree	dog	boy	road	pig	three

      4. Remedial procedures used for correcting:
         a. Initial Errors (designed to focus attention on beginning of words)

1. Building of a picture dictionary by the child
2. Exercises in alphabetizing words
3. Sorting labeled pictures for filing

5. Multiple choice questions in which attention is given to initial element.
   a. Ex.—The man put on his boat goat coat
6. Classification exercises that emphasize initial sounds and word meanings.
   a. Find every word that starts like "crack" and is something we can eat.

crab	candy	cradle
apple	dried	crumbs
creep	crown	cream

   b. Middle Errors (result of limited knowledge of vowel sounds)
      1. Exercises which teach the phonetic sounds of vowels.
      2. Methods that encourage the child to inspect words in an orderly fashion.
      3. Copying some of the words which cause difficulty may help.
      4. The use of context as a check on accuracy.
      5. Multiple choice exercises which help by forcing the child to attend to the middle parts of words.
         a. Ex.—The pig was in the pen pan pin
   c. Ending Errors (Not to be overemphasized to the neglect of initial elements)
      1. Exercises designed to increase knowledge of variant endings, families of words and suffixes. Exercise should be in contextual settings.
         a. Ex.—Finish the word. It should rhyme with *call*
            The boy was playing with a b_____ (tall back ball)
7. Fish Pond Game—in which words are attached to paper clips and a child uses a pole with a magnet on the end of the line. If the child can read the word that he fished out of the pond at a glance, it is caught. If he has to study the word, the fish got away.
8. Koitmeyer and Ware, *Conquests in Reading*, Webster Publishing Co., St. Louis, Mo. (consonant sounds and vowel sounds—pp. 1-4, 8, 14, 15, 20, 21, 25, 26); later pages 42-43, 64, 66) (Sight words—pp. 11, 17, 23, 28, 45, 52, 59) (Word recognition skill—development of—42, 49, 50, 53, 56, 61)
9. Word flash cards and phrase cards
10. Cynthia Buchanan, *Programmed Primer*, McGraw-Hill Book Co., Inc.

B. To promote reading in interest areas:
   1. Edith McCall, *Buttons at the Zoo*, Benefic Press, Chicago.
   2. Edna Walker Chandler, *Cowboy Sam and Freckles*, Benefic Press.
   3. Robinson, Monroe, Artley, *Fun With Our Family*, Scott Foresman, Chicago, Ill.
   4. Selma & Jack Wasserman, *Sailor Jack and Eddy*, Benefic Press.

C. It is recommended that the parents be asked to provide tutorial assistance for Gary. The present level of development indicates that the reading problem will become more severe. The parents should be made aware of the fact that Gary's problem is severe enough that tutoring, special grouping, and special help will continue for a lengthy period of time.

D. It is recommended that Gary be encouraged to participate in a summer remedial program.

The President's Letter

By Bernard R. Belden
President of Oklahoma Reading Council

The response to THE OKLAHOMA READER has been most gratifying. At this early date it appears that the journal will fulfill the expectations of the Board of Directors in extending the work of the Oklahoma Reading Council to teachers in every part of the state. The Board of Directors expressed their satisfaction with THE OKLAHOMA READER by approving its publication schedule through May of 1968. Further, the Board of Directors established a Publications Committee to set policy and guide the work of the editorial staff. Mrs. Kathryn Smith of Weleetka was appointed as chairman with Mrs. Mary Blevins of Oklahoma City and Dr. John Rambeau of University of Oklahoma as members.

The Oklahoma Reading Council has recently taken action concerning another of its responsibilities in assisting in the establishing of local councils. In March Mrs. Mahana Hartfelder, Mrs. Gwen Hart and myself had the honor of conducting a Saturday morning workshop at Duncan. Over 75 teachers and administrators were present and indicated interest in forming a reading council. We should hear from them in the near future about their plans.

Some 80 teachers in the North-central area of the state met in Stillwater on March 25 to organize their council. They were able to adopt their constitution and bylaws and elect their officers. They have submitted their application for a charter from IRA and under the leadership of Mrs. Florence Holbrook are off to a flying start. Congratulations and good luck.

It is my pleasant responsibility to say thank you to the many people who assisted in the many capacities at Ada in making the Annual Spring Meeting of ORC a truly significant conference.

The Oklahoma Reading Council has had a busy year. It will be one that I will not soon forget. In June my tenure as President will come to an end and soon I will be able to return to the ranks of ORC as a member. Mrs. Sally Augustine of the Oklahoma City Schools will assume office as President for the 1966-67 year and I can assure you that many exciting things are being planned for us in the Oklahoma Reading Council by Mrs. Augustine and the Board.

Stillwater, Oklahoma
April, 1966

Some Things We Know . . .

(*Continued from Page Ten*)

and the results attained. The parent as well as the teacher has a deep concern for the progress of his child in reading and should understand the school's reading program and the child's progress.

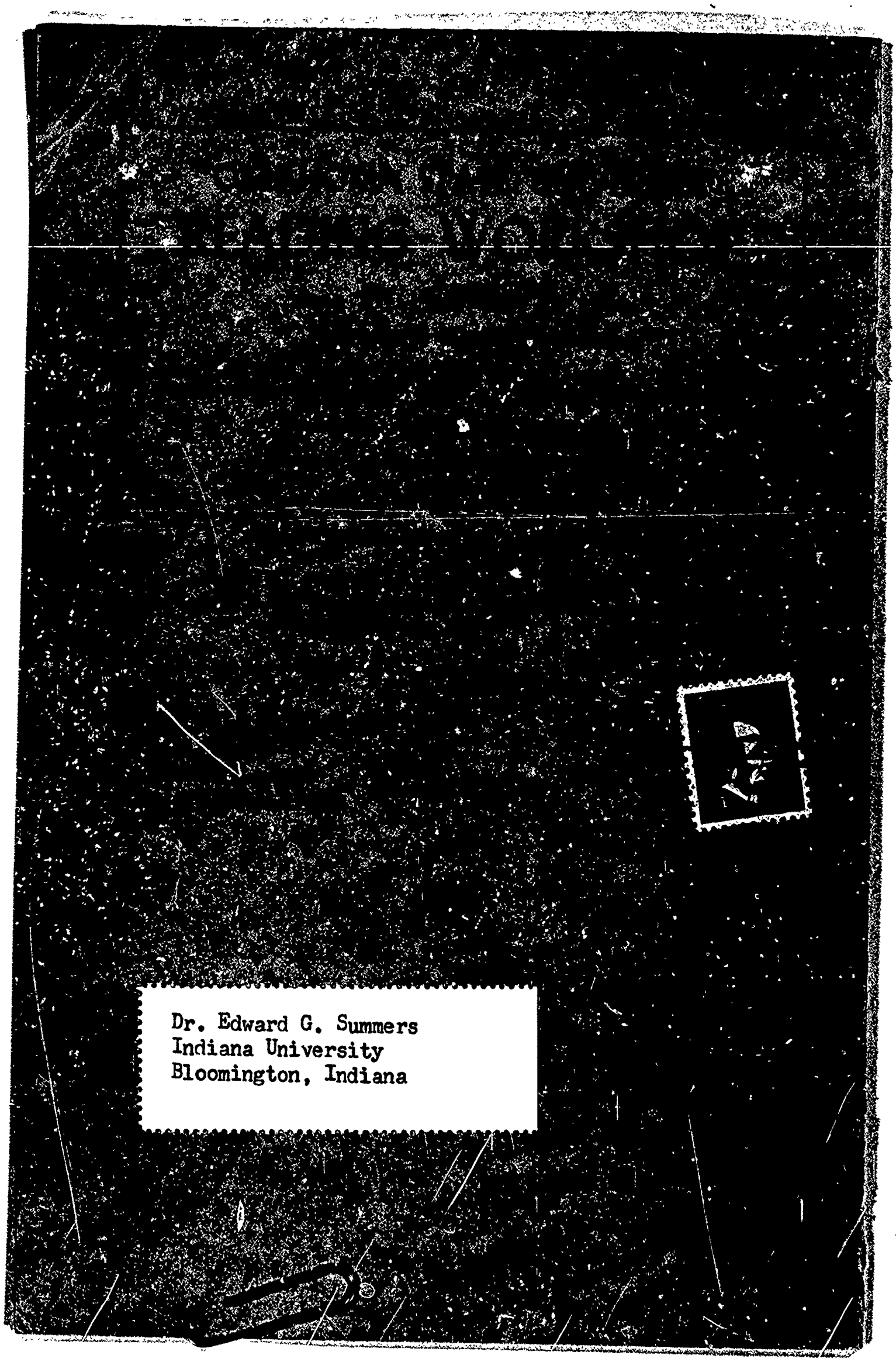
20. Parents in turn may explain to teachers what children have experienced at home that might relate to reading. Parents should see that their children have access to good books and thus arm them against the salacious literature on news stands. Also, by encouraging children to read for information and pleasure, parents can help them experience a growing satisfaction in reading.

*Prepared by the IRA Committee on Timely Issues: Althea Beery, George Manolakes, Helene M. Lloyd and Gertrude Whipple, Chairman.

Submitting Manuscripts

for

The Oklahoma Reader



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