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Abstract

This reading program guide was developed as an inservice ESEA/Title III project in order to improve reading instruction in self-contained classrooms of grades 1 through 7 at the Louisa (Kentucky) Elementary School. Sequences of reading skills were divided into 12 primary and 16 intermediate levels, and students progressed from one level to another at their own achievement rates. Each intermediate grade had four reading levels, and the four classroom teachers within each grade complex rotated from one group to another each 8 weeks. Games, materials, and equipment are suggested in the guide, and sample lesson plans at each level are included. The objectives, diagnostic procedures, and curriculum outline for the school reading clinic are presented. Sample diagnostic and report forms are appended. (CM)

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EASTERN KENTUCKY EDUCATIONAL DEVELOPMENT CORPORATION

Region VII, Title III, E.S.E.A.

Louisa Elementary Reading Program

Wm. A. Cheek, Superintendent

August , 1968

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This book is a beginning.

It is a door opening into a totally different kind of education, but we know that the first step is the most difficult. We can already see changes which we will want to include in the future. The following plans have emerged after much toil, tears, frustrations and one multiple fracture. Pansy Walker deserves special thanks from all of us.

If it were not for the enthusiasm and encouragement of Supt. William A. Cheek, this program would not have been developed.

"Let there be light---" and it came
with red tie, red socks, and a red
handkerchief!

Louisa Elementary School
Intensely Interested Innovators

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INTRODUCTION

Following a year's intensive investigation of promising reading programs in various locals, Louisa Elementary School has established a pilot program designed to remove barriers and the fear of failure which students too often experience in traditional settings. The underlying philosophy of the innovative program stresses respect for each individual. Each child is considered to be an individual with potentialities which may be nurtured through education. Constant diagnosis and evaluation by teams of teachers will be a natural outgrowth of the program.

Louisa Elementary School has the personnel, facilities and atmosphere which should be conducive to effective learning, as teachers have spent hundreds of hours of in-service study aimed at up-grading the education of students in their care. The students have been assigned heterogenously to homerooms, and they will remain in their rooms for much of their daily school work. The total reading program has been divided into levels, and as the child achieves more mastery in reading, he will progress to a higher level. In each reading classroom, the teacher will provide instruction individually, in small groups, and in total groups, depending on the skill being developed. Each child will progress through a level at his own rate, the element of time pressure being removed, and provisions are made for new and stimulating materials within each level. The child will have the opportunity to remain at a level with dignity, until he has mastered the skills of that level. During the school months, teachers will help children make as much progress as they can.

Among the innovations for the Louisa Elementary program are the reading clinic and the rotation of teachers within the intermediate grades. A reorganization of scheduling and staffing will permit children to have the expertise of instruction from at least four teachers in the area of reading. Services of the reading clinic are described in this booklet.

For perhaps the first time in educational history, human relations have become extremely important. The success of the pilot program depends upon the understanding and cooperation of the teaching staff. Behavior indicative of friendship, mutual trust, respect and warmth of relationship between members of the staff, students, and administration is vital. A sense of security in the participants is important and an administrator who has special empathy for teachers who are trying these innovations is all important. We feel that Louisa Elementary School has met these criteria under the guidance of Supt. William A. Cheek. The teachers have worked very hard, and their cooperative effort has brought into being the Louisa Elementary Pilot Program in Reading. Remember, it takes everybody pushing to get the cart down the road.

Special thanks to the many people who helped in the reproduction of this booklet--Ralph Webb, Charlie Lemaster, James Check, Agnes Conley, and Title III Coordinator, Hartzel Jennings.

The following information, materials, etc., were developed by participants in the summer workshop:

PRIMARY

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PRIMARY

Level I

I. Vocabulary

A. Word Recognition

1. Create an interest in reading
2. Learn the letter names of alphabet
3. Learn the phonological sounding of alphabet
4. Matching capital and small letters
5. Left to right movement and accurate return sweep
6. Associate meanings with symbols--learn that there is meaning in printed symbols.
By--labels, experience charts, bulletin boards, shapes, etc.
7. Training in ability to hear likenesses and differences in words and sounds.
 - a. Intensity--games; play train
Syllables--Basket Potato
Everywhere something
 - b. Pitch--pitch notes, stories
"The Three Bears" stories.
 - c. Timbre--whistles, balloons, horn, etc. Use words to describe sounds whenever possible.
Words--marked; Big horse; slight; big, pig.
 - d. Duration and Sequence--musical tones--Jingles and Rhymes--hippoety Hop.

B. Visual

1. Develop efficient habits of careful observation.
2. Ability to recognize colors, shapes and sizes, positions and place; internal detail of objects.
3. Observe likenesses and differences in letters
 - a. Visual attention exercises non-letter forms.
 - b. Matching letters and words.
4. Observe likenesses and differences in words.
5. Learn up and down.
6. Observe what is missing.
7. Observe large and small.
8. Classifications
9. Sequence
10. Opposites
11. Kinesthetic values .
 - a. Smell
 - b. Taste
 - c. Feel
 - d. See
 - e. Hear

Yardstick for measuring progress will be a check list for each child listing each of the above things.

Materials to be used to implement Level I program:

1. Alphabet flash cards.
2. Alphabet phonic cards.
3. Seat work for the above
4. Readiness filmstrips.
5. Charts.
6. Reading machine.
7. Overhead projector--transparencies alphabet; Likes and differences etc.
8. Filmstrip projector--phonic--beginning sounds.
9. Tape recorder and tapes.
10. Suette and record player--records.
11. Seat work.

LEVEL II

1. Vocabulary
 - A. Word Recognition.
 1. Create an interest in reading.
 2. Develop an ability to remember words taught.
 3. Develop ability to recognize words, phrases, and sentences.
 4. Learn to use context and picture clues.
 5. Review visual discrimination of letters and forms, shapes etc.
2. Perceptive Skills
 - A. Auditory
 1. Train in accurate enunciation and pronunciation. (a good model set by the teacher is of greatest importance.)
 2. Develop idea that one printed word stands for one spoken word. (Example: own name)
 3. Review ability to hear likeness and differences
 4. Develop ability to hear that a word is long or short. (Example: elephant - cat)
 5. Develop ability to hear the same word repeated (Example: Baa, Baa Black Sheep)
 6. Develop ability to hear rhyming words.
 7. Strengthen memory perception.
 8. Strengthen listening habits.
 9. Develop basic word recognition techniques.
 - a. Identify words in various settings.
 - b. Identify words with large and small letters
 - c. Understand meaning of words.
 - d. Use the word.
 - e. Word analysis.
3. Word Analysis
 - A. Phonics (skills in both oral and visual recognition)
 1. Single initial consonants - b, d, f, h, j, k, l, m, n, p, r, s, t, v, w, y, z.
 - B. Word form clues.
 1. Length of words
 2. Up and down stems R Y T.

3. Circle and round clues O a
- C. Develop skills for proper handling of books.
 1. Start from front to back.
 2. Turn page by taking top right hand corner.
 3. Look at left hand page first.
 4. Use nothing thicker than a book marker to mark the place.

Yardstick for measuring progress will be a check sheet with each of the above listed.

Materials to be used will be the same as for Level I and the pre-primer.

LEVEL III

1. Vocabulary

A. Word Recognition

1. Understanding printed symbols.
2. Verify statements.
3. Finding answers to questions.
4. Sequence.
5. Interpretation or understanding punctuation.
6. Identify new words by picture clues.
7. Extend and enrich word meaning through a variety of experiences.
8. Develop ability to hear the beginning sound, middle sound, final sound.
9. Develop ability to hear differences in words.
10. Strengthen memory perception.
11. Strengthen listening skills.
12. Identify the word in various settings.
13. Recognition of both large and small initial letters.
14. Understand meaning of word.
15. Use the word.

B. Oral Expression

1. Train in the use of whole sentences.
2. Train in the use of new expressions and words to enrich his vocabulary.
3. Train to keep a series of events in sequence.

2. Phonics

- ##### A. Initial consonant blends st, sp, fr, sn, sm, sw, t, bl, gl, fl, pl, cl, sh, ca, th, wh.

3. Structural Analysis

- A. Endingd - s, ed, ing er.
- B. Compound words made up of familiar words, e.g. int.
- C. Little words in big words - hold.

4. Context clues

- A. Oral clues
- B. Printed context clues
- C. Pictures clues

5. Comprehension
 - A. Verify a statement.
 - B. Draw conclusions from given facts.
 - C. Recall what has been read.
 - D. Perceive events in sequence.
 - E. Learn to develop independent work habits.

6. Oral and Silent Skills
 - A. Oral Reading
 1. Use correct punctuation.
 2. Use correct phrasing.
 3. Use proper voice intonation to give writer's meaning.
 4. Read with a pleasing voice.
 5. Have good posture and appropriate handling of book.
 6. Understand simple punctuation . ! , ? " .

 - B. Silent Reading
 1. Read to find simple answer.
 2. Lip movement.
 3. Whispering.

Use the same yardstick for measuring.
 Use the same machines.
 Begin the use of short story filmstrips.
 Seat work--workbooks.

LEVEL IV

Review previous level.

1. Vocabulary
 - A. Word Recognition and Meaning
 1. Present new words.
 2. Use new words.
 3. Find how the word begins.
 4. Find the medial sound.
 5. Find the final sound.
 6. Develop a strong feeling of sentence structure through oral activities.

2. Comprehension
 - A. Develop a desire and need to read.
 - B. Develop an appreciation of good literature.
 - C. Develop ability to listen and maintain interest.
 - D. Develop language - fact relationship.
 - E. Train in ability to do problematic thinking.
Main ideas - Important details - Reasonable conclusions
 - F. Develop methods of remembering. Association - classification.
 - G. Train in keeping a series of events in proper sequence.
 - H. Train in use of complete sentences.
Puff, Puff and Spot. Puff and Spot are jumping over the box.
 - I. Strengthen memory perception classification and association.

- J. Learn to create sounds in their imaginations.
- K. Learn to create pictures in their imagination that flow into each other.
- L. Learn to develop independent work habits.

3. Phonics

- A. Teach "C" as in can before "C" as in cent,
- B. Teach "G" in go before "G" as in giraffe.
- C. Consonant in final positions.
- D. Medial sounds.
- E. Incidental teaching of vowels.
- F. Review all blends.
- G. Teach short vowel o o a i.
- H. Teach long vowel o o a i.

4. Word Form Clues

- A. Double letters - tt; ff; etc.

5. Silent Reading

- A. Reading with out vocalization.
- B. Read for facts.
- C. Read to find answers.
- D. Read to find location.
- F. Interest in a wide variety of suitable materials.

6. Comprehension

- A. Listening for directions.
- B. Following directions.
- C. Find answers to questions.

PRIMARY BLOCK

Level 5

A. Comprehension

1. To promote skill in understanding story plot through the reading of both context and pictures.
2. To promote the ability to interpret orally the mood and the conversational text of the story.
3. To continue to develop the ability to read for details, such as reading to follow directions and to answer questions.
4. To promote skill in the recall of sequential order of events.
5. To promote the ability to read independently material in which there are few unfamiliar words.
6. To promote some skill in reading critically, such as recognizing the statement that is false, discarding the irrelevant, regarding a silly or slightly improbable statement as humorous.

B. Word-Study Skills

WORD MEANING 1. To continue to build meaningful associations for sight words through the use of (1) contrast and comparison, (2) oral context clues, (3) dramatic play or pantomime, (4) simple classification, and (5) pictorial illustration.

2. To promote the understanding that some words have more than one meaning, and to develop some skill in choosing the correct meaning to fit the specific context.

3. To increase listening and speaking vocabularies through language experiences.

WORD RECOGNITION 1. To develop accurate recognition of the ninety-nine sight words in the basic Ginn vocabulary.

2. To further develop the ability to recognize words beginning with both the capital and the lower case form of the letter.

3. To promote skill in the use of the general pattern or configuration of the words as an aid to recognition.

4. To develop the ability to use context clues to check recognition of words.

PHONICS

1. To develop the ability to combine the visual and auditory perception of identical elements in words (1) that begin with the same consonant, (2) that begin with the same digraph, (3) that have rhyming endings, (4) that end with the same consonant.

2. To promote skill in noting likenesses and differences in word forms.

3. To develop the ability to use both context and phonetic clues to supply orally a word that will be presented in the basic reading vocabulary at a later time.

4. To develop some skill in the use of phonics to identify unfamiliar words.

PRIMARY B LOCK

Level 5 (page 2)

STRUCTURAL ANALYSIS

1. To develop the ability to recognize both the root word and the variant when (1) s is added to show possession, (2) s is added to show the plural form of nouns, and (3) s and ed are added to known verb forms.

II GOOD READING HABITS

1. To promote correct handling of books and materials
2. To establish the habit of reading left to right and line by line with few regressive eye movements, and of using the correct eye movement during the reading of a runover sentence.
3. To promote the habit of reading silently before orally.
4. To promote the habit of using the table of contents to find a new story and the new unit title.
5. To encourage the habit of noticing and reacting to various kinds of reading materials in the classroom such as bulletin-board notices, charts, and posters.
6. To promote the habit of applying word-study skill to identify unfamiliar words while reading independently.

III ATTITUDES AND APPRECIATIONS

A General

1. To develop the attitude of expecting pleasure and satisfaction from the reading of books.
2. To further develop a sense of responsibility on the part of both listener and reader during oral reading activities.
3. To develop an appreciation for the use of appropriate titles for stories, books, and units within a book.

B. In Relation to the Context

1. To promote the understanding that there are many different ways for children to have fun both with grown-ups and each other.
2. To foster appreciation for the thoughtfulness of people outside the immediate family circle: an aunt, an uncle, the truck driver.
3. To develop an understanding of the possibilities for fun and excitement to be found on a farm.
4. To provide opportunities for laughter and escape from tension through the clever and ridiculous antics of mechanical toys, pets, and animals characterized as humans.
5. To promote some skill in the analysis of personality patterns through the discussion of characters, their actions, and their possible feelings.

PRIMARY BLOCK

Level 6, ,

I. Skills

A. Comprehension

1. To promote skill in the interpretation of story plot.
2. To promote the ability to interpret orally the mood and conversational text of the story.
3. To continue to develop the ability to read for details, to recall the sequential order of events, and to understand the main idea expressed in a group of related sentences.
4. To promote the ability to read creatively in such ways as anticipating plot development, drawing conclusions, making generalizations, and enjoying sensory images.
5. To promote the ability to follow increasingly more complex directions in independent activities related to reading.
6. To promote skill in reading critically in such ways as
 - a. Recognizing the statement that is false
 - b. Discarding the irrelevant statement
 - c. Choosing the pertinent idea from among ideas related but not pertinent.
 - d. Regarding as humorous a silly or highly improbable statement.

B. Word-Study Skills

1. Word Meaning

- a. To continue to build meaningful associations for sight words through the use of
 1. Contrast and comparison
 2. Context clues
 3. Dramatic play or pantomime
 4. Simple classification
 5. Pictorial illustration
- b. To promote the understanding that some words have more than one meaning, and to develop some skill in choosing the correct meaning to fit the specific context.
- c. To develop increased understanding of the pronouns and conjunctions used in the basic vocabulary of the first reader.
- d. To increase listening and speaking vocabularies through language experiences.

2. Word recognition

- a. To develop accurate recognition of the one hundred seventy-one words presented in the basic vocabulary of the book.
- b. To promote skill in the use of the general pattern or configuration of the word as an aid to recognition.

PRIMARY BLOCK

Level 6 page 2)

- c. To develop the ability to use context clues to check recognition of words.
- d. To teach the names of all letters in the alphabet as an aid in writing words and in retaining a sight vocabulary.

3. Phonics

- a. To develop the ability to combine the visual and auditory perception of identical elements in words
 - 1. That begin with the same consonant
 - 2. That begin with the same digraph
 - 3. That have rhyming endings
 - 4. That end with the same consonant
 - 5. That begin with the same consonant blend.
- b. To develop some skill in attacking a new word by affixing or substitution an initial or final consonant to a known word.
- c. To develop some skill in attacking new words through comparison with old words.
- d. To develop some skill in the use of both context and phonetic clues to identify unfamiliar words.
- e. To develop some skill in building a new word by affixing a blend or a digraph to a known word.

4. Structural Analysis

- a. To develop the ability to recognize both the root word and the variant when;
 - 1. 's is added to show possession
 - 2. s or es is added to show the plural form of nouns
 - 3. s,ed,d, and ing are added to known verb forms.
- b. To develop the ability to recognize the parts of compound words and to build a few new compound words from known words.

II. Good Reading Habits

- A. To promote good habits for the handling and care of books and materials.
- B. To promote the habit of reading silently before reading orally.
- C. To promote the habit of using the table of contents to find a new story and the new unit title.
- D. To encourage the habit of noticing and reacting to various kinds of reading materials such as bulletin-board notices, charts, and posters.
- E. To promote the habit of applying word-study skills to identify unfamiliar words while reading independently.

PRIMARY BLOCK

Level 6 (page 3)

III. Attitudes and Appreciations

A. General:

1. To develop the attitude of expecting pleasure and satisfaction from the reading of books.
2. To develop the habit of using printed materials to gain information to satisfy personal needs.
3. To develop a sense of responsibility on the part of both listener and reader during oral reading activities.
4. To develop an appreciation for the use of appropriate titles for stories, books, and units within a book.

B. In Relation to the Content:

1. To develop increased understanding of the many ways family and neighbors may have fun together during the different seasons.
2. To provide opportunities for identification with children at Cherry Street School in situations involving work, play, pets, and lost and found articles.
3. To develop an appreciation of the contributions of the storekeeper and the delivery boy.
4. To develop some understanding of the workers who carry messages, who help people have fun.
5. To provide opportunities for laughter through humorous stories about animals in which a real problem is presented and solved by the efforts and ingenuity of the animals themselves.
6. To promote increased skill in the analysis of personality patterns through discussing the characters, their actions, and their possible feelings.

I. Vocabulary

- A. Review previous vocabulary
- B. Sight word development (Dolch list and Ginn list)
- C. Picture context clues
- D. General word configuration
- E. Initial consonants and consonant blends
- F. Rhyming words
- G. Compound words
- H. Contractions
- I. Confusing words
- J. Word meanings--synonyms and antonyms

II. Word Analysis

- A. Strengthen consonant blends
- B. Strengthen word families
- C. Teach phonetic rules

III. Structural analysis

- A. Root words
- B. Word endings--s, ed, ing, en, er, es
- C. Little words in big words
- D. Possessive

IV. Comprehension

- A. Association of ideas
 - 1. Drawing conclusions
 - 2. Sensing relationships
 - 3. Predicting outcomes
 - 4. Associating text with pictures
- B. Comprehension and evaluation
 - 1. Answering specific questions
 - 2. Following directions
 - 3. Remembering important ideas

C. Organization of ideas

- 1. Finding main idea
- 2. Sequential order

D. Locating information

- 1. Finding contents
- 2. Finding page numbers
- 3. Titles

E. Appreciation

- 1. Dramatization
- 2. Story telling

V. Oral reading

- A. Reading clearly, smoothly and distinctly
- B. Read with expression
- C. Observe punctuation marks

VI. Silent Reading

- A. Eliminate lip reading
- B. React to a story and predict outcome
- C. Strengthen habit of applying word-study skills
- D. Skill of finding answers to questions
- E. Skill needed to recognize events in order

LEVEL 8

I. Skills

A. Comprehension

1. Skill in interpretation of story plot
2. Ability to interpret orally mood of a story
3. Ability to appreciate and interpret feelings of characters and identify with them
4. Ability to read for details, locate specific information, verify opinions, and follow complex directions
5. Ability to find main idea by choosing a summary sentence for a paragraph and by writing a sentence which expresses the main idea of the story.
6. Ability to recognize sequential order by retelling a story in proper sequence, by planning steps in an activity, by telling how to make something, and by giving directions in sequence.
7. Ability to read creatively, anticipating plot development, using personal experiences to interpret story situations, drawing conclusions, determining cause-and-effect relationships, seeing inferences and implications, and appreciating sensory impressions.
8. Ability to read critically, recognizing false statements and irrelevant ideas, weighing evidence, and forming judgments for solution of problems
9. Ability to read a variety of materials with pleasure and satisfaction and for a variety of purposes.

B. Word-Study Skills

1. Word Meaning

- a. To continue to build meaningful associations for sight words through recognition of simple definitions, context clues, contrast and comparison, classification, and dramatic play and pantomime.
- b. To continue to promote the idea that some words have more than one meaning
- c. To increase speaking and listening vocabularies.

2. Word Recognition

- a. To develop accurate recognition of the 552 words presented in basic vocabulary readers.
- b. To develop ability to use context clues

Level 8 (continued)

3. Phonetic Analysis

- a. To extend and review the auditory and visual recognition of all consonants in initial, medial, and final positions; the variant sounds of c and g.
- b. To direct observation of the silent letters in kn, wr, gh; the similarity in sound of x and cks and of ng and nk.
- c. To review the two-letter blends and digraphs previously presented and to observe the three-letter blends spr, squ, str, and thr as they occur in the text.
- d. To review and extend recognition of vowel digraphs; observation of diphthongs
- e. To extend recognition of analogous words

4. Structural Analysis

- a. To develop ability to see differences in word structure
- b. To recognize variants of known words made by adding s, es, ed, ing; by changing y to i before endings; by dropping e before endings; by doubling consonants before endings.
- c. To direct attention to comparative degree
- d. To review use of apostrophe- possessive and contraction
- e. Review formation of compound words

II. Good Reading Habits

- A. To encourage critical reading (thinking)
- B. To develop habit of using table of contents
- C. To strengthen habit of applying word-study skills in identifying unfamiliar words while reading independently
- D. To encourage use of books from school and public libraries- (care)

III. Attitudes and Appreciation

A. General

1. To develop attitude of expecting pleasure from reading
2. To encourage habit of using printed material to gain information
3. To develop appreciation of poetry, rhythm, and descriptive uses.
4. To develop sense of responsibility on part of listener
5. To promote good study habits
6. To develop interest in reading
7. To contribute to child's social and emotional security through success in reading.

B. To develop skills in reading in content areas

IV. Oral Reading

- A. Read clearly and distinctly
- B. Read with expression
- C. Read fluently
- D. Read so that listeners enjoy story
- E. Read to create interest (choosing a portion of a story to present in order to make others want to read it)

V. Silent Reading

- A. To select material appropriate for student
- B. To adjust rate of reading according to purpose, stressing flexibility.
- C. To eliminate vocalization and subvocalization
- D. To learn to summarize (precis writing)

LEVEL 9

Review levels 7 and 8

I. Vocabulary

- A. Root or stem words
- B. Sight word development
 - 1. Dolch's 220 word list
- C. Word Clues
 - 1. Initial consonant blends
 - 2. Similar and opposite meanings
 - 3. Compound words
 - 4. Possessives and word endings
 - 5. Confusion words (ex. every, there)

II. Word Meaning

- A. Meanings of words
- B. Synonyms
- C. Homonyms
- D. Identical words

III. Word Attack

- A. Phonics
 - 1. Consonant blends
 - 2. Initial and final Consonant blends
 - 3. Consonant blends in medial position
 - 4. Final consonant blends
 - 5. Word families
 - 6. Phonetic rules
 - a. A single vowel at the beginning or end of a word or syllable is usually short, as in back.
 - b. An "e" at the end of a word usually makes the preceding vowel long, as in ride.
 - c. A single vowel on the end of a word or syllable is long, as in she and my.
 - d. When there are two vowels together, the first is long and the second is silent, as in train.
 - e. Y at the beginning of a word is a consonant; anywhere else it is a vowel, as in yard and bicycle, my.
 - f. (1) C, sounds like K when followed by a, o, or u, as in candy cold, and cut.
(2) C sounds like s when followed by e, i, or y as in cents, city, and bicycle.
 - g. (1) G has the hard sound when followed by a, o, or u, as in gay, goat, and gum.
(2) G sounds like J when followed by e, i, or y as in gentle, ginger, and gypsy.
 - h. When attacking a word, begin with the first vowel in the word or syllable.

IV. Structural analysis

- A. Base, root or stem words
- B. Word endings
 - 1. Review: s, ed, ing
 - 2. Introduce: in, er, es, eat, ful, ly, and y
- C. Change y to i and add es
 - 1. Ex. pony-ponies

level 9 (continued)

- D. Drop final e and adding
 - 1. ex. write=writing
- E. Drop final consonant before adding ing.
 - 1. ex. running
- F. Find a little word in a big word
 - 1. other as in mother
- G. Compound words
 - 1. everything
- H. Contractions
- I. Possessives
- J. Disconnecting printed "fl" and "ll"
 - 1. ex. fish, fly

V Comprehension.

- A. Association of ideas
 - 1. Sensing relationships
 - 2. Drawing conclusions
 - 3. Predicting outcomes
 - 4. Find proof
 - 5. Visualizing plot, setting, characters
 - 6. Associating text with pictures
- B. Comprehension and evaluation
 - 1. Answering specific questions
 - 2. Following printed directions
- C. Organization of ideas
 - 1. Finding main ideas
 - 2. Classifying ideas
 - 3. Following sequence
- D. Locating information
 - 1. Using contents, page number titles
 - 2. Finding specific information
- E. Finding Meanings
- F. Appreciation
 - 1. Dramatizing
 - 2. Illustrations
 - 3. Story telling

VI Oral Reading

- A. Read fluently
- B. Read so that listeners enjoy the story
- C. Read with expression

LEVEL 10

Review level 9

I Vocabulary

- A. Word Recognition
 - 1. 220 sight words (Dolch)

II. New Skills

- A. General word configuration
- B. Prefixes and suffixes
- C. Clarify compound words
 - 1. One known and one unknown word to make compound words
- D. Be able to locate an unknown base word with the suffixes; y, ly, ing, en, er, est.
- E. Syllabication

III. Word Attack Skills

- A. Review Skills
 - 1. Auditory and visual recognition of consonant blend.
 - 2. Two and three letter consonant blends
 - 3. Long and short vowels
 - 4. Recognition of
 - a. Common phonograms
 - b. Differences in configuration of words commonly confused as, was, saw.
 - c. Variants of known words formed by adding as, d, ing, er, est, and drop final e, double consonant, change y to i.
 - 5. Compounds
 - 6. Contractions
 - 7. Vowel sounds
 - 8. Silent letters
 - 9. Context clues
- B. New Skills
 - 1. Forming plurals
 - 2. Syllabications
 - 3. Hyphenated words
 - 4. Accents

IV. Comprehension (Silent Reading)

- A. Review Skills
- B. New Skills
 - 1. Locate details
 - 2. Ability to skim
 - 3. Ability to determine source of material
 - 4. Alphabiting

V. Oral reading

- A. Good volume in pleasing voice
- B. Smoothness
- C. Clear enunciation
- D. Accuracy in word pronunciation and recognition
- E. Skill in following the line, keeping the place.
- F. Ability to convey meaning and feeling effectively

PRIMARY BLOCK

Level 11

Review skills 9 and 10

I. Vocabulary

A. Word recognition skills

1. Automatically recognize common and useful words
2. Develop ability of word association

B. Word Meaning

1. Develop training in getting meaning from context
2. Use words in sentences to show meaning: Homonyms, Antonyms
Synonyms
3. Choose words with similar meaning: Develop the ability of finding the "right word", for the right phrase example said, replied.
4. Recognize and understand the meaning of verbs which change forms and pronunciation to show the change of time.
ex. sleep, slept
5. Use of punctuation in relation to meaning.
6. Use of map skills.

II. Word Attack Skills

A. Structural Analysis

1. Learn rules for syllabication
2. Develop the understanding that accent effect and vowel sound in syllables.
3. Stress prefixes and suffixes

B. Phonetic Analysis

1. Re-teach any principles assigned the primary grades.
 - a. Single and double consonant blends
 - b. Speech Consonants
 - c. Vowel digraphs
 - d. Diphthongs

C. Training the use of dictionary and glossary

1. Alphabetizing
2. Finding words in list that begin with the same letters

III. Comprehension

A. Finding the main idea

1. Choosing titles
2. Summarize
3. Recognizing and discussing

B. Finding details

1. Finding specific information
2. Interpreting descriptive words, phrases, and using vocabulary in new context.
3. Reproduce by illustration
4. Verifying answers

IV. Oral Reading

A. Review skill's previously taught

1. Choral Reading
2. Rate - about the same as one speaks.
3. Variety of pitch
4. Variety in duration of words.

Level 12

Review 10 and 11

I. Vocabulary

A. Introduce new words

1. Review Dolch word list
2. Recognizing syllables in words
 - a. How many syllables in a word
 - b. Rapid recognition of basic words

B. Meaning of words

1. Interpreting word meaning
2. Use of map and pictures to enrich word meanings
3. Configuration (shape of words)
4. Using derived forms

II Word Attack Skills

A. Phonics

1. Syllabication
2. Vowel sounds
3. Accent

B. Dictionary

1. Alphabetize by second and third letter

C. Glossary

1. Dictionary of words for one particular book
2. Use guide words
3. Find meaning to understand what is being read

III Context Clues

1. Review using context clues
2. Review associating ideas with words
3. Review associating ideas with characters
4. Sentence structure
5. Stress capitalization (proper nouns)
6. Poetry
7. Picture, map, and diagram

IV. Comprehension

A. Locating information

1. Table of Contents
 - a. Examine table of contents of several books
2. Book parts
 - a. Finding title page, pictures and guide words.
3. Arranging alphabetically

B. Reference materials

1. The encyclopedia
2. Atlas and maps
3. Magazines, newspapers
4. Dictionaries

C. Reading to organize

1. Outline
2. List sentences in order of event
3. Follow directions
4. Summarize

D. Reading to retain information

1. Aids to retention
 - a. Choice of correct answers
2. Oral and written recall

MATERIALS LIST OF LEVEL 9, 10, 11, and 12

PRIMARY BLOCK

I. Games

- a. Dolch syllable game
- b. Match game set II and I
- c. The End and E game (vowels)
- d. Group Word Teaching
- e. Object - Lotto
- f. Fun with Rhymes
- g. Word blends
- h. Word suffixes
- i. Word prefixes
- j. Consonant - Lotto
- k. Phonic word builder
- l. Phonetic Quismo
- m. Consonant Pictures
- n. Objects that Rhyme
- o. Picture Phonic Cards
- p. Lets Learn Sequence
- q. Word Builder
- r. Phonics - sounds in words
 1. Part I - Consonants - book 7
 2. Part II - Vowels - book 8
 3. Part III - Syllables - book 9

II Flash Cards

- a. Vocabulary
- b. Phonics
- c. Consonants
- d. Blends
- e. Vowel
- f. Syllables
- g. Two letter Consonants

III Machines

- a. Movie Projector & Film Strip
- b. Suzette
- c. Record player
- d. N. D. L. Reading machine
- e. Tape Recorder
- f. Tach X
- g. Overhead projector

IV. Miscellaneous

- a. Sentence Strip
- b. Posters
- c. Tapes
- d. Charts
- e. Maps

V. Books

- a. Ginn Basal Readers
 1. Finding New Neighbors
 2. Friends Far and Near
- b. My Do and Learn Book
- c. Activity Sheets
- d. S.R.A. Kits
 1. Programmed Reading Kits

LEVEL 12 (continued)

- E. Reading to evaluate
 - 1. Facts from opinion
 - 2. Judge reasonableness and relevancy
- F. Read for Appreciation

V. Oral Reading Skills

- A. Recognize and reproduce words with speed and accuracy
- B. Interpret marks of punctuation accurately.
- C. Read in a pleasant and well-medulated voice.
- D. Express emotion
- E. Dramatize portions of the story
- F. Choral reading and poetry
- G. Listening appreciation
- H. Creative response

INTERMEDIATE BLOCK

INTERMEDIATE SECTIONS

*** Fourth Complex

<u>Levels</u>	<u>Teacher</u>
13	Kathleen Cordle
14	Cloral Arrington
15	Wilma Jean Lemaster
16	Elsie Jones

Teachers will rotate from one level to another in reverse order at the end of each eight weeks. First rotation: Teacher of level 13 will move to level 16. Teacher of level 16 will rotate to level 15, etc.

Fifth Complex

<u>Possible Title</u>	<u>Level</u>	<u>Teacher</u>
Charlie Brown's Gang	17	Lucy B. Elkins
Freddy's Gang	18	Staff
Nancy's Gang	19	Staff
Snuffy Smith's Gang	20	Wilma Chapman

Teachers will rotate in reverse order from one level to another at end of each eight weeks. First rotation: Teacher of level 17 will go to level 20. Teacher of level 20 will rotate to level 19, etc.

Sixth Complex

<u>Levels</u>	<u>Teacher</u>
21	Ernestine Kennedy
22	Staff
23	Sue Varney
24	Mary Thompson

Teachers will rotate from one level to another in reverse order at the end of each eight weeks. First rotation: Teacher of level 21 will rotate to level 24. Teacher of level 24 will rotate to level 23, etc.

Seventh Complex

<u>Levels</u>	<u>Teacher</u>
25	Nancy Kearns
26	Mary Lou Sparks
27	Elaine Butler
28	Elva Johns

Teachers will rotate in reverse order.

Intermediate

I. How to define reading levels for the 4th, 5th, 6th, and 7th grades.

A. Tests and teachers observations.

High - 4.6 - 8² grade level - 34 pupils

High Average - 3.7 - 4.4 - 29 Pupils

Low Average - 2.8 - 36 below grade level - 32 Pupils

Below Average - 1.0 - 2.7 - 22 Pupils

B. Division within each level

1. (Low)

- a. Doesn't know basic voc.
- b. Can't read with comprehension
- c. No word attack skills
- d. Phonics
- e. Doesn't follow directions
- f. Poor listening habit
- g. Can't work on his own

2. (Average)

- a. Sufficient control of basic skills
- b. Reads with average comprehension
- c. Limited ability ~~xxxx~~ to organize materials
- d. Only reads when instructed to

3. (High)

- a. Reads a variety of materials
- b. Reads with comprehension above grade level
- c. Critical and interpretative reading
- d. Work independently (Library ets.)
- e. Broader interest span
- f. Can read with ease and speed
- g. Able to apply the reading skills
- h. Reads for pleasure
- i. Follows instructions
- j. Able to interpret charts, time tables, graphs, ets

(Teacher uses only)

FOURTH COMPLEX

OBJECTIVES

1. Readiness for Reading
 - a. Physical Readiness
 - b. Emotional-Social Readiness
 - c. Intellectual Readiness
2. To satisfy the interests and stimulate the imaginations of the children through reading.
3. Reading and interpreting meaning from the printed page.
4. Building essential habits and skills to promote reading.
5. To further the skills needed in following directions, answering questions, taking notes, organizing, summarizing, and outlining.
6. To broaden interests in a variety of subjects.
7. To strengthen the habit of concentration for longer periods of time.
8. To enable the child to read with greater ability and ease.
9. Develop attitudes of cooperation, understanding, and appreciation of other people.
10. To strengthen good habits in care and love of books.

See attached chart for check list of all levels

Level I

1. Beginning and ending sounds
2. Long and short vowel sounds
3. Use text on Individual level
4. Use games (sound-likes and differences)
5. Consonant blends
6. Listening skills
7. Talking skills
8. Phrasing
9. Vocabulary

LEVEL II

Review Level I

1. Comprehension
 - a. organize steps in order
 - b. find main idea
 - c. details
 - d. draw conclusion

2. Listening Skills
3. Using Information
 - a. following direction
4. Paragraph Meaning
5. Creative Writing and talking
6. Phonics
7. Word Attack
8. Oral and Silent Reading

Level III

1. Fourth Reader Readiness Tests
 - Vocabulary
 - Word analysis
 - Comprehension
2. Silent Reading
 - a. habits of word attack
 - b. recall of ideas
 - c. rate
 - d. lip movement
3. Oral Reading
 - a. Habits of word attack
 - b. Smoothness and accuracy
 - c. Voice
 - d. Good phrasing
4. Reading activities (workbook, ets.)
 - a. Follows directions
 - b. Independence
 - c. Persistence
 - d. Interest

Level IV

1. Enrichment plus basic text on child's level
2. Creative writing
3. Word structure
4. Dictionary skills
5. Extension (use a wide selection of material)
6. Learn to evaluate
7. Oral and silent reading

Skills

1. Context and word analysis
2. Listening
3. Oral Reading
4. Paragraph Marking
5. Free silent reading
6. Dramatization
7. Book Reviews
8. Reading Poetry (Ind. Group)
9. Reading for various specific purposes
10. To cope with meaning difficulties
11. Skill in studying information reading matter
12. Using dictionary
13. Using index to locate information
14. Finding topic
15. Sequences of events

Phonetic Elements:

16. Consonant elements
17. Vowel sounds
18. Vowel rules
19. Consonant rules
20. Common endings and prefixes
21. Com. on Syllables
22. Syllable rules

MATERIALS

1. Text book
2. Work book
3. Individual Work Sheets
4. Reading Machines
5. S. R. A.
6. Tape Recorder
7. Overhead Projector
8. Game Lab.
9. Magazines and Newspaper
10. Paper Models
11. Charts
12. Filmstrip Projector
13. Word Cards
14. Record Player
15. Listening records
Phonics records
16. Dictionary
17. Posters
18. Bulletin Board
(to cd. with sub. matter)
19. Variety of books

*All of these materials can be used to develop skills on all levels.

4th Complex - Checksheet

Pupil

Level 13

Teacher:	<u>First</u> Cordle	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
Skills				
Readiness				
<u>Vocabulary:</u>				
A. Knows basic words Level 1 - 4				
B. Speaking				
C. Reading:				
(1) Oral				
(2) Silent				
(3) Expressive				
<u>Phonetic Analysis:</u>				
A. Vowels				
(1) Long				
(2) Short				
B. Consonants:				
(1) Beginning				
(2) Medial				
(3) Ending				
Comprehension				
Activities				
(1) Workbook				
(2) Worksheet				
(3) Group Participation				

Teacher Comment:

Parent Comment:

4-th COMPLEX CHECK SHEET

PUPIL		Level 14			
TEACHER	FIRST ARMINGTON	SECOND	THIRD	FOURTH	
SKILLS		Poor	Fair	Good	Excellent
Word Attack Skills					
Comprehension:					
A. Main Idea					
B. Sequence					
C. Answer Questions					
D. Topic Sentence					
Reading:					
A. Oral					
B. Silent					
C. Creative					
D. Drawing Conclusions					
Dictionary Skills:					
A. Alphabetize					
B. Divide Words					
C. Meaning					
Following Directions:					
Using Information:					
Teacher's Comment:					
Parent's Comment:					

4-th COMPLEX CHECK SHEET

PUPIL	Level 15			
TEACHER	FIRST LEMASTER	SECOND	THIRD	FOURTH
SKILLS	POOR	FAIR	GOOD	Excellent
Word Attack Skills				
A. Apply Vowel Rules				
B. Apply Consonant Rules				
C. Apply Digraph Rules				
D. Prefixes & Suffixes				
E. Word Division				
Comprehension:				
Locating Information				
A. Index				
B. Table of Contents				
C. Alphabetical order				
D. Reference Books				
E. Dictionaries				
Reading:				
A. Oral				
B. Silent				
C. Skimming				
D. Specific Information				
E. Workbook				
XXXXXXXXXX				
F. Work Sheet				
Following Directions:				
TEACHER COMMENT:				
PARENTS COMMENT:				

4-th COMPLEX-CHECK SHEET

PUPIL	Level 16			
TEACHER	FIRST JONES	SECOND	THIRD	FOURTH
SKILLS	POOR	FAIR	GOOD	EXCELLENT
Apply word Attack Skills in Previous Levels				
Comprehension:				
A. Predict outcomes				
B. Solving Problems				
C. Discrimination				
D. Evaluation				
E. Creative Writing				
Outlining:				
Summarizing:				
Appreciation:				
Teacher's Comment:				
Parent's Comment:				

Fifth Complex

Readiness Test for Fifth

1. Basic Vocabulary--Dolch's or Grey's Average Vocabulary for grade level

II. Reading Skills (silent)

- A. Reading for main idea
- B. Reading to find the main idea of the paragraph
- C. Reading for sequences or outline--steps how related
- D. Reading for detail

III. Vocabulary Skills (Words recognition-review)

A. Word recognition

- 1. Noting similarities
- 2. Root words
- 3. Prefixes and Suffixes
- 4. Recognizing syllables
- 5. Accent rules

B. Meaning of words

- 1. Intepreting word meanings (multiple-meaning)
- 2. Use of maps--dramatize pictures to enrich word meanings
- 3. Synonyms, antonyms, heteronyms
- 4. Picture clues
- 5. Picture clues
- 6. Compound words
- 7. Configuration
- 8. Dervied forms
- 9. Contractions

IV. Word Attack Skills

A. Phonics

1. Syllabication (rules)

- a. Each syl'able must contain a vowel
- b. Root word is a syllable and is not divided
- c. Suffixes and prefixes are syl'ables
- d. etc.

2. Vowel Sounds

- 1. When there is only one vowel in a word or syllable the vowel is
- 2. When two vowels come together the first is long and the second silent
- 3. Etc.
- 4. Give key words to remember

3. Accent marks

- 1. In a word of two or more syllables, the first syllable is usually accented unless it is a preffix

B. Dictionary (alphabetizing, guides, words, using dictionary)

- 1. Note how accent is located in Noah Webster and other editions

FIFTH COMPLEX (continued)

XI. Reference Materials

- A. Encyclopedia
- B. World Almanac
- C. Child Craft-Names of Children's encyclopedias
- D. Atlas Maps-time tables-maps, magazines and Newspapers
- E. Roman numerals-codes
- F. Dewey Decimal System
- G. Card catalogue (cross reference)
- H. Organization
 - 1. Outlining
 - 2. Summarizing
 - e. Following directions

I. Memorizing--retention (poetry-short prose)

J. Critical Reading

K. Evaluating books and sources

SKILLS IN COMPREHENSION

1. Word knowledge
2. Ability to select appropriate meaning for a word or phrase in the light of its contextual setting
3. Ability to follow the organization of a passage and to identify antecedents and references in it.
4. Ability to select the main thought of a passage
5. Ability to answer questions that are answered in a passage but not in the words in which the question is asked
6. Ability to draw inferences
7. Ability to recognize the literary devices used in a passage and to identify its tone or mood
8. Ability to determine the writer's purpose, intent, or point of view.

SIXTH COMPLEX

I. Attitudes and Appreciations

- A. To foster a love for books and an appreciation of how they enrich our lives and widen our experiences
- B. To encourage the use of books as a source of information
- C. To foster an appreciation of rhythm and sensory impressions through reading and listening to poetry and prose.
- D. To develop the attitude that reading is thinking
- E. To develop ethical values through considerations of the behavior of story characters
- F. To develop an appreciation of the contributions of people of earlier times
- G. To develop fine literary taste through use of a wide variety of stories.
- H. To develop a thoughtful and critical attitude about the author's purpose and point of view

II. Good reading habits

- A. To strengthen the habit of reading independently for the solution of problems and for pleasure
- B. To strengthen the habit of adjusting one's method of reading to the type of materials read and the purpose for reading it.
- C. To strengthen the habit of using more than one source for an answer to question checking.
- D. To strengthen the habit of reading with concentration for longer periods of time.
- E. To strengthen the habit of independent attack on unfamiliar words through the use of various skills
- F. To strengthen the habit of using the table of contents, the index, and the glossary
- G. To develop further the habit of thinking critically about different types of material

SIXTH COMPLEX (continued)

III. Skills

- A. To enrich and extend vocabulary through the knowledge of word relationships
- B. To strengthen ability to use context clues to attack new vocabulary and to determine word meaning
- C. To develop greater skill in the use of the dictionary
- D. To further the use of phonetic and structural analysis in the recognition of new words
- E. To promote the ability to recognize the author's main idea, and details and sequence of ideas on events which support the main idea.
- F. To further the skills needed in using the ideas gained from reading in such a way as drawing conclusions, making inferences, seeing cause-and-effect relationship, and forming judgments.
- G. To further the skills of critical reading in such ways as evaluating information gained from reading, discriminating between relevant and irrelevant ideas, and in using facts to form opinions.
- H. To develop the ability to read creatively in such ways as using the author's ideas to clarify one's own thinking.
- I. To develop the ability to locate information by using the table of contents, index, and other aids.
- J. To strengthen the skills needed for notetaking, outlining, and preparing reports.
- K. To develop skill in understanding and using pictorial and graphic material in textbooks and reference books.

"We need to know three things before we start"

I. Where we are now

II. Where we want to go

III. What obstacles might stand in the way of our getting there.

SIXTH COMPLEX

SKILLS

1. Factual Comprehension
2. Inference Thinking Skills
3. Vocabulary
4. Summary or Organization Skills
5. Oral Reading Skills
6. Reading for different purposes

MATERIALS

1. Filmstrip projector and films
Tape Recorder
E.D.L. Machines
Worksheets
Flash X
Text and reference books
Newspapers
Magazines
S.R.A.
Suzotto
2. Games
Worksheets
Listening Records
Filmstrip Projector
3. Worksheets
Flash Cards
Charts
Controlled Reader
Reading Games
Text Reference Books
Dictionaries
Records
Flash X
Transparencies
Overhead Projector
4. Worksheets
Graphs
Charts
Encyclopedia
Maps
5. Worksheets
Charts
Choral Readings
Poem
Tape Recorder
Radio Scripts
Play Acting
6. Table of Content
Index
Glossary
Time Tables
Recipes
Card Catalogue
Overhead Projector
Projector & Filmstrip
Games
Flash Cards
E.D.L. Reader 34

Sixth Complex

SKILLS

7. Selection and Evaluation

8. Location of Information

MATERIALS

Transparancies
Flash X
Posters
Encyclopedias

7. Library Books
Newspaper
Magazines
Encyclopedias

8. Reference Books
Text Books
Periodical Literature
Almanacs
Various Appondixs
Encyclopedias
Maps
Charts
Graphs
Card Catalogue
Dictionarios
Telophone Directory

SEVENTH GRADE OBJECTIVES

1. Attitudes and appreciations
2. Good reading habits
3. Good reading skills
 - a. Thinking skills
 - b. Word meaning
 - c. Perceiving relationships
 - d. Organizing ideas (sequences)
 - e. Comprehension
 - f. Skimming
 - g. Vocabulary word building
 - h. Word recognition
4. Develop imagery
5. Organizing and out living
6. Phonics
7. Grouping clues
8. Teacher planning
9. Lesson plans
10. Create interest

STUDY SKILLS 7th COMPLEX

<u>SKILLS</u>	<u>MATERIALS</u>
1. Word Meaning	1. Charts Records Dictionaries Games Film Strips
2. Word Recognition	2. Projector Pictures Books Dictionaries Controlled Reader
3. Phonetic Analysis	3. Film Strip Games Dictionaries Work Sheets Overhead Projector World Books
4. Structural Analysis	4. Records Film Strips Word Cards Reading Manual
5. Comprehension	5. Books Work Sheets Tests S.R.A. Kit Controlled Reader Writing Stories
6. Location Skills	6. Text Books Dictionaries Any Reference Books
7. Library Skills	7. Language Books Library
8. Sensory Images	8. Health Text Drawings Charts Mimeograph Sheets
9. Interpreting Ideas	9. Basal Reader S.R.A. Kit Work Sheets
10. Oral Reading	10. Tape Recorder Book Reviews Basal Reader Dramatization Choral Reading

Study Skills 7th Complex

- | | |
|-----------------------------------|---|
| 11. Silent Reading | 11. Games
S.R.A. Kit
Controlled Reader
Basal Text |
| 12. Listening Skills | 12. Teacher
S.R.A. Kit
Record Player
Poems
Book Reviews |
| 13. Vocabulary | 13. Dictionaries
Spelling
English
Manuals |
| 14. Reading Habits | 14. School Library
Table of Contents
Care of Books
Charts
Posters
Signs |
| 15. Attitudes and
Appreciation | 15. Choral Reading
Puppet Show
Story Telling
Tours
Listening
Pantomines
Units
Sharing Experiences
Drawing |

* SAMPLE LESSON PLANS *
* Levels 1-28 *
* *****

Sample lessons plans

PRIMARY BLOCK

Level 1, 2, 3, & 4

Ann Kearns, Hattie Shanks, Norma Thompson, Marguerite Boggs

OBJECTIVES

1. Brief introduction to alphabet
2. Readiness ABC, Chart showing, Configuration of letters
3. Left to right movement of alphabet
4. Likes and differences of alphabet family (Hump family)

METHODS

1. Talk about alphabet
 - a. Show alphabet
 - b. Picture flash cards
 - c. Play alphabet record
2. Draw frames around letters and let children frame letters with hands.
3. Let children trace lines leading to pictures from left to right.
4. Briefly discuss and show chart of alphabet families.

MATERIALS

1. Alphabet flash cards
"Learn the Alphabet"
2. Nursery Rhyme Alphabet wall display cards
3. Learn the alphabet game.
4. A B C Record and record player
5. Overhead projector
6. Alphabet family chart

Text--The Pre-Primer Program

I. Developing Readiness

- A. Talking about family fun and work
- B. Getting acquainted with story characters

II. Procedure

- A. Presentation of Our Big Story Book and My Little Red Story Book

III. Vocabulary

- A. New words: Tom ride
- B. Word Cards: # 107-127
- C. Meaningful presentation of vocabulary (Practice in word recognition).
- D. Setting up reading purposes

IV. Reading story

- A. Guided Reading
 - 1. Ask questionf to arouse interest in story
 - 2. Find outcome
- B. Rereading for specific purposes (Understanding differences between reading and telling the story).

V. Building essential habits and skills

- A. Comprehension skills
- B. Word-study skills (build story in card holder)
- C. Auditory perception
 - 1. Identifying common sounds
 - 2. Loud and soft tones
 - 3. High and low tones
 - 4. Identifying voices
- D. Visual discrimination
 - 1. Alike and different
 - 2. Workbooks

VI. Related Language Experiences

- A. Descriptions (playing "Who is My Friend?")
- B. Enrichment activities
 - 1. Class album
 - 2. Name cards
 - 3. Storiesto enjoy
 - 4. Poems to hear
 - 5. Music to enjoy

Sample Lesson Plan

Primary Block Level 6

Teacher----Curraleen E. Rice

Text: The Little White House--Ginn

I. Introduce the Unit--"Home"

Enlarge and enrich those experiences which relate to wholesome and pleasurable living in a family group, giving a broader understanding of the ways in which a family can enjoy work and play together.

II. Story "At Home" page 4-8

A. Vocabulary

1. New words home at
2. Review word look

B. Develop Readiness for Reading

1. Meaningful presentation of vocabulary (using picture clues; matching printed and manuscript forms).
2. Setting up reading purposes
3. Guided Reading (questions for finding answer)
4. Rereading for specific purposes (reading the conversational parts).

III. Building Essential Habits and Skills

- A. Comprehension (creative reading; discarding sentence that does not belong).
- B. Word-study skills (word recognition; recognizing capital and lower-case forms of words).
- C. Auditory Perception (listening for rhyming similarities)

IV. Related Language Experiences

- A. Discussion
- B. Talking about animal homes
- C. Reading chart

V. Enrichment activities (drawing, science, stories to enjoy)

VI. Materials

Basic text	Drawing paper
Picture cards	Pencils
Word cards	Crayons
Workbooks	Library books

Sample Lesson Plan

Primary Block Level 7

Teacher---Betty Kazee

Text: On Cherry Street--Ginn

- I. Introduce the Unit. We Go To School
 - A. Acquaint children with table of contents.; Title
 - B. Blackboard--write title

- II. Vocabulary
 - A. New words school cannot mitten Miss Hill
 - B. Use word cards number: 34-76-96-97-131

- III. Developing Readiness for Reading
 - A. Meaningful readiness for reading
 1. Review new words in chalkboard phrases
 2. Check presentation of sight words
 - B. Setting up Reading Purposes

- IV. Reading the story --guided reading
 - A. Ask questions about each page
 - B. Give a specific question to find an answer

- V. Building essential habits and skills
 - A. Comprehension and study skills
 - B. Word study skills--reviewing names for letters "m," "w" "s" "c"
 - C. Auditory preception
 1. Listening to note differences in inidial sounds
 2. Supplying words that begin with same sounds
 3. Workbooks

- VI. Related Language experiences (conversations about pets; writing--short letter); bulletin board.

Materials for Teaching Story:

Basic text	Chart paper
Pictures of pets	Workbooks
Word cards	Construction paper
Blackboard or overhead projector	Supplementary stories
Duplicated copies of evaluating sentences	Songs by Lilla Belle Pitts

Sample Lesson Plan

Level 8

Mrs. Dobbins

- I. To acquaint child with the parts of the book
 - A. Table of contents
 - B. Units and stories
 - C. Word list
- II. Proper Care of Book
- III. How books are our friends
- IV. What we can do with books

Introduce story "Good Neighbors"

- I. Objective
 - A. Build concept of new words; neighbors, Jean, bang, gate
 - B. Enrichment of words
 - C. Create interest in reading
- II. Materials for concept building:
 - A. Flash cards
 - B. Sentences on board or on strips
 - C. Child 's past experiences
 - D. Picture clues
- III. Reading--silent
 - A. Read to find out who new neighbors are
 - B. What are Jack and Jean doing in picture , etc.
 - C. Discuss story facts after silent reading
 - D. Discuss story facts after silent reading
 - E. Locate specific information
 - F. Comprehension
 - 1. Putting sentences in sequence
 - 2. Using context clues in use of activity sheets

SAMPLE LESSON PLAN

Rita Wilson Primary Block Level 9
Lesson Plan

Time 9:30-11:00

OBJECTIVES

1. Review Alphabet
2. Review Phonic Sounds (Vowels)
3. Experiment with letters.
4. Recognize color words and pre primer words.
5. Review Sequence
6. Objects that Rhyme

Methods

1. Play Games with whole class using Flash Cards.
2. Using Ditto Sheets

Materials

1. ABC Games
2. Word Builder
3. Phonics Cards
4. Game Let's Learn Sequence
5. Pencils and Paper
6. Crayons
7. Pages 1, 3, 9, 10 in "Reading for Beginners"
8. Game - Objects That Rhyme

Virginia Salmons Level 10

Daily Lesson Plan

Time 9:00 to 10:00

Objectives

1. Review long and short vowels
2. Read to find information
3. Develop the projection of voice, and pronunciation.
4. Develop retention and sequence

Methods

1. Listen to records and flash cards of the recognition of long and short vowels.
2. Introduce the story, A Birthday Surprise PP.31-36
Discuss the title, present new words.
3. Read orally and discuss the story.
4. Word game of words learned from story.

Materials

1. Record player, Phonic records, Flash Cards.
2. Basal reader "Around the Corner"
3. Text Book
4. Flash Cards

SAMPLE LESSONS PLANS

Louvenia Walker time 9:00 - 10:00 Level 11

9:00 - 9:20 Group I

- A. Review Dolch reading words
- B. ~~Basal~~ Reader
 We are Neighbors
- 1. Introduce book contents, author

9:20-9:40 Group II

- A. Basic Skills
- 1. Relationship between pictures and story incident.
- 2. Review compound words

9:40-10:00 Group III

- A. Listening
- 1. Phonics records
- 2. Activity sheet (compound words)

Mildred Hayes time 9:00 - 10:00 Level 12

OBJECTIVES

1. Read to find factual information, read silently to see how useful Barby is and what surprises she has in store for the children
2. To use phonetic clues for word attack, use of consonant blends for word attack
3. To discriminate between main events and story detail to strengthen ability to interpret phrases meaningfully.
4. To enjoy stories and poems.
5. Creative Illustration

METHODS

1. Introduce story, discuss farm, farm animals, horses, read silently, discuss story.
2. Use listening station followed by work sheets
3. Find subtitles in story, reread, skim, make subtitles.
4. Do work sheet deciding phrases that tell where, when, why.
5. Read to children
6. Draw pictures of story ideas

MATERIALS

1. Text
2. Work Sheet
3. Suzette, records and tapes
4. Library Books
 FUN AND PROLIC
 THEY WANTED A PET and 200 Best Poems
5. Crayons and paper

Sample Lesson Plans

4th Complex Kathleen Cordle Level 13

9:00 - 10:00

Readiness

1. Get acquainted period for children and teacher.
2. Discuss Summer fun.
3. Let volunteers tell experiences

Listening

Teacher reads a story or poem and discussion to follow.

Materials

1. Phonic Flash
2. Vowel Pictures for Pog Board
3. Phonic Cards
4. Overhead Projector

4th Complex Cloral Arrington Level 14

Orientation Adjustment

1. Teacher to pupils.
2. Pupils to room.
3. Relate experiments of vacation.

Listening

1. Story read by teacher.
2. Recall parts most interesting.
3. List words on chalk board
4. Discuss long and short sounds.

Materials

Emphasizing Vowel and Phonetic Sounds.

1. Picture Cards.
2. Work Sheets on beginning sounds.

Using tape recorder

Give each child a choice of telling either of the stories read (Mon. & Thurs.)
Give child time to think over stories, organize it in order.

As pupil gives this oral report the teacher can listen and check for a number of things.

1. How well has the pupil remembered the story
2. Did he comprehend well
3. Is he telling the story in order
4. Does he remember names of characters
5. Use new words that were introduced
6. Sentence structure
7. Phrasing
8. Expression (voice and facial)
9. Poise
10. Gestures

*(If some children would rather work together and have a dramatic play - make provisions and give help where and when needed.)

5th COMPLEX (18, 18, 18, 20)
(A sample weekly plan)

Monday

All - Choral Reading

Group I

Vocabulary Study *Teacher
Controlled Reader
Comprehension Check Sheet
Children Folders
Dictionary Skills

Group II

Children Folders
Dictionary Skills
Vocabulary Study *Teacher
Controlled Reader
Comprehension Check Sheet

Group III

Dictionary Skills
Controlled Reader
Comprehension Check Sheet
Vocabulary Study *Teacher

Tuesday

All - S.R.A. Kits

Group I

Children Folders *Teacher

Group II

Listen and Learn
Children Folders *Teacher
Reading for Understanding Kit

Group III

Reading for Understanding Kit
Listen and Learn
Children Folders *Teacher

Wednesday

All - Tech. X

Group I

Study Skill Synonyms
Spelling *Teacher
Following Direction
Map Study

*Teacher is working with this group.

Group II
Spelling *Teacher
Following Directions
Map Study
Study Skills Synonyms

Group III
Following Directions
Study Skills
Spelling *Teacher

Thursday

All - Basal Reader

Group I
Comprehension *Teacher
Game - Using Prefixes and Suffixes

Group II
Game - Word Building
Comprehension *Teacher

Group III
Comprehension Check
Game Basic Sight Vocabulary

Friday

All - Share Library Books

Group I, II, III Film Strip - Story Games

* Teacher is working with this group

Sample Lesson Plan

Levels 17, 18, 19.20

Teacher--Level 17 Mrs. Elkins

1. Vocabulary
 - A. Dolch's basic vocabulary materials
 - B. Flash cards
2. Materials
 - A. Games--Bingo, Phonics for Reading
 - B. Overhead projector
 - C. Words in context
 - D. Charts

Teacher--Level 18----Mrs. Johns

Specific Aim

- I. Syllabication (easy vocabulary)
- II. Materials
 - A. Rules chart
 - B. Transparencies
 - C. EDL Kits
 - D. Paper and Pencils

Teacher--Staff Level 19

- Study Skills or dictionary materials
- A. Dictionaries (individual)
 - B. Word list or work sheets (mimeographed)

Teacher--Wilma Chapman

- I. Comprehension
- II. Materials
 - A. Controlled reader
 - B. Worksheets or books
 - C. Sentence endings
 - D. Sequence

9:00 -- 9:20 Listening Experience
Poem, "The Old Wife and the Ghost", James Reeves, p. 260.
Story, "Agony and the Culvert", Keith Robertson, page 14.
Poem and story taken from Enrichment Series, Ginn.
Both read by teacher. Group may comment.

9:20--9:40 Group Seminar
Initial consonant review. (Spirit-Master C222, Jenn Publications)
Check results and record in reading folder.
Review carrier words: know, this, that, there, they, them, early, could, please, another, top, hill and top, with and out. Continue word concept of compound words next day.

9:40 --10:00 Basal Reader.
Introduce Unit I. Interpret picture clues.
Establish a purpose for reading the unit with the following questions:
1. What time of day does the story begin?
2. Why is Jack excited?
3. What kind of workmen came to Jack's house?
4. What were their names?
5. How many things did Jack carry to the truck?

(The above questions will be written on the overhead projector before class time.)

Silent reading assignment, pages 4-10.
(Teacher will observe children during the silent reading period, using check list for silent reading habits. Does he point with finger, does he hold book 'improperly? This information will be recorded in his reading folder.)

Sample Lesson Plans

6th Complex Sue Varney Level 23

Story - Lost in the Marchlands

9:00-9:10 - All - Reading of poem "Fog", by Carl Sandburg,
teacher.

A listening experience

9:10-10:00 Develop Readiness for Reading

1. Setting of story
 - a. Use Map
 - b. Discuss Formation of Delta
 - c. Give children enough background to understand setting.

Now Words --

- A. Have now words listed on blackboard
 1. Words to be developed by teacher.
 2. Words to be developed independently.
- B. Word - Attack Skills
 1. Short Medial Vowel
 2. Vowels lengthened by final silent o.
 3. Endings -ing.

Setting up Reading Purposes

Have following questions listed on chalkboard

1. What kind of person is Gaboo?
2. What kind of person is his father?
3. What did Gaboo learn from his adventure?
4. In what different ways might Gaboo have acted?
5. Will Gaboo's life be an easy one?
Why or why not?

Reading the Story

6th Complex Mary Thompson Level 24

9:00-9:10 Basal Reader

Story - Two Logs Crossing

ALL - Teacher read the poem "The Road Not Taken" by
Robert Frost

9:10-10:00 Develop readiness for Reading the story

1. Setting of Story
 - A. Use Map
 - B. Look at pictures of Trapping in Colonial days.
 - C. Ask questions pertaining to the kinds of animals caught, methods, and importance.
 - D. Give background of the story
2. Now words (Listed on chalkboard)
 - A. Words to be developed by teacher:
gesture, balsam, lankor, treacherous.
 - B. For Independent Attack: Haskell, debt,
grubstake, owing, afford, deserving, plot,
erect, tannery

3. Skills to be Developed
 - A. Syllabification of Prefixes and Suffixes (reputation, chafing, tannery).
 - B. Compound words (grubstake, millrace)
 - C. Vowels affected by r : gesture, health.
 - D. Short medial vowel: pelt, stunned

4. Set up purpose for reading
 - A. What lesson did John learn?
 - B. How did John show courage?

5. Read (Silently)

SAMPLE LESSON PLAN

Level 25

Specific Aim

- A. Sentences
- B. Words

GENERAL AIMS

- A. Teach words
- B. How to use words in a sentence
- C. Vocabulary

PROCEDURE

Give each child a work sheet.
The children will read the short story in sentence form

ACTIVITY

Each child copy words and fill out sentences to complete

MATERIALS

Work sheets, text, paper, pencil and chalk.

I. Specific aims -

- A. Learning to recognize and spell names of engine parts; also locate some on diagram
- B. Finding answers to questions
- C. Phrase meaning
- D. Headline that fits paragraph

II. General aims -

- A. Comprehension
- B. Correct spelling
- C. Finding most important thought in paragraph

III. Procedure

- A. Pass out each child a text book
- B. Have each child read silently given story, "Puffing Billy"
- C. Give some explanations
- D. Pass out work sheets

IV. Materials: Old text book Engine Whistles, work sheets, pencils

Specific Aim

- A - Sentences
- B - Words

General Aims

- A - Teach words
- B - How to use words in a sentence
- C - Vocabulary

Procedure:

Give each child a work sheet.
The children will read the short story in sentence form.

Activity - Each child copy words and fill out sentences to complete

Materials - Work sheets, text, paper, pencil, and chalk

Dictionary Skills

I. Specific aim -

A. Ability to find information

- (1) Alphabetical order of words
- (2) Root word
- (3) Clues on location of words
- (4) Contents
- (5) Symbols

II. General aims -

A. Frequent use of dictionaries

- (1) Ability to acquire information from the dictionary
- (2) Use of special sections
- (3) Order of definitions
- (4) General information

III. Procedure -

A. Introduction or motivation

- (1) Each child a dictionary
- (2) Give the child time to look over the book
- (3) Talk about alphabetical order root words, symbols, clues, and contents.

B. Ask children to find words and list meanings

- (1) Order of definitions
- (2) Diacritical marks
- (3) Part of speech

C. Each child make a list of words for an activity to find in the dictionary.

Materials -

Dictionaries, paper, pencil, chalk, and chalk board

Lesson Plan - Level 28
7th Grade

Nancy Kearns

I. Discovering the dictionary

1. Lead the pupils to discover that the dictionary is
 - (a) a book about words
 - (b) reference book
 - (c) guide to determine meanings, pronunciation and spelling of words etc.
(Skills)
 1. Alphabetical sequence
 2. Entry words
 3. Guide words

Materials

1. Dictionaries
2. Transparencies - overhead projector
3. Paper
4. Pencils
5. EDL Study Skills
6. EDL Study Skills reference library

LOUISA ELEMENTARY READING CLINIC

Pansy Walker-Clinician

An attempt to meet the needs of children who are not #print oriented, will be made by the Reading Clinic through a multi-sensory approach to learning.

OBJECTIVES

1. To provide developmental reading experiences for students in grades four, five, six, and seven and all of the levels therein for Louisa Elementary School.
2. To provide additional reading work for those students who are reading below their grade levels, taking into account expected levels of performance.
3. To focus attention on raising the sights of all students involved in the center.
4. To upgrade the learning techniques of students by attempting to identify their styles of learning (kinesthetic, auditory, tactual, etc.)
5. To improve the academic achievement in the various subjects for all students as a result of increased reading proficiency.
6. To provide multi-sensory experiences of such interest that students will be motivated to stay in school.

DIAGNOSIS

Visual Screening- ----- telebinocular

Auditory Screening----- audiometer

HEALTH Factors--in addition to information in regular cumulative record folder.

- A. Nutritional Factors
- B. General physical needs
- C. Social-psychological needs

Home Environment (Family factors)

Socio-Economic factors

Emotional factors

Educational background; days absent, changing schools, etc.

Intellectual factors --in addition to scores in cumulative record, other diagnostic instruments

Title III Mobile Unit services will be used where needed.

Diagnosis (Reading Clinic)
(continued)

CRITERIA FOR SELECTION OF STUDENTS

Pupils may be referred to the clinic by teachers on the following criteria:

1. Students with average intelligence as demonstrated by test scores and, where necessary, by Performance Scale tests on WISC. Clinician will utilize Peabody Picture Vocabulary Test and request further individual testing from Title III Mobile Unit.
2. Students who are considered to be "bright" who are reading two years below their expected levels.
3. Children with I.Q. scores above 85 as measured on individual intelligence tests.

The Reading Clinic must limit attendance for maximum effectiveness. Mrs. Walker will schedule students after consulting with teachers.

CURRICULUM

I. Developmental

A. Reading Improvement

1. Word Perception Skills
 - a. Phonetic skills
 - b. Structural analysis
 - c. Contextual clues
 - d. Picture clues
 - e. Language Rhyme clues
 - f. Use of dictionary
 - g. Imagery

B. Comprehension

- A. Reading for main idea
 1. Paragraph
 2. Chapter
 3. Textbooks
- B. Reading for relevant details
- C. Reading to follow directions
- D. Reading to predict
- E. Reading to appreciate sensory imagery
- F. Finding and organizing information
 1. Using reference books
 2. Use of tables, graphs and maps
 3. Reading newspapers
 4. Skimming and locating materials

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Reading Clinic (continued)

II. Remedial

- A. Listening skills
- B. Talking skills
 - 1. Pronunciation
 - 2. Enunciation
 - 3. Organization
 - 4. Sharing in discussion
- C. Reading
 - 1. Scientific skills
 - 2. Word perception skills
 - a. Phonetic analysis
 - b. Structural analysis
 - c. Contextual analysis
 - d. Picture clues
 - e. Language rhyme clues
 - f. Imagery
- D. Comprehension
 - 1. Finding sequence and organization
 - 2. Reading for main idea
 - 3. Reading for detail
 - 4. Reading to follow directions
 - 5. Writing stories
- E. Vocabulary
 - 1. Prefixes
 - 2. Suffixes
 - 3. Root words
 - 4. Dictionary
 - 5. Games
- F. Phrasing
 - 1. Dramatization
 - 2. Reading for expression
 - 3. Use of tape recorder
- G. Develop eye span and speed
 - 1. Tach-X
 - 2. Controlled Reader
- H. Reading for personal adjustment
 - 1. Growth in use of library
 - 2. Develop reading as an enjoyable leisure activity.
 - 3. Learn to read more effectively in every subject.
- I. Reading--thinking skills
 - A. Organization
 - B. Judgment
 - C. Imagery
 - D. Prediction
 - E. Analogies
 - F. Relationships

Reading Clinic (continued)

4

J. Mechanical skills

1. Tach-X
 - a. Visual discrimination
 - b. Visual perception

2. Controlled Reader
 - a. Directional attack
 - b. Economy of fixations
 - c. Fewer regressions
 - d. Broadening eye span

3. Tape recorder
 - a. Listening
 - b. Speaking

REFERRAL FORM FOR READING CLINIC

Information to be filled in by the classroom teacher:

Student's Name _____ Waiting List _____

Grade _____ Birthday _____ Sex _____ Accepted _____
(level) _____

Parent's Name _____ Not Accepted _____

Address _____ Phone _____

General Achievement

Knowledge of Basic Reading Skills

Vocabulary-word meaning
High _____ Average _____ Poor _____

Vocabulary-word attack skills
High _____ Average _____ Poor _____

Comprehension
High _____ Average _____ Poor _____

Tests (Use most recent)

Reading Test
Name of Test _____
Date _____ Score _____

Hearing Test
Results _____ Date _____

Vision Test
Results _____ Date _____

Articulation (list any speech difficulty)

Intelligence Test Score
Name of Test _____
Individual _____ Group _____
Date _____ Score _____

Specific statement, or a analysis of pupil's difficulty as the teacher perceives it, including home situation, attitudes, study habits, teacher's attitude toward pupil. (Use back of form if needed)

Referred by: _____ Date _____

INTEREST INVENTORY

1. What do you like to do in your spare time? _____

On Saturdays? _____

On Sundays? _____

With whom do you like to play? _____

2. How many brothers and sisters do you have? _____

Do you play with them? _____

3. If your mother works, who takes care of you when you come home from school? _____

Who gets your breakfast? _____

Are there any jobs you are supposed to do regularly at home? _____

4. Do you go to Sunday School or church? _____

5. Do you take any special lessons? _____

6. Is there any tool or toy you want badly? _____

7. Do you let other children use your toys? _____

8. Have you ever earned any money? _____

9. What do you do with your money? _____

10. What are your favorite TV programs? _____

11. Have you ever been to a farm _____ circus _____

Zoo _____ art museum _____ amusement park _____ concert _____

_____ Picnic _____ ball game _____ another city _____

12. Have you ever taken a trip by boat, train, bus, auto, airplane? _____

13. Where did you go last summer? _____

14. What kind of pet do you have? _____

15. What subjects do you like best? _____

Class of 1966 (continued)

INTEREST INVENTORY
page 2

16. What subjects do you dislike? _____

17. Do you enjoy reading? _____

18. Do you like to have someone to read to you? _____

19. How many books of your own do you have? _____

20. What kind of reading do you like best? _____

21. What would you like to do when you grow up? _____

22. What would your parents like you to do when you grow up? _____

PRINCIPLES OF READING

1. Learning to read is a complicated process and is sensitive to a variety of pressures. Too much pressure or the wrong kind of pressure may result in non-learning.
2. Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate.
3. Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.
4. Learning to read is an individual process.
5. Pupil differences must be a primary consideration in reading instruction.
6. Reading instruction should be thought of as an organized, systematic growth-producing activity.
7. Proper reading instruction depends on the diagnosis of each child's weaknesses and needs.
8. The best diagnosis is useless unless it is used as a blueprint for instruction.
9. No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.
10. Reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols.
11. Early in the learning process the child must acquire ways of gaining independence in identifying words through sounds.
12. The concept of readiness should be extended upward to all grades.
13. Learning to read is a long-term developmental process extending over a period of years.
14. Any given technique, practice, or procedure is likely to work better with some children than with others. Hence, the teacher of reading must have a variety of approaches.

Adapted from Heineman

INVENTORY FOR SOCIAL AND INTELLECTUAL
 ABILITIES AND ATTITUDES
 (circle app. level)

(circle level)

13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

Name _____

1. Does he like to read?				
2. Does he think critically about material he reads or hears?				
3. Does he have original ideas?				
4. Can he follow through on an idea logically in thinking, speaking, or writing?				
5. Does he show perseverance in completing his projects?				
6. Is he a good leader?				
7. Can he also follow?				
8. Is he able to stay with a challenging problem or does he get discouraged?				
9. Is he constructive in criticism of others?				
10. Does he work well with others?				
11. Is he interested in class proceedings?				
12. Does he participate actively and well in group discussions?				
13. Is he thoughtful of other's feelings?				
14. Attack unfamiliar words independently?				
15. Use context clues				
16. Use phonetic analysis in unlocking words				
17. Use structural analysis in pronouncing words.				
18. If one method of word attack fails, does he try another?				
19. Get the main idea from a paragraph				
20. Recognize a word quickly the second or third time he meets it				
21. Find the meaning of a new word				
22. Loses place frequently				

(circle level)

13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

Name _____

- 23. Adds words to context
- 24. Ignores punctuation
- 25. Pitches voice too low
- 26. Uses poor phrasing
- 27. Is a word-by-word reader
- 28. Enunciates poorly
- 29. Holds book too close
- 30. Holds book too far away
- 31. Seems nervous and tense
- 32. Has poor breath control
- 33. Finds a word quickly in the glossary or dictionary
- 34. Uses dictionary for word meaning
- 35. Use dictionary for pronunciation
- 36. Interpret information found
- 37. Use an index efficiently
- 38. Read schedules, charts & graphs
- 39. Use a telephone directory
- 40. Interest simple maps
- 41. Follow directions as for a game
- 42. Read silently with ease and concentration
- 43. Read orally with clearness and expression
- 44. Can he find main idea from a paragraph an article, or a story?
- 45. Accurately recall details and sequences of material read
- 46. Draw conclusions, make inferences, and generation from material read

(circle level)

13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

Name _____

47. Read critically and evaluate information

48. Skim

49. Use reference materials efficiently

50. Reading speed improved during the year

51. Anticipate reading periods with pleasure

52. Opportunities for reading at home

53. Read for information

54. Usually finish the books he starts

55. Absent frequently

56. Complaint of sickness

57. Make good use of time

58. Waste time

59. Careful in personal appearance

Home Visits: _____

Parent Conference: _____

Teacher Comments: _____

Reading Skill
Check Sheet
Auditory and Visual

Name:

Date:

Level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,
14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24,
Date 25, 26, 27, 28

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Colors words																												
Shapes																												
Likeness and																												
Differences																												
Opposites																												
Comparisons																												
Alphabet																												
Phonetical Sounds																												
Left to right																												
Initial Consonants																												
Rhyming words																												
Sight Vocabulary																												
Initial Sounds																												
Medial Sounds																												
Final Sounds																												
Word Recognition																												
Visual Matching																												
Word Meaning																												
Root Words and Endings																												
Compound Words																												
Initial Consonant Subtitution																												

Context Clues

Long Vowels

Short Vowels

Hard and soft c

Hard and soft g

C and K Words

Phonograms:

Double Medials

Double Finals

Final Consonant Substitution

Vowel Digraphs

Consonant Digraphs

Blends

Es

Er

Possessives

Apostrophe

Contractions

Compounds

"y", "ies", "ied"

Homonyms

Symonyms

Multiple endings

Vowels - Two together

Vowels - One in word

Vowel digraphs

ea, ae, oa, ee, etc.

Phonograms

Vowels followed by r, l, and w

Plurals

Prefixes

Suffixes

Table of content

Roots and Endings

Syllabication

Accent

Alphabetizing

Index

Dictionary

Glossary

Encyclopedia

Charts, graphs, tables

Use of Headings

Reading for comprehensions

Finding main idea

Finding Details

Recall Story Facts

Sequence

Reading Information

Classifying

Detect Mood

Draw Conclusions

Story Judgements

Inferences

Predict Outcome

Relate Story To
Personal Experience

Cause and Effect Relationships

Problem Solving

Follow Directions Printed

Define Purpose for Reading

Organize and Summarize

Read For Enjoyment

Skimming

Select & Evaluate Information

1 - Suitable Sources

2 - Relevant & Irrelevant

3 - Fact & Opinion

4 - Use Many Sources To Solve Problem

Skill in using information

1 - Skill in following directions

2 - Skill in finding facts

3 - Skill in classification

4 - Skill in summarizing

Written Language
2nd & 3rd year

CAPITALIZATION

Miss, Mrs., Mr.

Name of pet

Days of week

Date of Birth

Title of Books

Names of Stories

Holidays

Streets

Cities & Countries

Title of Report

Punctuation

Periods

Comma

Question Mark

Apostrophe

Quotation Marks
3 rd year

Settings
Oral Written

Must tell something

As a paragraph

To describe

Using "and"

Letter Writing
3rd year

Thank - You letter

Invitations

Address envelope

Correct Usage

... seen

gave ... given

went ... gone

is are

isn't .. aren't

was were

wasn't . weren't

has have

hasn't . haven't

come ... came

did done

Action Words
Needing Help

Action Words
No Help

Words / Tell where

Words / Tell when

Words / "What kind of"

Words / "Which or How many"

Nouns

Verbs

Use of Words / Similar meanings

Use of Words / Opposites

Use of words / different meanings

Words / Describe sounds, tastes, sights, feelings, smells

Use of "his, him , & her"

Use of "I, my, me, mine" in place of name

Use of "yours, his, hers"

Use of "I" with a name

Encourage critical thinking and writing

This section for teacher

Provide situation

Accent and respect

Encourage child

Discovery method

Use knowledge

Respect child's question but encourage discovery by themselves

All work should be child's own interpretations, not copy or pattern work.

Sample Report Card

NAME _____

	PRIMARY BLOCK											
<u>Level</u>	1	2	3	4	5	6	7	8	9	10	11	12
Days Absent												
Days Present												

Progress:

KEY

1. Outstanding work
2. Satisfactory work
3. Improvement shown
4. Unsatisfactory work

READING

Level:

1 2 3 4 5 6 7 8 9 10 11 12

Reads well orally

Understands what he reads

Shows ability in working out
new words

Shows interest in reading

SPELLING

Learns weekly word list

Spells correctly in written
work

ARITHMETIC

Works story problems independently

Fundamental skills

Accuracy of work

WRITING

Forms letters correctly

Arranges work neatly

English

Does written work correctly

Speaks clearly and correctly

PRIMARY BLOCK CONT.

SCIENCE, HEALTH, SAFETY

Practices health and safety rules
Brings helpful information to class

ART

Expresses own ideas

EFFORT

CONDUCT

TEACHERS COMMENTS -

PARENTS SIGNATURE -

Sample Report Card

Name _____

Level _____ INTERMEDIATE
4th 5th 6th 7th
Complex Complex Complex Complex

Days Absent _____

Days Present _____

Progress:

- KEY 1. Outstanding work
2. Satisfactory work
3. Improvement shown
4. Unsatisfactory work

READING 4th 5th 6th 7th
Complex Complex Complex Complex

Reads well orally _____
Understands what he reads _____
Shows ability in working out
new words _____
Shows interest in reading _____

SPELLING

Learns weekly work list _____
Spells correctly in written
work _____

ARITHMETIC

Works story problems indepen-
dently _____
Fundamental Skills _____
Accuracy of work _____

WRITING

Forms letters correctly _____
Arranges work neatly _____

INTERMEDIATE cont.

4th 5th 6th 7th

English

Does written work correctly

Speaks clearly and correctly

SCIENCE, HEALTH, SAFETY

Practices health and safety
rules

Brings helpful information to
class

ART

Expresses own ideas

EFFORT

CONDUCT

TEACHERS COMMENTS -

PARENTS SIGNATURE -

Sample
Parent Information Form

NAME OF STUDENT _____

DATE _____

Number of Brothers _____
Names _____
(Specify older _____
or younger) _____

Number of sisters _____
Names _____
(Specify older or
younger) _____

Parent occupation _____
(Father) _____

(Mother) _____

Reading Materials in Home
title _____

Newspapers _____

Reference Books _____

Number of Books _____

Other _____

T.V. Set _____
Yes _____ No _____

Family car _____
Yes _____ No _____

Does the family engage in any activities together? _____
Yes _____ No _____

If your answer is "yes," what are these activities?

Is there a place for your child to study? _____
Yes _____ No _____

How much education do you feel your child needs? _____

Is there any information regarding your child which you feel would
be helpful for us to know? Travel, special interests, illnesses, etc.

Comments _____

Parent Information Form

1. How does your child feel about school?
2. Does your child play well with other children?
3. Does your child like to watch television?
4. What are his favorite programs?
5. Does your child like to read?
6. What kind of book does he like to read?
7. Do you read to your child? If so, how does he react?
8. Does your child willingly help with home duties?
9. What are your child's fears or worries?
10. Does your child miss much school because of illness?
11. Does your child eat a variety of food?
12. Does your child enjoy meeting new people?

ADDRESS _____

TELEPHONE NO. _____

EVALUATION CHECK SHEET

EASTERN KENTUCKY EDUCATIONAL
DEVELOPMENT CORPORATION

DEVELOPMENTAL READING

LOUISA ELEMENTARY SCHOOL

	YES	NO	UNDECIDED
1. Do you feel that rapport among teachers has been established?			
2. Is this program planned to be flexible?			
3. Do you feel it meets the needs of the individual child?			
4. As a staff member, do you accept this program?			
5. Is it in keeping with modern trends?			
6. Will the testing program be geared to give a complete profile of the needs of the child?			
7. Are you willing to be guided by the testing profile?			
8. Are we taking the child on his level?			
9. Will this program help us in the better utilization of our time?			
10. As a result of this workshop have you as a teacher gained in professional competency?			

COMMENTS:

SIGNED: _____