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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This appendix which is intended for use with the Grades 1-12 Reading Guide (SP 007 235), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in the main guide, although some of the working materials in the appendix include student activities. INSTRUCTIONAL MATERIALS: The materials included in the guide are 1) applications related to dialects, 2) English sounds difficult for children of other language backgrounds, 3) book sharing, 4) interest inventory, 5) comprehensive reading record sheets, 6) disability checklist, 7) checklist of reading difficulties, 8) reading clinic 1967, 9) tests of phonic skills, 10) diagnostic spelling tests, 11) individual oral reading tests, 12) articulation test form, 13) review of sounding, 14) the utility of 45 phonic generalizations, 15) Dolch basic word list, 16) Queens word list, 17) Dale list of 769 easy words, 18) word opposite tests, 19) phonogram list, and 20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award winning books, and extensive lists of audio-visual materials for all levels. STUDENT ASSESSMENT: No evaluation criteria are included except for the tests listed above. (MBM)

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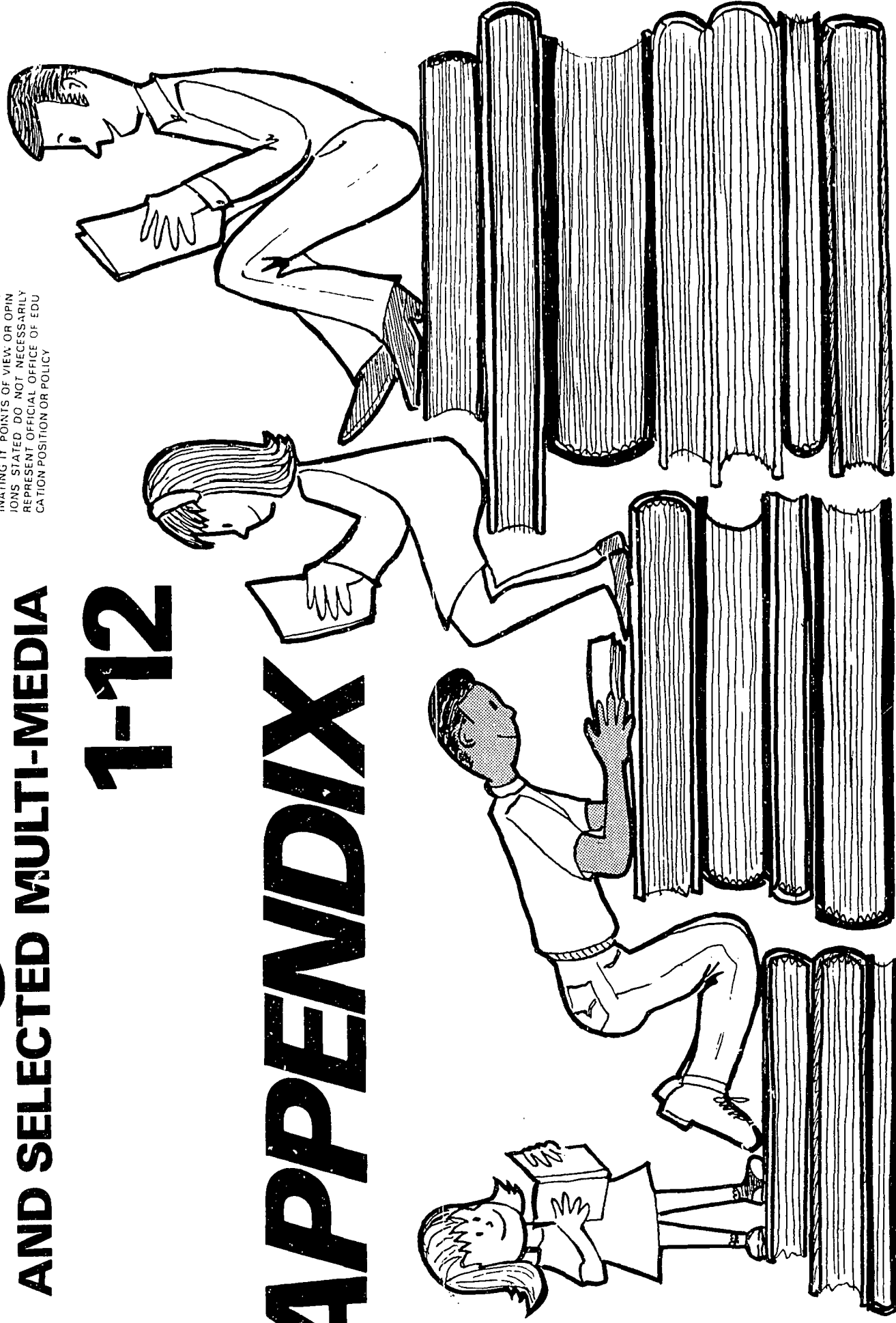
Reading Guide AND SELECTED MULTI-MEDIA

1-12

APPENDIX

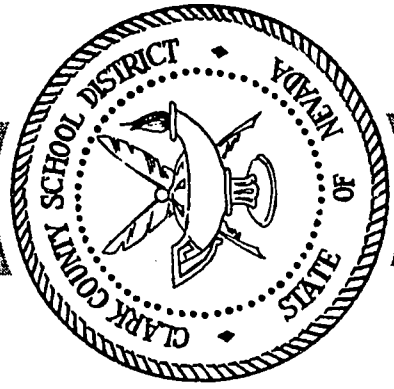
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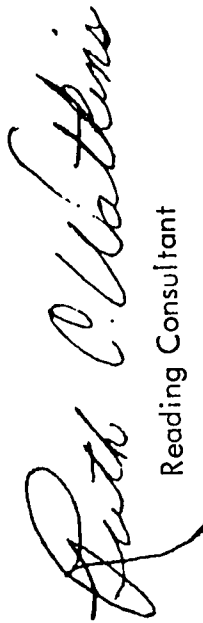
FOREWORD

Curriculum developers are currently striving to meet the demands of society to provide for individualization of instruction rather than mass education at each grade level. This Reading Guide will provide the vehicle to achieve a developmental reading program on a nongraded basis.

As Reading Consultant directing the Reading Task Force in the writing of this Guide, it was my privilege to have the opportunity to work with six qualified teachers from the District representing all reading levels.

Teachers will find this Reading Guide a useful tool for classroom use; and, although teaching techniques are suggested, this is not a document for prescriptive teaching.

Special recognition is given to the Multi-Media Selection Committee and Professional Growth Services for their contributions.


Ruth C. Watkins
Reading Consultant

APPENDIX

The material offered in this appendix has been extracted from many publications and collected by teachers of reading who have found the various word lists, informal diagnostic tests, skills check list, interest inventory, book lists, and articles extremely helpful in their reading programs.

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APPLICATIONS RELATED TO DIALECTS

Exercises With Dialects

First Exercise

To be used in areas where there are many regional dialects in the classroom. (schools near military bases, cosmopolitan areas, etc.)

This would be an excellent activity for the first days of a new term. It could be used in the intermediate grades, to introduce the students to one another, to review locations, etc.

On a large wall map of the world, locate the home town (or native country) of each student. Indicate each location with the name of the student on a colored marker. Let each student talk about his section. Listen for some dialectal differences that are peculiar to the area of the school. When the student has finished, say, "Do you know one way we might have known that you came from another section of America, even if you had not told us?"

Some students may suggest that we would know by hearing him talk.

"What did Johnny say that sounded different?" (Let students discuss some differences.) Then, say, "But did you know that everybody in _____ says that word much as Johnny says it? The way people talk in a certain part of the country is called their dialect. Usually, the dialects of Americans can be grouped under the areas like this."

Begin construction of a dialectal chart similar to Chart I (following page). As students suggest differences, keep this as a continuous chart throughout the year as other differences are discovered.

Then say, "There is another dialectal difference, other than pronunciation, that is found in many regions. This is a difference in words. Mary, what do you call the little cakes we may have for breakfast? We eat them with syrup and usually serve bacon or sausage with them." Mary might say, "Hot cakes." Johnny, what do you call them? Joe, what do you call them? As students give various names, begin construction of a chart similar to Chart II (page 3).

CHART I

Variations in Pronunciation

Regular Spelling	East - New England		Southern		Mid-Western	
	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.
farm	(fä'm)	/fahm/	(fäm)	/fahm/	(färm)	/farm/
after	(äftē)	/áeftə/	(äftē)	/áeftə/	(äftēr)	/áéf-tər/
path	(pāth)	/pæ/	(pǎth)	/pæə/	(pǎth)	/pæə/
orange	(ärənĭ)	/árənĭ/	(arənĭ)	/árənĭ/	(örənĭ)	/orənĭ/
horror	(härē)	/háərə/	(hǎré)	/háərə/	(hòrer)	/hórər/
college	(kawlĭj)	/kólĭj/	(kóliĭ)	/kálĭj/	(kóliĭ)	/kálĭj/
rock	(rawk)	/rok/	(rök)	/rak/	(rök)	/rak/
tired	(tī-éd)	(tayəd/	(tǎrd)	/tahrd/	(tīrd)	/tayrd/
cow	(kǎu)	/kaew/	(kǎu)	/kaew/	(kou)	/kaw/
news	(nōōz)	/nuwz/	(nūz)	/nyuwz/	(nōōz)	/nuwz/
tune	(tōon)	/tuwn/	(tūn)	/tyuwn/	(tōon)	/tuwn/
pen	(pĕn)	/pen/	(pĭn)	/pin/	(pĕn)	/pen/
greasy	(grē-zĭ)	/griyzt/	(grē-zĭ)	/griyzt/	(grē-sĭ)	/griyst/

CHART II

Variations in Terminology

NORTH	MIDLAND	SOUTH
pail	bucket	bucket stop bucket
burlap bag, burlap sack	gunny sack	croker sack crocus sack
wish bone, lunch bone	wish bone	pully bone pull bone
fritter, pancake	flannel cake hot cake, pancake	batter cake
screech owl	screech owl	scrich owl scrooch owl shivering owl
spider	skillet	frying pan

(NOTE: The above geographical divisions apply to areas on the east coast of the U. S. The northern area extends from northern New England to central Pennsylvania; the midland area extends from central Pennsylvania to South Carolina in the area that lies west of the Blue Ridge Mountains. Dialect variations are still more pronounced along the east coast but the major linguistic areas outlined above have fanned out in a westward direction, so that many of the dialect differences found in the major east coast areas will also be found in the respective northern, central, and southern states as far west as the Rocky Mountains. The term "General American" is often used to denote the common speech of the midwestern and western states.²⁶)

26Nebraska Curriculum Development Center, op. cit., pp. 138-139.

Second Exercise

Students may enjoy finding stories and reading them orally. Following oral reading they may translate the passage into the dialect of the region in which they live. The teacher should make students realize that all speech is some dialect. Students may be encouraged to find out the time and geographical setting of the story. The dialect may then be related to the history of the region. If the dialect has been influenced by another nationality group, the reason for the dialectal differences may be explained in terms of the difference in the native language and English.

Third Exercise

Perhaps an upper elementary class could be lead to develop a language unit using the scientific method of the linguist, viz. --- investigation to discover the variety of speech patterns used in their own community. Undoubtedly, some of the same discoveries will be made that a linguist might find: there will be the folk speech of those who have little or no formal education and the more refined speech of college graduates, especially those in the professions.

Preceding the setting up of the investigating teams, readings and observations of infants learning to speak could be used as a means of helping students to discover how language developed. They will want to find out

1. how the cave man talked,
2. how written language developed,
3. how modern means of communication ended, and
4. what a linguist is.

Linguistic teams could be set up within the classroom for the purpose of investigating and recording common speech patterns. Perhaps they may be looking for particular forms of speech such as the use of I seen, he don't, we 'uns, you 'uns, and others peculiar to the region. A definite form for recording these should be planned. The student will no doubt want to discover the speech patterns of

1. their schoolmates,
2. adult friends,
3. teachers and other professional people with whom they have contact,
4. people of other regions, if possible,
5. manual laborers, and
6. white collar workers.

As reports are brought in, speech patterns will be examined in light of the history of the region and the etymology of the word. At the same time, the speech of the less educated will be contrasted with that of the more cultured.

Questions for which answers are sought are:

1. Why do speech patterns vary?
2. Why is one form of speech preferred to another?
3. What speech is desirable for us?

As this unit progresses, recordings in dialect may be used for illustrative purposes. Tape recordings of the student's speech may also be made. Folk songs can be sung and stories written in dialect enjoyed, as has been mentioned previously.

Some modern workbooks include exercises dealing with colloquial and dialectal usage, e.g., set of workbooks accompanying the J.B. Lippincott Basic Reading Series.

Fourth Exercise

Teachers who have a knowledge of American English dialects will find many ways in which these dialects can be used for enrichment purposes. For example -- when studying the history and geography of the New England states, what better way would there be to make dry historical dates and geographical locations come alive than to read some stories having dialectal flavor such as "Thar She Blows," a whaling story in which the author, Paul Johnston, has preserved the old New England dialect. Two more fascinating seacoast tales are "Block Island Wreckers" -- an old yarn told to Joseph Mitchell by a sea captain and his crew -- and the daring adventures of "Old Stormalong" -- the New England version of Superman.

Moving down along the Gulf Coast and up the Mississippi River, the teacher will find innumerable samples of literature that portray the varying dialects of the South. Which student would not enjoy the delightful Uncle Remus stories and the immortal books of Mark Twain?

While studying pioneer days and the explorations of the Middle West, no social studies course would be complete without an account of the exploits of such heroes as Paul Bunyan, Davy Crockett, Mike Fink, Pecos Bill, Johnny Appleseed, and Daniel Boone -- all excellent samples of the inimitable dialect of the hardy pioneers.

Then there are the immortal characters of the West -- Buffalo Bill, Wild Bill Hickock, Billy the Kid -- and the great stories of O'Henry and Bret Harte. These are but a few samples of American literature in which the various dialects of the country play such a vital part.

Over and above the role of dialect in literature, history, and geography, there still remains another area that the classroom teacher cannot afford to neglect--viz. that of MUSIC. Just a superficial review of the field reveals such songs as those of Stephen Foster filled with dialect--the almost countless cowboy songs and the poignant words and melodies of the Negro Spirituals.

Finally, the cultural medium of art could be used as a culminating activity to the above units of study. Many more facts of history, geography, and literature would be retained if these were made the subject of the students' art classes.

Truly, the creative teacher will find no difficulty in locating a wealth of material for enrichment in the treasure of our dialects.

Fifth Exercise

This suggestion is for use with upper elementary and junior high students. In addition to the usual dictionary skills taught in the past (locating words in the dictionary, choosing one of several meanings to fit a particular context, using diacritical markings and key words as a guide to pronunciation) it is recommended that the following also be taught:

1. Use of the preface and introductory notes to discover, if possible, the editor's source of authority for his entries; the reason for the choice of entries; which pronunciation, if any, is preferable; meanings of symbols; and other information regarding the general make-up of the book.
2. The importance of the date of publication.
3. The meaning of etymology, its usefulness, and the use of the dictionary as a source of such information.
4. Use of out-of-date dictionaries to note language changes.
5. The value of cross-references before reaching a final decision regarding dictionary entries.

It cannot be emphasized too strongly that no legal authority is vested in any dictionary. Editors themselves do not make this claim. Entries are not final nor is every acceptable pronunciation and meaning necessarily listed. Choices of entries rest entirely with the editors.

The preface and introductory notes (too often neglected by both teachers and students) will clarify some mistaken ideas regarding the intent of the editors. Many people think the first pronunciation listed is preferable to the others. Several dictionaries were checked. In no case did the editors indicate a preference for one pronunciation entry above another.

Dictionaries recommended for the use of students and teachers:

1. Merriam-Webster's Third New International Dictionary (entries are complete and related to contemporary American life.)
2. The New English Pronouncing Dictionary, commonly known as The Oxford Dictionary (a valuable source of information, relating to language changes. Origin of words is traced back to Old English)

Conclusion

In conclusion the following may be emphasized:

1. Linguistic science is not new. Scientific studies of language began in Europe during the early nineteenth century. Linguists have accumulated and recorded a vast amount of knowledge related to language. Worthy of note to teachers are two facts:
 - a. All language is spoken in some dialectal form. Standard language is a prestige dialect.
 - b. Language always has been and continues to be in a constant state of change. Language that is accepted in circles of the educated during one generation may be completely unacceptable to the next. (Example: Ax along with ox and oxi, was the acceptable pronunciation of ask during the Middle English Period, 1200-1600.)
2. Teachers would do well to acquaint themselves with the work of dialectologists in this country.

3. Teachers should be continually aware that the spoken language is the basis for developing all language art skills. The student who does not talk is not likely to read. It behooves the teacher, therefore, to see to it that the student feels comfortable with the language he brings to school lest he ceases to talk because he thinks that what he has to say and the way in which he says it is unacceptable.
4. Dialects may create some pedagogical problems. They can also be a source of enrichment in many areas of learning. A few suggestions of ways in which dialects may be related to a language arts program have been made. It is hoped that the teacher will regard these suggestions merely as such, and she will devise means of developing language understandings and appreciations to fit the particular situation of her classroom.

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																													
		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kar.nada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese		
i	pit give																														
e	pet said																														
ae	pat have																														
i/e	pit pet																														
e/ae	pet pat																														
i/e/ae	pit pet pat																														
a	pot																														
o	call																														
e	putt																														
ae/a/o	lack lock call																														
e/a/o	putt pot call																														
ae/a/o/a	lack lock call putt																														
u	put																														
u/a	put putt																														
u/a/a	put putt pot																														
h/ah	saw calm																														
u/a/a/h	put putt pot paw																														
iy	see																														
ey	say																														
ay	sigh																														
oy	boy																														
iy/ey	see say																														
ay/oy	sigh boy																														
iy/ey	see say																														
ay/oy	sigh boy																														





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i/iy	pit peat	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
e/ey	pet pate	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
i/iy	pit peat	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
e/ey	pet pate	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
aw	house																												
ow	no																												
uw	two																												
uw/yuw	two few																												
aw/ow	how ho																												
ow/sh	so saw																												
aw/sh	house saw																												
aw/ow/uw	house ho saw																												
u/uw	put two	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
aw/ow/uw/yuw	house ho two few	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
ihr	ear																												
ehr	air																												
ohr	or																												
uhr	sure																												
ahr	are																												
ahr	her																												
ihr/ehr/ohr	ear air or																												
uhr/ahr/ehr	your are her																												
ar/ihr	her hear																												
ər/ehr	her hair																												
əhr/ahr/ohr	her are pour																												

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																														
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese			
ð	then	✓																														
θ	thick	✓																														
d/θ	mouth mouth		✓																													
s	say																															
s/ç	soo chew																															
z	zoo																															
s/z	sue zoo																															
t	tell																															
d	dell																															
t/d	to do																															
t/θ	tin thin																															
d/ð	dough though																															
d/ð/z	dough though zoo																															
s/z/t/d/θ/d	say zoo to do thin then	5/7d ✓																														
f	fine																															
v	vine																															
f/v	fine vine																															
w	wine																															
ill/will	illow willow																															
w/v	wine vine																															
f/v/w	fine vine wine																															
h	here																															
vowel/h + vowel	ill hill																															
y	you																															

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		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telugu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese
ell/yell	ellow yellow																												
i	jay																												
y/i	yaw jaw																												
h/y/i	haw yaw jaw																												
c	chin																												
ʃ	shin																												
ʒ/c	shin chin																												
r/i	chip ip																												
r/s/i	chip ship ip																												
p	pan																												
b	Dan																												
zd/l/d/rd	closed held heard																												
h/s	ho show																												
i/z	major measure																												
y/z	may your measure																												
f/h	fat hat																												
vowel/y + vowel	ell yell																												
vowel/w + vowel	ill will																												
s/c	soo chew																												
vowel drills																													
final consonants																													
final stops																													
initial + final clusters																													
l/r clusters																													
final cluster																													
all clusters																													

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all voiced sounds																														
p/t/c/k medial																														
p/t/c/k before nasals																														
nasals after d and r																														
unstressed syllables																														
polysyllables																														
stress																														
intonation																														
p/b	pan <u>ban</u>																													
b/v	ban <u>van</u>																													
p/b/v	pan <u>ban van</u>																													
k	come																													
g	gum																													
k/g	come <u>gun</u>																													
p/f/c/k	pin tin chin kin																													
b/d/l/g	big dig jig gig																													
ʒ	measure																													
g/z	glacier glazier																													
f/θ/s/ʒ	fin thin sin shin																													
v/d/z/ʒ	vie thy zoo vision																													
r	room																													
l	loom																													
r/l	room loom																													
m	mice																													
n	nice																													
ŋ	long																													



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ŋ	finger																													
g/gr	glass grass																													
f/fr	fly fry																													
gl/gr/fl/fr	glass grass fly fry																													
tr/θr/dr	true threw drew																													
tr/θr	true threw																													
rp/rt/ré/rk	harp heart porch pork																													
rb/rd/rg/rj	barb bard berg barge																													
rf/rO/rv/rđ	careful earth nerve farther																													
rs/rs/rz/rž	person harsh hers Persian																													
rl/rm/rn	girl arm turn																													
ps/ts/ks/fs/θs	caps cats backs calf's bath's																													
pt/kt/ft	stopped talked laughed																													
st/št/čt	passed wished reached																													
bz/dz/gz/vz/đz	cabs beds dogs wives paths																													
mz/nz/ŋz/lz/rz	names pens songs pals cars																													
bd/ɔd/gd/rd/đd	sobbed budget bagged barred bathed																													
md/nd/ŋd	seemed rained longed																													
n/ŋ	lawn long																													

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN AT HOME																																
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Latian	Thai	Vietnamese					
n/ng	sinner finger																																	
n/hg	singer finger																																	
o)/up/wr)																																		
h/g/hk	long finger think																																	
m/n/hg/h/k	ham sun finger sung sunk																																	
mp/nt/nd/nč	lamp sent send bench																																	
mp/mb/nd/n/t/h/nt/h/g	rumple rumble band ban bat bang bent bangle																																	
si/sw	sling swing																																	
st/sts	last lasts																																	
sk/sks	risk risks																																	
sp/sps	lisp lisps																																	
skr/str	strein stream																																	
spr/sp/s	spray spray shay																																	
sm/sn	smack snack																																	
pl/pr	play pray																																	
kl/kr	cloud crowd																																	
bl/br	bled bread																																	
pl/pr/ki/kr	play pray cloud crowd																																	



BOOK SELECTION LIST

The "literature approach" is a most effective way to bring about multi-racial and multi-ethnic understanding in the classroom. The following book list has been compiled to aid the teacher in providing the students with books that will help them to grow in understanding and to advance toward self-appreciation, identification, and an awareness of others.

PRIMARY LEVEL

BAD BOY, GOOD BOY, Ets, \$4.10. The youngest son of a large Mexican family in California tries to solve his problems.

THE LITTLE BROWN HEN, Martin, \$3.56. A Negro child works to give his mother a birthday present.

WELCOME CHILD, Buck, \$3.54. A Korean orphan comes to the United States.

THAT BAD CARLOS, Lewiton, \$3.27. Warm, perceptive story of Puerto Rican life in New York City.

EL PERRITO, Trez, \$2.41. Dual-language book tells the amusing story of a little dog who outwits bigger dogs.

SEÑOR BABY ELEPHANT, THE PIRATE, Joslin, \$2.67. Baby Elephant sets out to hunt buried treasure in Puerto Rico. Spanish words and phrases.

WE SAY HAPPY BIRTHDAY, Rider, \$1.93. Sharing the fun of Julia's birthday, in Spanish and in English.

THE WISE ROOSTER, Prieto, \$2.86. The legend of how the animals learned to speak on Christmas Eve, told in Spanish and English.

JOEY AND THE FAWN, Lewis, \$3.11. A Negro child overcomes his fear of deer.

ROSA, Politi, \$3.12. Charming story of a Mexican girl.

YOUR SKIN AND MINE, Showers, \$3.51. Simple, basic facts about skin color.

TWENTY-ONE CHILDREN, Ormsby, \$3.11. A Spanish-speaking pupil arrives in school.

ONE LUMINARIA FOR ANTONIO, Hood, \$2.52. Dual-language story in English and Spanish.

THERE IS A BULL ON MY BALCONY, Joslin, \$2.67. Wit and wisdom for meeting any situation in this charming Spanish-English book.

WHEN WE GO TO SCHOOL, Rider, \$1.93. School adventures with two boys, in Spanish and English.

GETTING TO KNOW THE CONGO RIVER, Robbins, \$2.86. Life along the Congo River today is accurately described.

PRIMARY LEVEL

GETTING TO KNOW KENYA, Ingalls, \$2.86. The customs and history of Kenya.

GETTING TO KNOW THE SAHARA, Joy, \$2.86. The struggles and the beauty of life in the desert.

GETTING TO KNOW TANZANIA, Joy, \$2.86. Fascinating account of Tanzania.

THE MFUMS, Grove, \$3.41. Amusing tales of two lovable children, living in Ghana.

THEY LIVED LIKE THIS IN ANCIENT AFRICA, Neurath, \$1.98. The civilization of ancient Africa.

MORE TALES FROM THE STORY HAT, Aardema, \$3.69. A new collection of African fables.

SUCH IS THE WAY OF THE WORLD, Elkin, \$3.21. A young Ethiopian boy's pet monkey escapes into the jungle.

GETTING TO KNOW NIGERIA, Olden, \$2.86. Nigeria's history, culture, products and resources.

GETTING TO KNOW SOUTH AFRICA, Ingalls, \$2.86. South Africa today, with reference to its people and policies.

THE AFRICANS KNEW, Pine, \$3.28. The daily life of the ancient Africans over 6,000 years ago.

OUR NEIGHBORS IN AFRICA, Caldwell, \$2.39. Well-illustrated book about Africa and its people.

THE ADVENTURES OF SPIDER, Arkhurst, \$3.56. Six stories about children in Liberia and Ghana.

OLODE THE HUNTER, Courlander, \$2.63. Folk tale from the Yoruba people of Nigeria.

WHY THE SUN WAS LATE, Elkin, \$3.00. A free rendition of an old African folk tale.

INTERMEDIATE LEVEL

- ADAM BOOKOUT, Shotwell, \$3.77. A Jim comes from Oklahoma to live in his cousin's racially-mixed neighborhood.
- THE EMPTY SCHOOLHOUSE, Carlson, \$3.79. School integration story.
- NEW BOY IN SCHOOL, Justus, \$2.28. Lennie must adjust to the big city and a new all-white school.
- SAN FRANCISCO BOY, Lenski, \$4.29. A Chinese-American boy discovers the richness of his double heritage.
- A SUMMER ADVENTURE, Lewis, \$2.92. Ross Pennock, a Negro boy, starts a zoo in his backyard.
- TRUST A CITY KID, Huston, \$3.52. A boy from Harlem spends a summer with a Quaker family.
- AFRICA IS PEOPLE, Nolen, \$6.88. Culture and history of Africa.
- THE FIRST BOOK OF AFRICA, Hughes, \$1.98. Exciting story of Africa's ancient kingdoms, explorers, and empire builders.
- BERRIES GOODMAN, Neville, \$3.27. A city boy encounters anti-Semitism when he moves to the suburbs.
- HIGH-RISE SECRET, Lenski, \$3.39. Realistic story of the activities of city children in a crowded housing project.
- SAIL, CALYPSO, Jones, \$3.47. A Negro and a white boy become friends as they repair a sailboat.
- SKID, Hayes, \$2.28. The only Negro boy in a white school proves himself.
- TESSIE, Jackson, \$4.43. A Harlem teenager faces new problems in a private school.
- THE WEED WALK, Sutton, \$3.49. Lorri is torn between her ideals and a friend's false values when a Negro family moves next door.
- THE ART OF AFRICA, Glubok, \$4.11. The art of Africa in cave paintings, masks, poetry and musical instruments.
- LET'S VISIT MIDDLE AFRICA, Caldwell, \$2.86. The history, people and customs of East and Central Africa and the Congo.

INTERMEDIATE LEVEL

- THE PEOPLES OF AFRICA, Turnbull, \$3.86. The diverse peoples of Africa and their different traditions.
- PLAYTIME IN AFRICA, Sutherland, \$3.41. Rhythmic text with beautiful photographs of children playing in Ghana.
- CONGO FIRESIDE TALES, Savory, \$2.63. The history, songs, and sagas of the Congo are captured in these authentic folk tales.
- TALES TOLD NEAR A CROCODILE, Harman, \$3.77. Ten legends of the 6 tribes of Africa's Lake Nyanza region.
- BORN TO PLAY BALL, Mays, \$3.29. Story of Willie Mays, in his own words.
- FAMOUS NEGRO ATHLETES, Bontemps, \$2.45. Biographies of Negro athletes in all areas of the sports world.
- THE FIRST BOOK OF AMERICAN NEGROES, Young, \$1.98. The contributions of American Negroes from the Civil War to the present.
- FORTEN THE SAILMAKER, Douty, \$3.47. Story of a free Negro who operated a successful sailmaking shop when America was still a colony.
- "I SAW YOU FROM AFAR," Perkins, \$3.07. Daily life of the oldest inhabitants of South Africa.
- THE SHATTERED SKULL, Perkins, \$3.07. Glimpses of life in different parts of Africa today.
- THE KING'S DRUM, Courlander, \$2.10. Twenty-three stories of wisdom, humor, and courage from Africa.
- ADVENTURES OF THE NEGRO COWBOYS, Durham, \$2.45. Fascinating story of the many Negro cowboys who helped tame the Wild West.
- DR. GEORGE WASHINGTON CARVER, Graham, \$3.34. Story of the world famous Negro scientist.
- FAMOUS NEGRO HEROES OF AMERICA, Hughes, \$2.45. Biographies of 16 American Negro patriots, explorers, and war heroes.
- THE FIRST BOOK OF JAZZ, Hughes, \$1.98. Authoritative introduction to jazz musicians and jazz music.
- HARRIET TUBMAN, Humphreville, \$2.20. The flame of freedom was fanned by this woman who helped others to freedom.

INTERMEDIATE LEVEL

JACKIE ROBINSON OF THE BROOKLYN DODGERS, Shapiro, \$3.34. Biography, with photographs, of a great baseball star.

THE NEGRO IN AMERICA, Spangler, \$3.95. The struggle of Negroes in America who have sought freedom and justice.

THE PICTURE LIFE OF RALPH J. BUNCHE, Young, \$1.98. Informative story about one man's efforts to promote world peace.

A SPECIAL BRAVERY, Johnston, \$3.23. Highlights of the accomplishments of 15 American Negroes from Crispus Attucks to Martin Luther King, Jr.

YOUR MOST HUMBLE SERVANT, Graham, \$3.34. Life of Benjamin Banneker, Negro mathematician and astronomer.

JEAN BAPTISTE POINTE DE SABLE, Graham, \$3.34. Fascinating story of the Negro who founded the city of Chicago.

THE PICTURE LIFE OF MARTIN LUTHER KING, JR., Young, \$1.98. The achievements of a prominent leader in Civil Rights.

SLAVERY IN THE UNITED STATES, Ingraham, \$1.98. History for young people.

YOUNG JIM, Tarry, \$2.63. Story of the boyhood of James Weldon Johnson, great Negro poet and writer.

SECONDARY LEVEL

AFRICAN SAMSON, Harman, \$3.37. A legend similar to the Biblical tale of Samson interwoven with African customs.

GUILLOT'S AFRICAN FOLK TALES, Guillot, \$2.96. Beautiful gathering of African tales.

THE CONGO, McKown, \$4.46. The mystery, magic, beauty and tragedy of the great Congo River.

TRADITION AND CHANGE IN AFRICAN TRIBAL LIFE, Turnbull, \$5.57. African life, from birth to death, is traced and analyzed.

THE WILDLIFE OF AFRICA, Arundel, \$4.17. Fascinating history of animal life in Africa and man's impact upon it.

AFRICAN VILLAGE FOLK TALES, Kaula, \$3.86. Twenty brisk and funny tales from tribal storytellers.

AFRICA, PAST AND PRESENT, Thompson, \$3.50. Survey of African history with many photographs.

LEADERS OF NEW AFRICA, Kaula, \$3.86. The lives and accomplishments of leaders of new emerging nations.

TROPICAL AFRICA TODAY, Kimble, \$2.77. Tropical Africa is discussed as a cultural area rather than a series of national states.

BOOKS CHILDREN ENJOY HAVING READ ALOUD

Lower Elementary

AUTHOR	TITLE	AUTHOR	TITLE
Bemelmans, Ludwig	*The Madeline Books	Newberry, Clare	April's Kittens
Burton, Virginia	*Katy and the Big Snow (and others)	Payne, _____	Katy No-Pocket
Bishop, Claire	*The Five Chinese Brothers	Politi, Leo	All Things Bright and Beautiful (and others)
Daugherty, James	Andy and the Lion	Potter, Beatrix	The Tale of Peter Rabbit
Fischer, Hans	Pitschi	Quigley, Lillian	The Blind Man and the Elephant
Flack, Marjorie	The Angus Books	Rey, H. A.	*Curious George (and others)
Gag, Wanda	*The Story About Ping	Seuss, Dr.	Horton Hatches the Egg (and others)
Gannett, Ruth	*Millions of Cats	Slobodkins, Louis	*Caps for Sale
Guilfoile, Elizabeth	My Father's Dragon	Tresselt, Alvin	*White Snow, Bright Snow
Hader, Berta	Nobody Listens to Andrew	_____	_____
Heilbroner, Joan	*The Big Snow (and others)	_____	_____
Hoff, Carol	Robert, the Rose Horse	_____	_____
Keats, Ezra	Danny the Dinosaur	_____	_____
	Whistle for Willie	_____	_____
	*The Snowy Day	_____	_____
Lattimore, Eleanor	Little Pear (and others)	_____	_____
Lenski, Lois	The Little Auto (and others)	_____	_____
Lindgren, Astrid	The Tomten	_____	_____
McCloskey, Robert	*The Biggest Bear (and others)	_____	_____
	*Make Way for Ducklings	_____	_____
Milne, A. A.	Winnie-the-Pooh	_____	_____
Minarik, Else	Father Bear Come Home (and others)	_____	_____

*These stories are available in the Weston Woods filmstrip-record series.

Middle Elementary

<u>AUTHOR</u>	<u>TITLE</u>	<u>AUTHOR</u>	<u>TITLE</u>
Atwater, Richard	Mr. Popper's Penguins	McGinley, Phyllis	The Plain Princess
Boston, L. M.	The Treasure of Green Knowe	Mason, Miriam	Caroline and Her Kettle Named Maud (and others)
Brock, Emma	Here Comes Kristie (and others)	Meigs, Cornelia	The Willow Whistle
Brooks, Walter	Freddy and the Detectives	Moore, Lillian	The Snake That Went to School
Byars, Betsy	Clementine	Orton, Helen	Treasure in the Little Trunk
Clark, Ann Nolan	Little Navajo Bluebird (and others)	Rounds, Glen	The Blind Colt
Cleary, Beverly	Henry Huggins (and others)	Selden, George	The Cricket in Times Square
Church, Richard	Five Boys	Slobodkin, Louis	The Space Ship Under the Tree
DeJong, Meindert	Wheel on the School (and others)	Titus, Eve	Basil of Baker Street
Estes, Eleanor	The Hundred Dresses	Todd, Ruthven	Space Cat
Embry, Margaret	The Blue-Nosed Witch	Travers, Pamela	Mary Poppins
Farley, Walter	The Big Black Horse (and others)	Uchida, Yoshiko	Takao and Grandfather's Sword
Faulkner, Georgene	Melindy's Medal	White, E.B.	Charlott's Web
Godden, Rumer	The Doll's House	Yashimo, Taro	Stuart Little
Haywood, Carolyn	"B" is for Betsy (and others)		Crow Boy
Holling, Holling C.	The Tree in the Trail (and others)		
Jones, Elizabeth	Twig		
Lawson, Robert	Rabbit Hill		
LeGrand, Matilda	Sampson Catches a Mystery		
Lenski, Lois	Prairie School (and others)		
Lewis, C. S.	The Lion, the Witch, and the Wardrobe		
Lindgren, Astrid	Pippi Longstocking		
Lindquist, Jennie	The Golden Name Day		
Lovelace, Maud	Betsy-Tacy		
McClaskey, Robert	Lentil		
McGregor, Ellen	Miss Pickereil Goes to Mars (and others)		



Upper Elementary

AUTHOR	TITLE	AUTHOR	TITLE
Benary-Isbert	The Ark (and others)	Seredy, Kate	The White Stag
Best,	Desmond the Dog Detective	Sinclair, Upton	The Gnoblie
Bontemps, Arna	Sugar Hill	Smith, Agnes	An Edge of the Forest
Brink, Carol	Caddie Woodlawn	Sorenson, Virginia	Plain Girl
Bulla, Clyde	Sword in the Tree	Spear, Elizabeth	The Witch of Blackbird Pond
Clark, Ann Nolan	Secret of the Andes	Stevenson, Robert L.	Treasure Island
Coatsworth, Elizabeth	Hitty, Her First Hundred Years	Taylor, Sydney	All-of-a-Kind Family
DeAngeli, Marguerite	The Door in the Wall	Twain, Mark	Adventures of Tom Sawyer (and others)
DeFoe, Daniel	Robinson Crusoe	Ullman, James	Banner in the Sky
DeJong, Meindert	House of Sixty Fathers	Underhill, R.	Antelope Singer
DuSoe, Robert	Three Without Fear	Wildner, _____	(Paiute Indians of Nevada)
Edmonds, Walter	The Matchlock Gun	_____	The Little House Books
Enright, Elizabeth	The Saturdays (and others)	_____	_____
Estes, Eleanor	The Moffats (and others)	_____	_____
Field, Rachel	The Cat Who Went to Heaven	_____	_____
Gipson, Fred	Old Yeller	_____	_____
Graham, Kenneth	Wind in the Willows	_____	_____
Gray, Elizabeth	Adam of the Road	_____	_____
Hale, Lucretia	The Peterkin Papers	_____	_____
Henry, Marguerite	Misty of Chincoteague (and others)	_____	_____
Irving, Washington	Rip Van Winkle (and others)	_____	_____
Kelly, Eric P.	The Trumpeter of Krakow	_____	_____
Krumgold, Joseph	And Now Miguel	_____	_____
Lenski, Lois	Strawberry Girl (and others)	_____	_____
Lofing, Hugh	The Story of Doctor Doolittle	_____	_____
McCloskey, Robert	Homer Price (and others)	_____	_____
Mason, Miriam	The Middle Sister	_____	_____
Norton, Mary	The Borrowers (and others)	_____	_____
O'Dell, _____	Island of the Blue Dolphins	_____	_____
Plye, Howard	Men of Iron	_____	_____



Biographies

AUTHOR
Bulla

Gilbreth
Hickok
Holbrook

Horizon Magazine
McNeer
Schoor

West

TITLE

Squanto
Childhood of Famous Americans
(series)
Cheaper by the Dozen
Story of Helen Keller
Wyatt Earp
Wild Bill Hickock
Joan of Arc
(Osceola) War Chief of the Seminoles
Roy Campanella
Young John Kennedy
Benjamin West and His Gray Cat
Grimalkin

Fairy Tale and Story Collections

AUTHOR

Anglund
Arbutnot
A.C.E.I.
Boy's Life
Fenner
Grimm
Hutchinson
Kipling
Rackham
Rojankovsky

TITLE

Nibble, Nibble Mousekin
Time for Fairy Tales
Told Under the Green Umbrella
Books of Stories
Ghosts, Ghosts, Ghosts
Indians, Indians, Indians (and others)
Household Stories
Candle-Light Stories
Chimney Corner Fairy Tales
Just So Stories
Arthur Rackham's Fairy Book
The Tall Book of Nursery Tales

Poetry Collections

Arbutnot
de la Mare
Fischer
Lear
McGinley
Nash
O'Neill
Sandburg
Stevenson

Time for Poetry
Peacock Pie
In the Woods, In the Meadow,
In the Sky
Limericks by Lear
The Complete Nonsense Book
Boys Are Awful
Girls Are Silly
Hailstones and Halibut Bones
Early Moon
A Child's Garden of Verses

Folklore Collections

Blair
Cothran
Daugherty
Felton

Tall Tale America
With a Wig, With a Wag, and Other
American Folk Tales
Their Weight in Wildcats
Legends of Paul Bunyan

For further information about these and other books, the teacher may refer to the annotated listings found in the H.W. Wilson Company Children's Catalog available in any school library. The teacher is encouraged to make additions to these lists on the spaces provided at the end of each section.

THE NEWBERY AWARD

PURPOSE: To introduce children to the best in books.

The Newbery Medal is an annual award presented to the author of the most distinguished contribution to American literature for children published in the preceding year.

READING RECORD OF NEWBERY AWARD WINNING BOOKS

Year	Title and Author	Reading Completed	Year	Title and Author	Reading Completed
1922	The Story of Mankind, Van Loon	_____	1940	Daniel Boone, Daugherty	_____
1923	Voyages of Dr. Dolittle, Lofting	_____	1941	Call it Courage, Sperry	_____
1924	The Dark Frigate, Hawes	_____	1942	The Matchlock Gun, Edmonds	_____
1925	Tales From Silver Lands, Finger	_____	1943	Adam of the Road, Gray	_____
1926	Shen of the Sea, Chrisman	_____	1944	Johnny Tremain, Forbes	_____
1927	Smoky, the Cowhorse, James	_____	1945	Robbit Hill, Lawson	_____
1928	Gay Neck, Mukerji	_____	1946	Strawberry Girl, Lenski	_____
1929	Trumpeter of Krakow, Kelly	_____	1947	Miss Hickory, Bailey	_____
1930	Hitty, Her First Hundred Years, Field	_____	1948	The Twenty-One Balloons, Du Bois	_____
1931	The Cat Who Went to Heaven, Coatsworth	_____	1949	King of the Wind, Henry	_____
1932	Waterless Mountain, Armer	_____	1950	The Door in the Wall, De Angeli	_____
1933	Young Fu of the Upper Yangtze, Lewis	_____	1951	Amos Fortune, Free Man, Yates	_____
1934	Invincible Louisa, Meigs	_____	1952	Ginger Pye, Estes	_____
1935	Dobry, Shannon	_____	1953	Secret of the Andes, Clark	_____
1936	Caddie Woodlawn, Brink	_____	1954	And Now Miguel, Krumgold	_____
1937	Roller Skates, Sawyer	_____	1955	The Wheel on the School, DeJong	_____
1938	The White Stag, Seredy	_____	1956	Carry on, Mr. Bowditch, Latham	_____
1939	Thimble Summer, Enright	_____	1957	Miracles on Maple Hill, Sorensen	_____
		_____	1958	Rifles for Watie, Keith	_____
		_____	1959	The Witch of Blackbird Pond, Speare	_____

READING RECORD OF NEWBERY AWARD WINNING BOOKS (continued)

<u>Year</u>	<u>Title and Author</u>	<u>Reading Completed</u>	<u>Year</u>	<u>Title and Author</u>	<u>Reading Completed</u>
1960	Onion John, Krumbold		1966	I, Juan de Paraja, Trevino	
1961	Island of the Blue Dolphins, O'Dell		1967		
1962	The Bronze Bow, Speare		1968		
1963	A Wrinkle in Time, L'Engle		1969		
1964	It's Like This, Cat, Neville		1970		
1965	Shadow of a Bull, Wojciechowska		1971		
			1972		

Select your favorite Newbery Medal winner.
Why do you think this book was chosen to receive this special award?

Title _____ Author _____

BOOK SHARING

These suggestions were taken from Hints on Teaching Literature. A Portland Public School publication for its own teachers.

1. Use ART in any number of ways. When a group of students have read a story, they may plan and prepare a mural. If they rough it out on paper first, with each responsible for a share but each contributing to a unified plan, the mural will be valuable enrichment to their own and the class's appreciation.
2. It takes only a shoe box to make a diorama! Many students read with greater perception and appreciate the details more if they plan to prepare a diorama.
3. Water colors are good too--or pastel chalk drawings or charcoals. Perhaps some students can draw the characters of the story. Ask them to draw these people in action--not as if they were posing for a photographer but doing something that is described in the story or that represents typical behavior.
4. If the story requires a good knowledge of the place, as in a mystery, you may want a student to draw a treasure map. Or, if the setting is in an unfamiliar part of the country or world, you may want to have a map to locate it. A free-hand map may do the trick, or possibly a traced projection of a small map that someone finds in a book.
5. Figurines of clay or papier-maché can add to the appreciation and enjoyment of a story.
6. Some student might like to make clothespin dolls with clothing that represents the period of the story he is reading. Or, a student may bring to school a doll that just fits the story and tell why it seems to her like the storybook character.
7. Have you ever let your class make rolled paper figures to represent story characters? A sheet of paper rolled and fastened by scotch tape will stand on a book shelf or a window ledge. The student can determine first where the painting of the face and body should be made and then complete the painting before rolling the paper.
8. Students can make original book jackets--colorful ones with paintings that suggest what the story might be about.
9. Make storybook mobiles. It isn't easy to make the mobile balance, but it is fun to accomplish the trick at last.

10. Let the students make and decorate bookmarks that relate to a favorite book already read. Some may wish to have their bookmarks carry a recommendation: I recommend The Little House in the Big Woods. Only one student can take the book home overnight, but several might be reading it in spare moments during the day. Since bookmarks do fall out sometimes, have students who must leave the room write page numbers down each time they temporarily complete their reading.
11. Some students like to make booklets. Let them use their ingenuity to make the cover and pages artistic.
12. Use **DRAMATIZATION** freely, but not carelessly. It is best to launch dramatization by using a story that is very familiar to the students. Try a folk tale or a fairy tale. Decide upon one little scene at first. Before asking anyone to act, do a good deal of thinking aloud. Which characters are needed for this scene? Take each one in turn: how can you show what the character is like by the way he walks; by the way he holds his body, hands, feet, head; or by the expression on his face? Then decide how much action takes place in the scene you have selected. What does each character do? What kind of thing does he say? At this point the situation is pretty well understood. The students can go ahead without memorizing script. Let them extemporize the lines. It will keep them on their toes and add freshness to the dramatization.
13. When characters have been selected for a dramatization, let them act out their concept of the scene. Use volunteers at first, and entice other volunteers rather than require participation. Follow the dramatization with group discussion. You may wish at first to limit critical remarks to favorable criticism. If students comment on what they like, they will be focusing on the best things--that's what you want them to do. Let the actors themselves add their own criticisms.
14. Pantomimes are fun and relatively easy. No words to speak--and that's a blessing for the shy ones. They can let their body movement and their facial expression tell the story. If it is a scene from a book the students know, they might even let their classmates guess what the pantomime is all about.
15. How about silhouettes! This can be done behind a sheet, if a lighting arrangement behind the actors throws their shadows plainly on the sheet. Make a paper picture frame around the sheet.
16. Tableaus may be effective as a representation of several scenes in a book. For this purpose, the series of tableaux could portray contrasts such as older people in one and younger in another--a gay scene in one and a serious one in another.

17. A room program may be planned with dialogues prepared by pairs of students. Each of the pair represents a character in a story with just a suggestion of costuming. The dialogue must be concerned with some action of the story, and it should be so planned that the content of the conversation and the tone of voice and mannerisms convey the character.
18. A story may be told as if by radio. Let the students who take part stand outside the door or behind a screen. They must create interest, even excitement, by their voices and whatever sound effects they can concoct.
19. Use **DANCING** to add meaning to literature. For example, if you are reading a pioneer story, include some square dances as part of a literature program.
20. Whether you are reading aloud or whether a student reads a selection to the class, take time to savor the book as you go--encourage the warm response to human appeal, enjoy the humor, take delight in the language.

BOOK CONFERENCE QUESTIONS

Discussion about characters:

1. In what ways do the characters change during the story?
2. How does conversation reveal character?
3. Give some examples of places in the story when actions revealed a person's character.
4. What contrast in character was shown?
5. Was there a variety of characters in the story?
6. Choose a certain piece of action and discuss the reasons back of it?
7. Were there other actions (other ways of doing something) that the character or characters might have chosen?
8. Discuss the plot of the story.
9. What is the main problem that needs solving?

10. Show how one act causes another throughout the events of the story, i.e., "For want of a nail the shoe was lost."
11. Discuss the choices the characters had to make and what led to one choice rather than another.
12. Show where things (foreshadowing) suggest what happens later?
13. How is the suspense (excitement) built up in the story?

Discussion about language:

1. Discussion of the words used in the story can be profitable and fun.
2. Are any words selected to excite the reader?
3. Can you find words or phrases that make the story funny? This would be language tickling and funnybone rather than a funny action or incident.
4. What words did you notice that sound quaint (from another period of time)? Why did the author use these words?
5. Do any words startle the reader or stand out as particularly vivid?
6. Words are used to build up a certain mood in the reader. Is there evidence of this in the story you read?
7. Find passages that build (or express) feelings—sad, gay, lazy.

Discussion about the setting:

1. Does the setting of the story help determine the mood? (A Poe story for instance)
2. In what period of time does the story take place? (Historical novels, for instance, are often rich in details related to a particular period.)
3. What do you know about a particular place or places mentioned in the story?
4. Does the story bring out contrasts or comparisons of different places?
5. Are the problems in the story peculiar to the time and place or would they exist in a different place or time?

Ideas for extending interest:

1. Let the students make lists of books on certain topics.
2. Have the students make lists of poems, stories, or books by certain authors.
3. Keep a class record book of all the books read by the members of the class. Such a book could be illustrated and carefully bound by the students.
4. A list (or booklet) of recommended readings may be prepared by students for other students. Such a list made by sixth grade, for instance, could be given to another sixth grade or kept for next year's class.
5. Make a list of class favorites grouped under such titles as "Well-Known Books," "Easy Books," or "Exciting Books."
6. Ask a teacher in another school to cooperate in a plan to have Pen Pals for Book Friends. Students can write each other about the books they are reading.
7. Let upper grade students read stories to primary grade students. They would use, of course, books from the primary packets. The little ones would enjoy this, and the experience would be of value to the other students. Or, they might tell the stories to the primary grade students.
8. Just as effective as appearing in person to tell a story is making a tape. Students are fascinated by tape recorders and enjoy hearing their own voices.
9. Talk about the Newbery Books; students might like to make some awards themselves.
10. Titles of books are fun to talk about. What would you have named the book?
11. Keep individual records of reading for a year.

INTEREST INVENTORY

1. What do you like to do best when you have some spare time? _____

2. What do you usually do after school?
In the evenings? _____ On Saturday _____ On Sunday _____
How old are your brothers and sisters? _____

3. To which clubs do you belong?
Do you take any special lessons? _____

4. Do you let other people use your possessions (i.e., radio, record player, etc.)? _____

5. How often do you go to the movies? _____ Which is the best movie you ever saw? _____
What kind of movie do you like best? _____

6. How much time do you spend watching television each day? _____
What television programs do you like best? _____
What radio programs do you like best? _____

7. Have you ever been to a farm? _____ circus? _____ zoo? _____ art museum? _____ amusement park? _____
concert? _____ opera? _____ picnic? _____ ball game? _____ summer camp? _____ YMCA? _____
YWCA? _____ swimming pool? _____ Have you ever taken a trip by boat? _____ train? _____ bus? _____
car? _____ airplane? _____
8. What do you want to do when you get out of high school? _____

9. What kind of pet do you have? _____ hobby? _____ collection? _____

10. Do you like school? _____ What subject do you like best? _____ How many schools have you attended in Las Vegas? _____ elsewhere? _____
11. Do you like to read? _____ Do you like to have someone read to you? _____ How much time do you spend in reading storybooks? _____ Which books have you read lately? _____
12. Do you have a library card? _____ How often do you check out library books? _____ How many books do you own? _____ Name some books you would like to own. _____
13. What kinds of books do you like best -- history, travel, plays, essays, adventure stories, science, poetry, novels, detective stories, mystery stories, biography, music, art? _____
14. What newspapers do you read? _____ What part do you like best? _____ Which part do you read first? _____
15. Do you get any magazines at your house? _____ Do you read them? _____ What is your favorite magazine? _____
16. Is there a dictionary in your house? _____ Do you ever use it? _____

RECORDING DATA

COMPREHENSIVE READING RECORD SHEET

Student's Name _____ Birthdate _____ Date of Testing _____

Book Levels	Word Recognition		Comprehension		Comments
	Flash	Untimed	Oral	Silent	

DISABILITY CHECKLIST

Name _____ Age _____ Grade _____

Test Results: M.A. _____ C.A. _____ I.Q. _____ Date _____

Achievement Tests:
Name _____ Date _____ Results _____

Vision _____ Hearing _____

Speech _____

Physical Defects _____

	Yes	Occasionally	No
I. Silent Reading			
1. Finger pointing			
2. Lip movement			
3. Sub-vocalization			
4. Head movement			
5. Body movement			
II. Oral Reading - List errors Sight vocabulary			



	Yes	Occasionally	No
Omissions			
Substitutions			
Insertions			
Repetitions			
Reversals			
Mispronunciations: Beginning			
Middle			
Final			
Word by word			
Phrasing			
Blocking			
III. Facility in Word Analysis Techniques			
Ability to use:			
configuration clues			
picture clues			
context clues			
phonics			
IV. Facility in Language Usage			
A. Adequate speaking vocabulary to deal with experience			
B. Adequate reading vocabulary			
C. Able to interpret paragraph construction			

READING
CHECKLIST OF DIFFICULTIES

Name _____ Grade _____ Date _____ Suggested Reading Level _____

GENERAL READING HABITS

- _____ Uses finger as pointer
- _____ Frowns and is tense
- _____ Poor posture
- _____ Loses place easily
- _____ Shows aversion to reading
- _____ Head movements
- _____ Holds book too close
- _____ Tilts book to one side
- _____ Holds book too far away

ORAL READING - VOICE SKILLS

- _____ Strained, high-pitched voice
- _____ Monotonous tone
- _____ Volume too loud
- _____ Poor enunciation
- _____ Volume too soft

PHRASE READING

- _____ Word-by-word reading
- _____ Incorrect phrasing
- _____ Eye-voice span too short
- _____ Ignores punctuation

ORAL READING - WORD SKILLS

- _____ Low sight vocabulary
- _____ Errors on easier words
- _____ Guesses at unknown words
- _____ Ignores errors and reads on
- _____ Habitual addition of words
- _____ Omits words
- _____ Word analysis ability poor

RECALL OF ORAL READING

Good _____ Fair _____ Poor _____

- _____ Unaided recall scanty
- _____ Poorly organized
- _____ Inaccurate memory
- _____ Guesses
- _____ Avoids use of new words
- _____ Recalls details on questions

RECALL OF SILENT READING

Good _____ Fair _____ Poor _____

- _____ Unaided recall scanty
- _____ Poorly organized
- _____ Inaccurate memory
- _____ Guesses
- _____ Avoids use of new words
- _____ Recalls details badly on questions

PHONETIC INVENTORY

- _____ Following letter names not known:
- _____ Following letter sounds not known:
- _____ Following consonant blends not known:
- _____ Following letters are reversed:

WRITTEN RECALL OF READING

Good _____ Fair _____ Poor _____

- _____ Unaided recall scanty
- _____ Poorly organized
- _____ Inaccurate memory
- _____ Guesses
- _____ Avoids use of new words
- _____ Laborious writing
- _____ Spelling impedes recall

SILENT READING

- _____ Lip movements
- _____ Whispering
- _____ Low rate
- _____ High rate at expense of mastery

READING CLINIC 1967

(Kottmeyer)

Does the student make reversals?

pal even no saw raw ten far won pot rats keep nap tops read meat lap never

Word attack _____ Guessing _____ Configuration _____ Spelling _____

Syllabication _____ Context clues _____ Blending _____ Letter names _____

Prefixes _____ Suffixes _____

Sight vocabulary _____

Word reversals _____ Letter reversals _____

Word omissions _____ Letter omissions _____ Word substitutions _____

Speech _____ Enunciation _____ Voice control _____

Word repetition _____ Word calling _____ Regressions _____

Reading rate _____ Words per minute _____ Material _____

Use of dictionary _____ Use of encyclopedia _____ Ability to use library _____

Ability to skim _____ Follows directions _____ Locate central thought _____ Recall details _____

Recreational reading _____



TESTS OF PHONICS SKILLS

Name _____ Date _____ Clinician _____

Test for Initial Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- | | | |
|----------------|-----------------|-------------|
| 1. <u>b</u> ef | 10. <u>g</u> ib | <u>g</u> ed |
| 2. <u>d</u> od | 11. <u>r</u> ep | <u>r</u> in |
| 3. <u>f</u> es | 12. <u>s</u> ul | <u>s</u> ab |
| 4. <u>h</u> uc | 13. <u>t</u> ep | <u>f</u> id |
| 5. <u>j</u> os | 14. <u>v</u> am | <u>v</u> us |
| 6. <u>k</u> ib | 15. <u>w</u> ib | <u>w</u> at |
| 7. <u>l</u> us | 16. <u>p</u> im | <u>p</u> ud |
| 8. <u>m</u> up | 17. <u>y</u> ed | <u>y</u> om |
| 9. <u>n</u> am | 18. <u>s</u> iz | <u>z</u> am |

Test for Final Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- | | | |
|----------------|-----------------|-------------|
| 1. <u>l</u> ib | <u>s</u> ab | <u>j</u> un |
| 2. <u>h</u> ed | <u>f</u> ud | <u>d</u> up |
| 3. <u>n</u> af | <u>n</u> if | <u>s</u> ur |
| 4. <u>s</u> ug | <u>h</u> eg | <u>j</u> as |
| 5. <u>d</u> al | <u>s</u> ul | <u>d</u> if |
| 6. <u>t</u> em | <u>b</u> im | <u>s</u> uk |
| | 7. <u>f</u> en | <u>j</u> un |
| | 8. <u>k</u> ap | <u>d</u> up |
| | 9. <u>t</u> or | <u>s</u> ur |
| | 10. <u>b</u> is | <u>j</u> as |
| | 11. <u>f</u> et | <u>d</u> if |
| | 12. <u>b</u> ak | <u>s</u> uk |

Test for Consonant Blends (2-1)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- | | | | |
|-----------------|--------------|-------------------|---------------|
| 1. <u>b</u> rod | <u>b</u> ril | 9. <u>d</u> rus | <u>d</u> rid |
| 2. <u>b</u> lad | <u>b</u> ril | 10. <u>t</u> ril | <u>t</u> run |
| 3. <u>c</u> lak | <u>c</u> lus | 11. <u>s</u> kab | <u>s</u> kuk |
| 4. <u>f</u> lib | <u>f</u> ul | 12. <u>s</u> mod | <u>s</u> mep |
| 5. <u>s</u> lem | <u>s</u> las | 13. <u>s</u> neg | <u>s</u> nus |
| 6. <u>f</u> rup | <u>f</u> rip | 14. <u>s</u> tak | <u>s</u> tid |
| 7. <u>g</u> rum | <u>g</u> rod | 15. <u>s</u> wil | <u>s</u> wad |
| 8. <u>q</u> uod | <u>q</u> uad | 16. <u>s</u> trad | <u>s</u> trim |

Test for Consonant Digraphs

- | | | | |
|-----------------|--------------|-----------------|--------------|
| 1. <u>ch</u> is | <u>ch</u> em | 5. <u>wh</u> es | <u>wh</u> an |
| 2. <u>sh</u> an | <u>sh</u> og | 6. <u>wr</u> un | <u>wr</u> um |
| 3. <u>ph</u> un | <u>ph</u> at | 7. <u>gn</u> ad | <u>gn</u> ol |
| 4. <u>th</u> ob | <u>th</u> il | | |

Test for Final Sound

- | | | | |
|-----------------|--------------|-----------------|--------------|
| 1. <u>w</u> ung | <u>l</u> ing | 4. <u>fe</u> ck | <u>l</u> uck |
| 2. <u>b</u> ish | <u>f</u> ash | 5. <u>w</u> ung | <u>j</u> ong |
| 3. <u>s</u> ath | <u>w</u> oth | 6. <u>w</u> ach | <u>l</u> och |

Test for Long and Short Vowel Sounds (2-2)

Directions: I will pronounce some words. These words have various vowel sounds. Tell me if the vowel has a long or short sound.

- | | | | | |
|----------|---------|---------|---------|---------|
| 1. gate | 1. bet | 1. kite | 1. goat | 1. cut |
| 2. apple | 2. eat | 2. pin | 2. oak | 2. use |
| 3. stay | 3. key | 3. fly | 3. got | 3. puff |
| 4. pan | 4. end | 4. wish | 4. hop | 4. hue |
| 5. ate | 5. sled | 5. ice | 5. go | 5. mule |

KEY: (for above vowel sounds)

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. \bar{a} | 1. \check{e} | 1. \bar{i} | 1. \check{u} |
| 2. \check{a} | 2. \bar{e} | 2. \check{i} | 2. \bar{u} |
| 3. \bar{a} | 3. \bar{e} | 3. \bar{i} | 3. \check{u} |
| 4. \check{a} | 4. \check{e} | 4. \check{i} | 4. \bar{u} |
| 5. \bar{a} | 5. \check{e} | 5. \bar{i} | 5. \bar{u} |

DIRECTIONS FOR GIVING THE SPELLING TEST*

1. Provide each student with a sheet of ruled paper. Tell him to number the lines from 1-20.
 2. Dictate the test words to the entire class, or to the individual student, just as in any spelling lesson. Do not let any student see the test previously. Do not hurry through the test. Give the students as much security as possible.
 3. Collect the papers immediately. Do not have the students look over the papers for mistakes.
- NOTE TO THE TEACHERS USING THE PHONOVISUAL METHOD OF TEACHING:** Give this test to every student before beginning work with the Phonovisual charts. After all sounds have been taught according to the instructions in the Method Book, give the test again to (1) note improvement and (2) see whether there are any sounds not thoroughly mastered.

PREPARING TO SCORE THE TEST

In scoring the test (see instructions below), the teacher should keep the following points in mind:

1. Does the student know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse s with sh, w with wh?
2. Is he listening through the word? For example, does he write correctly the ch at the beginning of the word church and yet fail to hear the ch with which the word ends? Does he hear the t at the end of the word swept?
3. Is he confusing the vowel sounds? For example, does he write shap for shape, whil for while, strack for struck?

SCORING

1. Underline the part of the word missed. Do not merely mark the word wrong. Use a blue pencil for consonant errors, red for vowel errors.
2. Turn to the score analysis at the right of the test words. Checking against the student's own paper, circle each vowel or consonant error and each error in a blend; indicate any letter or sounds reversed.
3. Total the errors as indicated at the bottom of the page.

FINAL ANALYSIS

1. Note number of beginning and final consonants missed. If student makes mistakes in initial sounds such as confusing digraphs sh and wh with s and w, he needs more training in auditory and visual discrimination and in association of the initial sounds. If he knows consonants but makes mistakes in final sounds, the treatment needed is practice in listening to the sounds with which words end.
2. Note errors in vowel sounds. If in spite of appearing to know all final and initial consonants student is still confusing long and short a, a careful drill on the vowel sounds according to an organized plan is needed to strengthen him.
3. Does he reverse letters in consonant blend such as slp for spl? Careful auditory training according to a definite plan is indicated. Is he so insecure that he squeezes all letters together making it impossible to read the words? An organized phonetic drill stressing formation of each letter will overcome much of this difficulty.

* See following page

DIAGNOSTIC SPELLING TEST
(Grades 3 and above)

Analysis of difficulties of _____ (Pupil's Name) _____ Grade _____ Age (last birthday) _____ Teacher _____ Date _____

TEST _____ (See instructions on following page) _____ SCORE ANALYSIS (see following page)

Test Words	Words Incorrect	Vowel Errors	Consonant Initial	Errors Final	Blends	Reversals
shape		a-e	sh	p		
teeth		ee	t	th		
while		i-e	wh	l		
zone		o-e	z	n		
cute		u-e	c	t		
sprang		-a-	s	ng		
swept		-e-	s	t	sp	
quick		-i-	qu	ck	sw	pt
flock		-o-	f	ck	fl	
struck		-u-	s	ck	str	
yawn		aw	y	n		
hairm		a (r)	h	m		
smooth		oo	s	th	sm	
brook		oo	b	k	br	
growl		ow	g	l	gr	
joy		oy	i			
burst		ur	b	t	st	
wax		-a-	w	x		
drove		o-e	d	v		
church		ur	ch	ch	dr	
Total Errors						



INDIVIDUAL ORAL READING TESTS

Procedure: The first five paragraphs range in difficulty from Grade 1.5 through Grade 7.5.

Have the student read orally on sight in response to a motivating question. When the student has finished reading one story, ask him the fact questions following each story. Have him respond orally.

If you duplicate a copy of the test for each student, you can mark each student's individual errors on it.

STANDARDS FOR ORAL READING INVENTORY			
	FREE READING LEVEL	INSTRUCTIONAL LEVEL	FRUSTRATION LEVEL
Comprehension (based on both thought and fact question)	90% score	75% score	Less than 50% score (primary) Less than 70% score (secondary)
Vocabulary	Student is able to pronounce all but one word.	Student is able to pronounce all but five words.	Student fails to pronounce 10 or more words.
Oral Reading	Natural rhythmical, well phrased.	Natural rhythmical, well phrased.	Jerky, unnatural, many substitutions, omissions, and repetitions.
Tensions	None	None	Finger pointing, frowning, erratic body movements, faulty breath control.

INDIVIDUAL ORAL READING TEST

I.

A dog saw a cat. The dog said, "I can catch you." The cat said, "We shall see." The cat ran. The cat ran up a tree. The cat said, "Catch me if you can."

II.

A boy had a dog and a black pony that were good friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door were opened, in he would walk.

III.

Freezing bread is a new idea. It was found by accident. Some explorers went to the South Pole. It is freezing cold there all the time. The explorers left some food at the South Pole.

Six years later, the explorers went back. They found the food. It was still good! They thawed the bread and ate it.

When the men came back to the United States, they told about the bread. A baker decided to freeze bread for his customers.

You can now buy frozen bread. It can be kept in a deep-freeze.

QUESTIONS AND ANSWERS

I. 1.5

1. What did the dog think he could do to the cat? (catch it)
2. What did the dog do? (ran after the cat)
3. Where did the cat run? (up a tree)

II. 2.5

1. Who had two pets that were good friends? (a boy)
2. What were the pets? (dog and pony)
3. What was the color of the pony? (black)
4. What did the pony want to do when the boy and the dog went into the house? (go with them)
5. What would the pony do if the door were opened? (go in)

III. 3.5

1. How long was it before the explorers returned to the South Pole? (six years)
2. What did the men do with the bread that had been left there? (thawed and ate it)
3. Who decided to freeze bread to sell? (a baker)

IV.

Animals have favorite foods just as people do. The favorite food of most cats is fish or chicken.

Raccoons are very fond of ripe grapes and green corn. Farmers sometimes have trouble with raccoons stealing from cornfields. Raccoons like fish, too.

Some animals have a "sweet tooth." Bears like honey. They rob the homes of wild bees in hollow trees.

V.

Animals have many kinds of skins. The horned toad has sharp spines on its head and back. The skin on the lower part of the body is covered with tough scales.

A garden toad does not need a thick skin for protection. Instead, its skin "sweats" a milky liquid that tastes very bad to other animals.

The thickest skins are those of the elephant and the hippopotamus. Their skins are often more than an inch thick over the shoulders.

VI.

Dogs have worked for man for thousands of years. Early in the history of the world man learned that dogs were useful friends that deserved to be rewarded with food and shelter. In ancient Egypt men used dogs to help them hunt. Farmers kept dogs to help them guide their flocks and herds.

IV. 4.5

1. What is the favorite food of most cats? (fish or chicken)
2. What foods do raccoons like? (grapes, green corn, fish)
3. Where do wild bees make their homes? (in hollow trees)

V. 5.5

1. On what part of its body does the horned toad have tough scales. (lower)
2. What animal has a skin that "sweats" a milky liquid? (garden toad)
3. What two animals have the thickest skins? (elephant and hippopotamus)

VI. 6.5

1. For what two reasons did dogs become domesticated? (worked for man and were useful friends)
2. How did early man reward his dogs? (food and shelter)
3. For what reason did farmers keep dogs? (guide flocks and herds)

VII.

All around us is an invisible sea, unstable and wandering, yet so powerful that it links the earth to the sun and to the great galaxy of the universe. This invisible sea is magnetism.

Magnetism was discovered in a piece of stone. Almost four thousand years ago, Chinese magicians used bits of magnetite, or loadstone, to perform tricks and to mystify their audiences, and as early as 2700 B.C., the Chinese used a primitive compass. Although, whether they used it merely as a toy or to determine direction is not known.

VII.

7.5

1. What is the invisible sea that links the earth to the sun and the great galaxy of the universe? (magnetism)
2. Where was magnetism discovered? (in a piece of stone)
3. What two uses did the early Chinese make of bits of magnetite? (to perform tricks and as a compass)

ARTICULATION TEST FORM

Name _____

Date _____ Grade _____

Sound	Initial	Medial	Final	Remarks
b	band	robber	rub	
m	mice	ample		
wh	white			
w	water			
f	frost	elephant	graph	
v	vase	level	love	
th	third	toothbrush	mouth	
th	that	father		
t	town	knitting	shirt	
d	doll	candy	find	
n	note	country	been	
k	kit	market	lack	
g	gum	dragon	chug	

Sound	Initial	Medial	Final	Remarks
p	pig	apple	cup	
ng		singing	hang	
h	house	inhale		
l	letter	solid	call	
r	rabbit	circus	tar	
s	soup	whisper	grass	
z	zero	zigzag	rreeze	
sh	show	washing	fresh	
ch	chick	teacher	catch	
i	giant	magic	change	
y	youth			
zh				

REVIEW OF SOUNDING

Sounding out words should be connected as much as possible with reading. Use opportunities provided by material the student is reading. If a word is sounded out and not recognized as already known, it should be looked up in the dictionary. A student should not try to learn the sound of entirely new words from sounding out. There is too much chance of error. E.A. Betts cites the following pitfalls in the teaching of phonics:

Only 84% of commonly used words are phonetic.

Many exceptions to each rule may cause confusion.

Overemphasis on mechanical analysis leads to "word calling" rather than "thought getting."

A disproportionate amount of time may be spent on phonics, which is only one aspect of word recognition.

Suggested Order for Phonics Instruction

CONSONANT SOUNDS

Consonant sounds are usually presented first in the initial position in the word. Later, consonants should also be presented in the final and medial positions. (See note page 53) Many book series now suggest introducing the vowel sounds first.

The consonant "t" is the consonant most commonly used. "N," "r," and "d" are next in frequency of use.

When consonants are sounded in isolation, teachers should do their best to minimize the "uh" sound.

Easy Consonants (initial position)

T - tan, table, top, tennis, ten

D - dot, dog, do, dive, duck

S - set, sun, seven, see, so

W - wet, wagon, wince, weep, wise

F - fan, fight, find, finish, few

P - pup, pipe, pump, pen, pencil

N - nap, nail, no, never, new

L - lip, light, lantern, lamp, lick

M - map, moon, monkey, monster, me

Z - zip, zing, zebra, zoom, zap

B - bit, ball, belt, bad, bed

R - run, rail, rich, ranch, rug

C - cot, cat, catch, can, candle

K - kit, kitchen, kite, king, kangaroo

J - jet, jug, jump, jettison, job

V - vat, vow, voice, vim, vigor

Suggested Order for Phonics Instruction (Cont.)

Consonants with a Difference

1. "C" sometimes has a sound like "k." We say that this is the "hard" sound of "c." Examples: cap, coat, came, cup, cow
2. "C" sometimes sounds like "s." This is the "soft" sound of "c." Examples: city, center, cellar, circus, cent
3. "G" has a "hard" sound also, as in the word, girl. Examples: game, gate, go, gun, got
4. When "g" sounds like "j," we say the sound is "soft." Examples: germ, gentle, gym, gem, general
5. "Q" is always followed by "u." "Q" sounds like "kw." Examples: queen, quit, quart, quiz, quiet
6. "X" usually has a "ks" sound as in fox, or box.
7. "Y" is a consonant at the beginning of a word. Examples: yard, yellow, yes, yam, yell
8. "Y" is a vowel that sounds like long "i" in words like why, fly, shy and usually sounds like short "i" at end of two syllable words. Examples: very, easy, many, happy.
9. "X" sounds like "eks" in x-ray and like "z" in xylophone.

VOWEL SOUNDS

Short Vowels

Key Word

- "A" as in apple, at, an, am, as, atom, ashes
"E" as in elephant, elevator, egg, end, edge, engine
"I" as in Indian, incident, interest, if, ill, inch
"O" as in octopus, ostrich, on, onward, olive, obtain
"U" as in umbrella, until, unless, us, uncle, ugly

Long Vowels

Key Word

- "A" as in ape, age, able, acorn, ache, ace
"E" as in eagle, equal, Egypt, eel, eerie, eke
"I" as in ice, idea, I, idle, iris, iron
"O" as in oh, oleo, old, only, open, oral
"U" as in uniform, use, unit, union, universe

PRACTICE OF VOWELS AND CONSONANTS IN POSITION

Note: The teacher of phonics should be aware that often the short vowel sounds are taught before the initial consonant sounds. One approach that is effective is coupling each consonant with the short vowels as: bă, bě, bĭ, bŏ, and bŭ.

Vowel Sounds in Position

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
SHORT A	as at act an apple am atom ashes	catch back math black that had candy lamp	Not common
LONG A	a age Abe able ace ache acorn acre afe ape	paper gravy fame cake navy gate made safe wafer sale	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
SHORT E	end egg edge elm else engine every extra	bed dress get help let men well beg	Not common
LONG E	eel equal serie eke Egypt	mete recede seed creed feed	be me flee she he
SHORT I	if ill in inch ink into is it itch inner	king fish bill give did hid big slid Smith din	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
LONG I	I ice idea idle iris iron	find fine ride hide five mine	Not common
SHORT O	on olive observe obsess opera obtain	proper toddle solid stop robin robber	Not common
LONG O	oh oleo old ode only open oral	note scold pony both those wrote cold	go so toe Flo Words ending in "ow" often have the long "o" sound also.
SHORT U	up us until unless under uncle ugly usher upper umpire	but run much just jump cup but buzz mud sun	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
LONG U	use utilize unit union unify uke universe	clue cube cute huge mule butte mute	Not common
B	back box	about rebel	cub rib
B BLENDS	bl bloom black blot blunt blame	(l) br brim brawl breathe brown brag	rb rhubarb garb orb barb absorb
Note: For purpose of arrangement, some consonant blends are placed incorrectly under medial.			
These will be coded (l-initial or F-final)			
C-HARD SOUND	cake call came	cocoa o'clock picture	(Usually written as "ck" in this position.)
C-SOFT SOUND	cent circus city	recent incite recite	Not common
CH-"K" SOUND	chemist character Christmas	echo ache	stomach mechanic

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
C BLENDS	cl cling class clay clean	(l) cr cry crest craft cross	ck neck tack brick luck
D	day do did	sudden puddle muddy	and find bed
D BLENDS	dr drop dry draw dress	dw dwell dwindle dwarf	ld mild weld sold cold
F	fall feet fast	after rifle refuse	if leaf life
F BLENDS	fl flat float fly fleet	(l) fr fresh fry freak frame	ff elf shelf gulf wolf dwarf scarf wharf

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Suggested Order for Phonics Instruction (Cont.)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
L BLENDS		
pl plot play plenty plump plane	(I) bl bleed blot blame blush black	(I) cl clean class clamp clay clear
fl flat flow flame fleet float	(I) gl glass glue glum glow glad	lm helm elm helm realm film
(F) lv solve twelve shelve valve delve	(F) lp help gulp scalp pulp yelp	lf wolf shelf gulf elf golf
M mattress mountain moist men mouse	company family animal blamed dreamed	alarm harm farm am ham

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
N	no need neck near navy	owner center ginger county control	thin when then been seen
P	pal pair pain page pet	paper limper lamplight camping campus	hop shop flop sleep reap
PR BLEND	price	prize	(l) pray
Q	quiz quit quake quality quarter	(l) prune unique acquire acquaint acquit acquiesce	preach (l) pray Not common
G-HARD	gill gab gap gun	August dragon figure legal	tag lag rag chug
G-SOFT	gentle giraffe	regenerate magic	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
G BLENDS	gl glue glum glider glow	(l) gr grapes grind greet grasp	
H	hum here hello he hide	ahead inherit inhale perhaps Ohio	Not common - mostly in the "ch" form.
J	just jump juice joy jail	unjust injury reject enjoy project	Not common
K	keep keg kick kind kitten	rocket sparkle poker nickel pickle	tack lack rack luck chuck
K BLENDS	(F) lk silk bulk milk hulk elk		rk park pork dark ark fork



Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
L	live little like light letter	solo village solid relate follow	small shall pull girl fall
R	red review record recorder rest	yesterday surprise circus Saturday understand	feather factor enter September simmer
S	summer sound silence sense sight	disloyal blossom haystack answer respond	socks dangerous congress goodness arms
S BLENDS	sl slip slide slink slow sled	sc scum scoop scow scare scowl	(l) sk skunk skate skip skirt skim
	sn snag snail snake snap snarl	sp span space spare speak spat - 61 -	(l) sm small smash smile smog smoke (l) st stand stamp stain stage stack

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
S BLENDS (Cont.)	sq	(l) scr	(l) str
	square	screen	stress
	squeal	scream	strict
	squat	scribble	stretch
	squeeze	scrub	strife
	squint	screech	stroll
	spl	(i) spr	
	splint	sprain	
	splash	spray	
	splendid	sprawl	
T	split	spread	
	splurge	spring	
	tack	attend	that
	take	meter	toast
	tail	master	hurt
	tame	notice	jeat
	tall	footprint	forget
	tw	(l) tr	
	twang	trap	
	tweed	travel	
twenty	treat		
twist	treasure		
twinkle	trench		
V	volley	invite	prove
	vocal	invalid	love
	visit	invent	stove
	vision	involve	move
	vigor	invisible	grove
		visibly	

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
W	water wax weak weary weather	windward wigwam wigwag wickerwork worthwhile	Not common except as "ow", etc.
X Z	xylophone	exact	examine
EKS or KS	x-ray	oxen extra	box fox
Y - Usually a consonant at the beginning of a word	youth yours	yarn year	yield
Y is often a vowel when used in the medial or final positions. - fry, pony			
Z	zero zedlot zoo zone zinc	zigzag unzip rezone	freeze sneeze

SIMPLE ENDINGS - s, ed, ing, etc.

Plurals

1. Many words just add "s" to make the plural form of the word. Examples: animals, nails, divers, tests, horns
2. When words already end in "s," or in a sound like "s," we add "es" to make the plural. Examples: crosses, grasses, harnesses, passes, glasses, boxes, buzzes, sashes, churches
3. When words end in a consonant and "y," we change the "y" to "i" and add "es" to make the plural. Examples: bodies, carries, enemies, dairies, liberties

Effect of Silent E" in Word Endings

hop - hope
tap - tape
tub - tube

cut - cute
twin - twine

LETTER COMBINATIONS WITH UNIQUE SOUNDS

It is important for the student to learn that in the following examples of letter combinations, each individual letter loses its individual sound when the letters are working together to make a new sound.

Two-Letter Consonants

1. "Sh" as in:

shop
shake
shoes
shut

fish
rush
cash
fresh

Suggested Order for Phonics Instruction (Cont.)

2. "Ch" as in:

chop	each
<u>ch</u> air	<u>ch</u>
<u>ch</u> ase	te <u>ch</u>
<u>ch</u> in	su <u>ch</u>

3. "th"

a. Unvoiced

that	them
this	mother
than	the
these	

b. Voiced

thing	teeth
three	with

4. "Wh" (Sounds like "hw")

what	wheel	when	which	white
------	-------	------	-------	-------

5. "Ng" as in:

ring	hang	song	singing
------	------	------	---------

6. "Ph" as in phonics, phone, physical (f sound)

7. "Gh" as in rough, tough, enough (f sound)

Suggested Order for Phonics Instruction (Cont.)

Two-Letter Vowels

1. "ou" as in house, out, pound
2. "ow" as in owl, howl, flower, down, clown
3. "oo" as in boot, poor, wood, cool, loop, foot
4. "oi" as in oil, boil, toil, foil, soil
5. "oy" as in boy, joy, toy, employ, employment
6. "ew" as in blew, new, few, knew, review, crew, threw
7. "ir" as in bird, dirt, flirt, shirt, skirt
8. "ur" as in fur, cur, recur, incur, furl
9. "or" as in north, nor, Norse, horse, remorse
10. "er" as in term, permanent, sweeter, braver, terminal, termite
11. "ar" as in star, far, car, tar, bar
12. "ay" as in day, may, say, Kay, way

Generalization - The first vowel is often long, and the second vowel is often silent in two-vowel combinations.

Examples: "oa" as in coat, soap, roach, float, boat

"ai" as in rain, pain, train, plain, drain

THE UTILITY OF FORTY-FIVE PHONIC GENERALIZATIONS*

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
1. When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.	309 (bead)	377 (chief)	45
2. When a vowel is in the middle of a one-syllable word, the vowel is short.	408	249	62
-middle letter	191 (dress)	84 (scold)	69
-one of the middle two letters	191 (rest)	135 (told)	59
-in a word of four letters	26 (splash)	30 (fight)	46
-one vowel within a word of more than four letters	23 (he)	8 (to)	74
3. If the only vowel letter is at the end of a word, the letter usually stands for a long sound.	180 (bone)	108 (done)	63
4. When there are two vowels, one of which is final e, the first vowel is long and the e is silent.	484 (horn)	134 (wire)	78
*5 The r gives the preceding vowel a sound that is neither long nor short.			

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
6. The first vowel is usually long and the second silent in the digraphs <u>ai</u> , <u>ea</u> , <u>oa</u> , and <u>ui</u> . <u>ai</u> <u>ea</u> <u>oa</u> <u>ui</u>	179 43 (nail) 101 (head) 34 (boat) 1 (suit)	92 24 (said) 51 (head) 1 (cupboard) 16 (build)	66 64 66 97 6
7. In the phonogram <u>ie</u> , the <u>i</u> is silent and the <u>e</u> has a long sound.	8 (field)	39 (friend)	17
*8. Words having double <u>e</u> usually have the long <u>e</u> sound.	85 (seem)	2 (been)	98
9. When words end with silent <u>e</u> , the preceding <u>a</u> or <u>i</u> is long.	164 (cake)	108 (have)	60
*10. In <u>ay</u> the <u>y</u> is silent and gives <u>a</u> its long sound.	36 (play)	10 (always)	78
11. When the letter <u>i</u> is followed by the letters <u>gh</u> , the <u>i</u> usually stands for its long sound and the <u>gh</u> is silent.	22 (high)	9 (neighbor)	71
12. When <u>a</u> follows <u>w</u> in a word, it usually has the sound <u>a</u> as in <u>was</u> .	15 (watch)	32 (swan)	32
13. When <u>e</u> is followed by <u>w</u> , the vowel sound is the same as represented by <u>oo</u> .	9 (blew)	17 (sew)	35
14. The two letters <u>ow</u> make the long <u>o</u> sound.	50 (own)	35 (down)	59
15. <u>W</u> is sometimes a vowel and follows the vowel digraph rule.	50 (crow)	75 (threw)	40

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
*16. When <u>y</u> is the final letter in a word, it usually has a vowel sound.	169 (dry)	32 (tray)	84
17. When <u>y</u> is used as a vowel in words it sometimes has the sound of long <u>i</u> .	29 (fry)	170 (funny)	15
18. The letter <u>a</u> has the same sound (o) when followed by <u>l</u> , <u>w</u> , and <u>u</u> .	61 (all)	65 (canal)	48
19. When <u>a</u> is followed by <u>r</u> and final <u>e</u> , we expect to hear the sound heard in <u>care</u> .	9 (dare)	1 (are)	90
*20. When <u>c</u> and <u>h</u> are next to each other, they make only one sound.	103 (peach)	0	100
*21. <u>Ch</u> is usually pronounced as it is in <u>kitchen</u> , <u>catch</u> , and <u>chair</u> , not like <u>sh</u> .	99 (catch)	5 (machine)	95
*22. When <u>c</u> is followed by <u>e</u> or <u>i</u> , the sound of <u>s</u> is likely to be heard.	66 (cent)	3 (ocean)	96
*23. When the letter <u>c</u> is followed by <u>o</u> or <u>a</u> the sound of <u>k</u> is likely to be heard.	143 (camp)	0	100
24. The letter <u>g</u> often has a sound similar to that of <u>j</u> in <u>jump</u> when it precedes the letter <u>i</u> or <u>e</u> .	49 (engine)	28 (give)	64
*25. When <u>gh</u> is seen in a word, <u>gh</u> is silent.	30 (fight)	0	100
26. When a word begins <u>kn</u> , the <u>k</u> is silent.	10 (knife)	0	100

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
*27. When a word begins with <u>wr</u> , the <u>w</u> is silent.	8 (write)	0	100
*28. When two of the same consonants are side by side only one is heard.	344 (carry)	3 (suggest)	99
*29. When a word ends in ck, it has the same last sound as in look.	46 (brick)	0	100
*30. In most two-syllable words, the first syllable is accented.	828 (famous)	143 (polite)	85
*31. If <u>a</u> , <u>i</u> , <u>n</u> , <u>r</u> , <u>e</u> , <u>x</u> , <u>d</u> , or <u>b</u> is the first syllable in a word, it is usually unaccented.	86 (belong)	13 (insect)	87
*32. In most two-syllable words that end in a consonant followed by <u>y</u> , the first syllable is accented and the last is unaccented.	101 (baby)	4 (supply)	96
*33. One vowel letter in an accented syllable has its short sound.	547 (city)	356 (lady)	61
*34. When <u>y</u> or <u>ey</u> is seen in the last syllable that is not accented, the long sound of <u>e</u> is heard.	0	157 (baby)	0
*35. When <u>ure</u> is the final syllable in a word, it is unaccented.	4 (picture)	0	100
*36. When <u>tion</u> is the final syllable in a word, it is unaccented.	5 (station)	0	100

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
37. In many two- and three-syllable words, the final e lengthens the vowel in the last syllable.	52 (invite)	62 (gasoline)	46
38. If the first vowel sound in a word is followed by two consonants, the first syllable usually ends between the two consonants.	404 (bullet)	159 (singer)	72
39. If the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.	190 (over)	237 (oven)	44
*40. If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	62 (tumble)	2 (buckle)	97
*41. When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	30 (dishes)	0	100
42. In a word of more than one syllable, the letter <u>v</u> usually goes with the preceding vowel to form a syllable.	53 (cover)	20 (clover)	73

Generalization

(The following have the highest per cent of utility and were indicated with an * on preceding pages.)

Generalization	Example of Conforming Word	Example of Non-conforming Word	Per Cent of Utility
The <u>r</u> gives the preceding vowel a sound that is neither long nor short.	horn	wire	78
Words having a double <u>e</u> usually have the long <u>e</u> sound.	seem	been	98
In <u>ay</u> the <u>y</u> is silent and gives <u>a</u> its long sound.	play	always	78
When <u>y</u> is the final letter in a word, it usually has a vowel sound.	dry	tray	84
When <u>c</u> and <u>h</u> are next to each other, they make only one sound.	peach		100
When <u>c</u> is followed by <u>e</u> or <u>i</u> , the sound of <u>s</u> is likely to be heard.	cent	ocean	96
When the letter <u>c</u> is followed by <u>o</u> or <u>a</u> the sound of <u>k</u> is likely to be heard.	camp		100
When <u>ght</u> is seen in a word, <u>gh</u> is silent.	fight		100
When two of the same consonants are side by side one is heard.	carry	suggest	99
When a word ends in <u>ck</u> , it has the same last sound as in <u>look</u> .	brick		100
In most two-syllable words, the first syllable is accented.	famous	polite	85

Generalization

Generalization	Example of Conforming Word	Example of Non-confirming Word	Per Cent of Utility
If <u>a</u> , <u>i</u> , <u>n</u> , <u>re</u> , <u>ex</u> , <u>de</u> , or <u>be</u> is the first syllable in a word, it is usually unaccented.	belong	insect	87
In most two-syllable words that end in a consonant followed by <u>y</u> , the first syllable is accented and the last is unaccented.	baby	supply	96
If the last syllable of a word ends in <u>le</u> , the consonant preceding the <u>le</u> usually begins the last syllable.	tumble	buckle	97
When the first vowel element in a word is followed by <u>th</u> , <u>ch</u> , or <u>sh</u> , these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	dishes		100
When there is one <u>e</u> in a word that ends in a consonant, the <u>e</u> usually has a short sound.	leg	blew	76
When the last syllable is the sound <u>r</u> , it is unaccented.	butter	appear	95

*As established by Theodore Clymer "The Utility of Phonic Generalizations in the Primary Grades" The Reading Teacher, January, 1963, 252-58.

DOLCH BASIC WORD LIST*

Pre-Primer

1. a
2. and
3. big
4. blue
5. can
6. come
7. down
8. for
9. funny
10. get
11. go
12. green
13. have
14. help
15. here
16. I
17. in
18. is
19. it
20. jump
21. little
22. look
23. make
24. me
25. my
26. not
27. play
28. red
29. ride
30. run
31. said
32. saw
33. see
34. the
35. this
36. to
37. up
38. want
39. we
40. with
41. work
42. you

Primer

1. all
2. am
3. are
4. at
5. away
6. black
7. but
8. came
9. did
10. do
11. eat
12. fast
13. find
14. good
15. he
16. laugh
17. like
18. new
19. no
20. now
21. on
22. one
23. out
24. please
25. put
26. ran
27. say
28. she
29. so
30. some
31. stop
32. thank
33. that
34. than
35. they
36. three
37. too
38. two
39. was
40. went
41. what
42. where
43. white
44. will
45. yellow
46. yes
47. your

First

1. about
2. after
3. again
4. an
5. around
6. as
7. ask
8. ate
9. be
10. before
11. brown
12. by
13. call
14. cold
15. could
16. can't
17. every
18. far
19. first
20. five
21. fly
22. found
23. four
24. from
25. gave
26. give
27. going
28. had
29. has
30. here
31. him
32. his
33. how
34. if
35. into
36. just
37. know
38. let
39. long
40. made
41. many
42. may
43. much
44. must
45. never
46. of
47. old
48. once
49. open
50. or
51. our
52. over
53. pretty
54. round
55. snow
56. sing
57. sleep
58. soon
59. take
60. them
61. there
62. think

Dolch Basic Word List*

First (Cont.)

- 63. us
- 64. very
- 65. walk
- 66. were
- 67. when
- 68. who
- 69. why
- 70. wish

Second

- 1. always
- 2. any
- 3. because
- 4. been
- 5. best
- 6. better
- 7. both
- 8. bring
- 9. buy
- 10. carry
- 11. clean
- 12. cut
- 13. does
- 14. done
- 15. drink
- 16. fall
- 17. full
- 18. goes
- 19. got
- 20. grow
- 21. hold
- 22. hot
- 23. hurt
- 24. its
- 25. keep
- 26. kind
- 27. light
- 28. live
- 29. myself
- 30. off
- 31. only
- 32. own
- 33. pick
- 34. pull
- 35. read
- 36. right
- 37. seven
- 38. shall
- 39. sit
- 40. small
- 41. six
- 42. start
- 43. tell
- 44. ten
- 45. their
- 46. these
- 47. those
- 48. today
- 49. together
- 50. try
- 51. under
- 52. upon
- 53. use
- 54. warm
- 55. wash
- 56. well
- 57. which
- 58. would
- 59. write

*The basal series involved in this breakdown included Allyn and Bacon, Ginn, Houghton Mifflin, Row Peterson, and Scott Foresman.

SAMPLE GRADED WORD LISTS (QUEENS WORD LIST)

PRE-PRIMER	PRIMER	1st READER	GRADE 2	GRADE 3	GRADE 4	GRADE 5
as	all	another	along	cheek	addition	accomplish
big	cake	cry	fruit	reason	blizzard	commotion
run	how	hopped	quick	plain	compound	decorate
dog	from	gate	teach	freeze	embrace	essential
up	into	snow	sound	knife	groove	marvelous
look	story	next	music	inch	introduce	grateful
to	that	bunny	often	moment	magic	population
me	wanted	thought	straight	president	nonsense	remarkable
it	playing	well	dark	shovel	permanent	suggestion
good	milk	running	cannot	whale	scratch	territory

Queens College Educational Clinic

CLARENCE R. STONE'S REVISION OF THE
DALE LIST OF 769 EASY WORDS

a	at	believe	brother	chair	crumb
about	ate	bell	brought	chick	cry
across	away	belong	brown	chicken	cup
afraid	automobile	beside	bug	child	cut
after		best	build	children	
afternoon	baa	better	building	circus	dance
again	baby	between	bump	Christmas	dark
air	back	big	bunny	city	day
airplane	bad	bigger	bus	clap	dear
all	bag	bill	busy	clean	deep
almost	bake	bird	but	climb	deer
along	baker	birthday	butter	close	did
alone	ball	bit	buy	clothes	dig
already	balloon	black	buzz	clown	dinner
also	band	blew	by	cluck	dish
always	bang	blow		coat	do
am	bark	blue	cabbage	cock-a-	does
an	barn	board	cage	doodle-doo	dog
and	barryard	boat	cake	cold	doll
animal	basket	book	calf	color	done
another	bath	both	call	come	don't
answer	be	bottom	came	coming	door
any	bear	bow	can	cook	down
anyone	beautiful	bowl	candy	cook(ie)	draw
anything	became	bow-wow	cap	corn	dress
apple	because	box	car	corner	drink
are	bed	boy	care	could	drive
arm	bedroom	branch	careful	count	drop
around	bee	bread	carry	country	dry
arrow	been	break	cat	cover	duck
as	before	breakfast	catch	cow	
ask	began	bright	caught	cried	each
asleep	begin	bring	cent	cross	ear

early	fire	goat	help	is	light
east	first	God	hen	it	like
eat	fish	going	her	its	line
egg	fit	gold	here	jar	lion
else	five	gone	herself	joke	listen
elephant	flag	good	hid	jump	little
end	flew	good-by	hide	just	live
engine	floor	got	high	log	long
enough	flower	grandfather	hill	look	long
even	fly	grandmother	him	lost	look
ever	follow	grass	himself	lot	lost
every	food	gray	his	loud	love
everything	foot	great	hit	love	lunch
eye	for	green	hold	made	
face	found	grew	hole	mail	
fall	four	ground	home	make	
family	fox	grow	honey	man	
far	fresh	guess	hop	many	
farm	friend	had	horn	march	
farmer	frog	hair	horse	matter	
fast	from	hall	hot	may	
fat	front	hand	house	me	
father	fruit	happen	how	meat	
feather	full	happy	hungry	meet	
feed	fun	hard	hunt	men	
feel	funny	has	hurry	meow	
feet	game	hat	hunt	met	
fall	garden	have	ice	mew	
felt	gate	hay	if	mice	
fence	gave	he	I'll	might	
few	get	head	in	mile	
field	girl	heard	Indian	milk	
fill	give	heavy	inside	milkman	
find	glad	held	into		
finish	go	hello			

mill minute
 miss nothing
 Miss now
 money nut
 monkey of
 moo off
 more often
 morning oh
 most old
 mother on
 mouse once
 mouth one
 move only
 Mr. open
 Mrs. or
 much orange
 mud other
 music our
 must out
 my outside
 over
 own
 paint
 pan
 paper
 park
 part
 party
 pat
 paw
 pay
 peanut
 peep
 pennies
 people
 pet
 pick
 picnic
 picture
 pie
 piece
 pig
 pink
 place
 plan
 plant
 play
 please
 pocket
 point
 policeman
 pond
 pony
 pop
 poor
 post
 present
 press
 pretty
 puff
 pull
 push
 put
 puppy
 quick
 quiet
 quite
 rabbit
 race
 rain
 rake
 ran
 read
 ready
 real
 red
 rest
 ride
 right
 ring
 river
 road
 roar
 robin
 rock
 rode
 roll
 roof
 room
 rooster
 root
 rope
 round
 row
 rub
 run
 said
 same
 sand
 sang
 sat
 save
 saw
 say
 school
 sea
 seat
 see
 seed
 seem
 seen
 sell
 send
 sent
 set
 seven
 shake
 shall
 she
 shell
 sheep
 shine
 shoe
 shop
 short
 should
 show
 shut
 sick
 side
 sign
 sing
 sister
 sit
 six
 skate
 skin
 skip
 sky
 sled
 sleep
 slide
 slow
 small
 smell
 smile
 smoke
 sniff
 snow
 so
 soft
 sold
 some
 something
 sometime
 song
 soon
 sound
 soup
 splash
 spot
 spring
 squirrel
 stand
 star
 start
 station
 stay
 step
 stick
 still
 stone
 stood
 stop
 store
 story
 straight
 street
 string

strong
such
suit
summer
sun
sunshine
sure
surprise
swam
sweet
supper
swim
swing
table
tail
take
talk
tall
tap
teach
teacher
teeth
tall
ten
tent
than
thank
that
the
their
them
then
there
these
they
thin

thing
think
this
those
though
thought
three
threw
throw
ticket
tie
tiger
time
tired
to
today
toe
together
told
tomorrow
too
took
top
town
toy
train
tree
trick
tried
trunk
try
turkey
turn
turtle
two
uncle

under
umbrella
until
up
upon
us
use
vegetable
very
visit
voice
wagon
wait
wake
walk
want
war
warm
was
wash
watch
water
wave
way
we
wear
wee
weed
week
well
went
were
west
wet
what

wheat
wheel
when
where
which
while
white
who
why
wide
wild
will
win
wind
window
wing
winter
wish
with
without
woman
wonder
wood
woke
wolf
word
work
world
worm
would
write
yard
year
yellow
yes
you

your
zoo

WORD OPPOSITES TEST (READING)

Directions: Pick a word in each line that means the opposite or nearly the opposite of the numbered word. Draw a line under it. Example:

1. work find play stop

Level 1

- A.
1. father
 2. boy
 3. in
 4. big
 5. here
 6. morning
 7. up
 8. him
 9. go
 10. yes

- a birthday
show
eat
away
live
please
there
bag
stop
saw

- b mother
train
one
little
find
night
from
ask
boat
no

- c children
girl
out
around
there
horse
down
her
kitten
fish

Level 2¹

- B.
1. farm
 2. gave
 3. sit
 4. start
 5. cry
 6. back
 7. after
 8. never
 9. lost
 10. under

- a balloon
took
each
room
laugh
dress
high
clothes
gone
over

- b city
truck
more
why
field
front
fence
always
mill
corn
- 81 -

- c neighbor
seed
stand
side
goat
clean
before
plant
hand
parade

- d puppy
once
noise
stop
window
pony
cake
show
found
wood

Botel Reading Inventory B

NAME _____

DATE _____

TEACHER _____

Score _____ %

Score _____ %

WORD OPPOSITES TEST (READING) Cont.

Level 22

- C.
1. sell
 2. arm
 3. early
 4. brother
 5. finish
 6. aunt
 7. bad
 8. soft
 9. heavy
 10. pull

a buy
robin
part
sister
push
poor
family
knock
light
sing

b hay
fill
sled
lunch
start
uncle
ice
grass
fairy
push

c Tion
trot
honk
hair
trip
deep
good
hard
cream
earn

d Those
leg
late
sand
suit
machine
butter
year
deep
goose

Score _____ %

Level 31

- D.
1. begin
 2. dry
 3. queen
 4. sick
 5. open
 6. low
 7. bottom
 8. slow
 9. earth
 10. half

a able
golden
pencil
steam
paw
reach
turtle
march
sky
month

b end
raccoon
office
well
potato
high
chipmunk
fast
peep
whole

c nut
wet
king
also
close
decide
top
woke
library
pocket

d market
hang
course
ripe
sudden
cave
skin
point
fruit
eight

Score _____ %

WORD OPPOSITES TEST (READING) Cont.

Level 32

- E.
1. shut
 2. tame
 3. stupid
 4. weak
 5. question
 6. tall
 7. whisper
 8. tiny
 9. enter
 10. cool

a weave
wild
knife
politely
answer
scatter
though
pound
wiggle
warm

b inch
swam
indeed
mirror
language
short
manage
huge
paster
number

c open
insist
wise
hoof
master
jacket
shout
leap
doctor
beast

d brush
claw
eager
strong
fresh
donkey
express
safety
leave
peak

Score _____ %

Level 4

- F.
1. above
 2. false
 3. clean
 4. idle
 5. difficult
 6. hot
 7. permit
 8. enormous
 9. even
 10. lend

a platform
praise
fifty
busy
favor
invent
mine
road
odd
dollar

b below
mule
manner
corner
easy
cold
retire
machine
have
borrow

c statue
stable
hat
haste
may
red
forbid
tiny
every
flame

d increase
true
dirty
limit
fear
met
special
luxury
college
noise

Score _____ %

WORD OPPOSITES TEST (READING) Cont.

Level 5

- G.
1. capture
 2. depth
 3. follower
 4. occasional
 5. joyful
 6. goodness
 7. care less
 8. mourn
 9. poverty
 10. shallow

- a hermit
ninth
neglect
tenth
pretend
needle
amuse
blink
wealth
confuse

- b release
imagination
tempt
frequent
mend
evil
conflict
shudder
blush
deep

- c discover
height
leader
muscle
gloomy
berry
alert
rejoice
objection
lecture

- d note
observation
multiply
reel
errand
anchor
snowy
notion
merrily
bestow

Score _____ %

Level 6

- H.
1. brilliant
 2. foreigner
 3. plentiful
 4. soften
 5. expand
 6. patriot
 7. stillness
 8. visible
 9. loosen
 10. graceful

- a germ
native
anyway
hasten
contract
torch
transparent
rascal
rarely
clumsy

- b dull
medicine
signal
furious
physical
traitor
abode
unseen
wrought
supreme

- c immortal
reckless
scarce
gap
cushion
ashore
uproar
squeak
inspire
onward

- d heal
vibrate
legend
harden
handful
objection
gallant
tease
tighten
fireplace

Score _____ %

WORD OPPOSITES TEST (READING) Cont.

Junior High

1. indifferent
2. consistent
3. coarse
4. respect
5. cautious
6. wasteful
7. trivial
8. fickle
9. extraordinary
10. refusal

a motorist
 mischief
 turnip
 contempt
 dizzy
 postal
 gathering
 prank
 common
 flake

b eager
 dungeon
 beset
 linger
 rash
 thrifty
 overtook
 martial
 rave
 consent

c superintendent
 viewpoint
 flatten
 similar
 shark
 dispense
 significant
 steadfast
 befall
 revel

d mammal
 irregular
 refined
 thrash
 laden
 garb
 bog
 emerald
 fruitless
 vile

Score _____ %

Senior High

1. abhor
2. emancipate
3. stationary
4. sparse
5. fetter
6. opaque
7. harmonious
8. incompetent
9. antagonize
10. admonish

a childish
 inquest
 turnover
 sparkle
 midget
 javelin
 excise
 quaver
 conciliate
 auspicious

b cherish
 nurture
 presto
 dense
 ownership
 transparent
 cleat
 flawless
 incoherent
 commend

c destroy
 enslave
 mobile
 demure
 unbind
 condescend
 discordant
 capable
 visibility
 intricate

d petrify
 static
 corpuscle
 residue
 inposter
 vesper
 gourd
 forsake
 collide
 wiry

Score _____ %

WORD OPPOSITES TEST (READING) KEY

- A.
1. mother
 2. girl
 3. out
 4. little
 5. there
 6. night
 7. down
 8. her
 9. stop
 10. no

1

2¹

- B.
1. city
 2. took
 3. stand
 4. stop
 5. laugh
 6. front
 7. before
 8. always
 9. found
 10. over

C

1. buy
2. leg
3. late
4. sister
5. start
6. uncle
7. good
8. hard
9. light
10. push

2²

D.

1. end
2. wet
3. king
4. well
5. closed
6. high
7. top
8. fast
9. sky
10. whole

3¹

E.

1. open
2. wild
3. wise
4. well
5. closed
6. short
7. shout
8. huge
9. leave
10. warm

3²

- F.
1. below
 2. true
 3. dirty
 4. busy
 5. easy
 6. cold
 7. forbid
 8. tiny
 9. odd
 10. borrow

4

- G.
1. release
 2. height
 3. leader
 4. frequent
 5. gloomy
 6. evil
 7. alert
 8. rejoice
 9. wealth
 10. deep

5

- H.
1. dull
 2. native
 3. scarce
 4. harden
 5. contract
 6. traitor
 7. uproar
 8. unseen
 9. tighten
 10. clumsy

6

I.

1. eager
2. irregular
3. refined
4. contempt
5. rash
6. thrifty
7. significant
8. steadfast
9. common
10. consent

Jr. High

J.

1. cherish
2. enslave
3. mobile
4. dense
5. unbind
6. transparent
7. discordant
8. capable
9. conciliate
10. commend

Sr. High

PHONOGRAM LIST

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Words in the speaking vocabularies of primary grade children; phonogram groupings based on "Vocabulary of Rhymes," Webster's Collegiate Dictionary. G. & C. Merriam Company.

ab	- cab, crab, dab, jab, scab, stab	ame	- blame, came, dame, flame, game, lame, name
able	- table, stable	amp	- same, shame, tame
ace	- ace, brace, grace, lace, place, race, trace, face	an	- camp, clamp, cramp, damp, lamp, ramp, stamp, tramp, tramp
ack	- back, black, crack, jack, lack, pack, quack, rack, stack, shack, smack, snack, tack, track	and	- an, bran, can, fan, man, pan, plan, ran, span, tan, than, ran
act	- act, fact	anned	- and, band, brand, grand, hand, land, sand, stand
ad	- bad, dad, fad, glad, had, lad, mad, pad, sad	andle	- canned, fanned, planned, tanned
ade	- blade, fade, made, shade, spade, trade, wade	ane	- candle, handle
afe	- safe	ange	- lane, pane, plane, cane
ag	- bag, drag, flag, gag, rag, sag, snag, tag, wag	ank	- arrange, change, range, strange
age	- age, cage, page, sage, stage	ant	- bank, blank, crank, drank, frank, plank, rank, sank, spank, tank, thank
aid	- aid, braid, maid, afraid, laid, paid	ant	- ant, pant, plant, slant
ail	- ail, fail, frail, hail, jail, mail, nail, pail, quail, rail, sail, snail, tail, trail, wail	ap	- want
ain	- brain, chain, drain, gain, grain, lain, main, pain, plain, rain, sprain, stain, train	ape	- cap, chap, clap, gap, lap, map, nap, sap, scrap, tap, trap, wrap, rap, snap
aint	- faint, paint, quaint, saint	ar	- ape, cape, grape, nape, scrape, shape, tape
air	- air, chair, fair, hair, pair, stair	arch	- bar, car, far, jar, mar, scar, star, tar
ait	- bait, wait	ard	- arch, march, starch
ake	- bake, brake, cake, flake, lake, make, rake, shake, snake, stake, take, wake, mistake	are	- card, guard, hard, lard, yard
ale	- ale, bale, gale, male, pale, sale, scale, stale, tale, whale	arge	- bare, care, dare, fare, glare, pare, scare, share, snare, square, stare
alf	- half, calf	arke	- charge, large
alk	- balk, chalk, stalk, talk, walk	arm	- ark, bark, dark, lark, mark, park, shark, spark
all	- ball, call, fall, hall, small, stall, tall, wall	arn	- alarm, arm, charm, farm, harm
all	- shall	arp	- barn, darn, yarn
am	- clam, cram, dam, ham, jam, slam, swam (also: amb - lamb)	art	- harp, sharp
		arry	- art, cart, chart, heart, part, smart, start, tart
		ase	- carry, marry, tarry
			- base, case, chase, vase

ash	ash, cash, clash, crash, dash, flash, gash, gnash, hash, mash, rash, sash, smash, splash, trash	eap	- cheap, heap, leap, reap
ask	- ask, mask, task	ear	- clear, dear, ear, fear, hear, near, rear, smear spear
ass	- brass, class, glass, lass, mass, pass	ear	- bear, pear, wear, tear
ast	- blast, cast, fast, last, mast, past	earn	- earn, learn
aste	- baste, haste, paste, taste, waste	ease	- please, tease
at	- bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, that, vat, at	east	- east, feast, least, yeast (also: east-breast)
atch	- batch, catch, hatch, latch, patch, scratch, snatch	eat	- beat, cheat, eat, heat, meat, neat, peat, seat, treat, wheat
ate	- ate, date, gate, hate, late, mate, plate, rate, skate, slate, state	eck	- check, deck, neck, peck, speck, wreck
ath	- bath, path, lath	ed	- bed, fed, led, shed, sled, wed
attle	- battle, cattle, rattle, tattle	edge	- edge, hedge, ledge
ought	- caught, taught	ee	- bee, free, knee, see, three, tree
ause	- because, pause, cause	eed	- bleed, deed, feed, need, seed, speed, tweed, weed
ave	- behave, brave, cave, gave, grave, pave, rave, save, shave, wave	eek	- cheek, creek, meek, peek, seek, week
aw	- caw, claw, draw, flaw, gnaw, jaw, law, paw, raw, slaw, squaw, straw, taw, thaw	eel	- eel, feel, heel, kneel, peel, reel, steel, wheel
awk	- hawk, squawk	eem	- seem
awl	- bawl, crawl, shawl, scrawl	een	- green, keen, queen, screen, seen
awn	- dawn, drawn, lawn, yawn	eep	- creep, deep, keep, peep, sheep, sleep, sweep, weep steep
ay	- bay, bray, clay, day, dray, gay, gray, hay, jay, lay, may, pay, play, ray, say, spray, stay, tray, away	eer	- beer, cheer, deer, steer
ayed	- played, sprayed, prayed	eet	- beet, feet, meet, sheet, sleet
ea	- flea, pea, sea, tea	eeze	- breeze, freeze, sneeze, squeeze, wheeze
each	- beach, bleach, each, peach, preach, reach, teach	eft	- left, theft
ead	- bread, dead, head, lead, read, thread	eg	- beg, leg, peg
ead	- bead, lead, plead, read	eld	- held, weld
eak	- break, steak	elf	- elf, shelf, self
eal	- deal, heal, meal, seal, squeal, steal, veal	ell	- bell, cell, fell, hell, sell, shell, smell, spell, tell well, yell, swell
eam	- beam, dream, gleam, scream, steam, stream, team	elp	- help, yelp
ean	- bean, clean, lean, mean, wean	elt	- belt, felt
		em	- gem, hem, stem, them
		en	- den, hen, men, then, when, wren
		ence	- fence



ench	- bench, drench, wrench, wench	im	- dim, him, rim, skim, slim, trim
end	- bend, blend, end, lend, mend, send, spend, tend	ime	- chime, crime, dime, grime, lime, prime, time
ent	- bent, cent, dent, lent, vent, sent, spent, tent, went	imp	- imp, limp, shrimp
ept	- crept, kept, slept, swept, wept	in	- bin, chin, din, fin, gin, grin, in, pin, sin, skin, spin, thin, tin, twin, win
er	- her	ince	- mince, prince, quince, since
erry	- berry, cherry, ferry, merry	inch	- finch, inch, pinch, winch
esk	- desk	ind	- bind, blind, find, grind, hind, kind, mind, wind (only one short i - wind)
esh	- flesh, fresh, mesh	ine	- dine, fine, line, mine, nine, pine, shine, spine, tine, twine, vine, whine, wine
ess	- bless, chess, dress, guess, less, mess, press	ing	- bring, cling, ding, king, ping, ring, sing, sling, spring, string, swing, thing, wing, wring
est	- best, blest, chest, guest, nest, pest, rest, test, vest, west	ink	- blink, brink, drink, ink, kink, link, pink, shrink
et	- bet, get, jet, met, net, pet, set, wet, yet	int	- sink, stink, think, wink
etter	- better, letter, setter, wetter	ip	- flint, glint, hint, lint, mint, print, splint, squint, tint
ew	- few, mew, new, pew, chew, flew, grew, knew, stew	ird	- chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, ship, sip, skip, slip, snip, strip, tip, trip, whip
ib	- bib, crib, fib, rib	ire	- bird, third
ice	- dice, ice, lice, nice, price, rice, slice, spice, twice	irl	- fire, hire, spire, tire, wire
ick	- brick, chick, click, kick, lick, nick, pick, quick, sick, stick, thick, trick	irt	- girl, swirl, whirl
id	- bid, did, hid, kid, lid, rid, skid, slid	is	- dirt, flirt, shirt, skirt, squirt
ide	- bride, glide, guide, hide, pride, ride, side, slide, tide	ish	- his, is
idge	- wide	isk	- dish, fish, wish
ie	- bridge, ridge	iss	- disk, brisk, risk
ief	- die, pie, tie	ist	- kiss, hiss, miss
ife	- brief, chief, grief, thief	it	- fist, list, mist, twist, wrist
ift	- fife, knife, life, wife	ite	- bit, fit, grit, hit, kit, lit, mitt, pit, quit, sit, slit
ig	- drift, gift, lift, sift, swift	ive	- spit, wit, knit
igh	- big, dig, fig, pig, twig, wig	ive	- bite, kite, site, spite, white, write
ight	- high, sigh, thigh	ix	- dive, five, hive, live, strive, thrive, arrive
ign	- bright, fight, flight, fright, height, knight, light, might, night	ize	- give, live
ign	- sign, design	oach	- fix, mix, six
ike	- hike, like, pike, spike, strike, alike	oad	- prize, size
ild	- child, mild, wild		
ile	- file, mile, pile, smile, tile, while		
ilk	- milk, silk		
ill	- bill, chill, dill, drill, fill, grill, hill, ill, kill, mill, still, spill, still, thrill, will		

oaf - loaf, oaf
oak - cloak, oak, soak
oal - coal, foal, shoal
oan - loan, moan, roan
oap - soap
oar - boar, roar, soar
oast - boast, coast, roast, toast
oat - boat, coat, float, gloat, goat, oat, throat
oard - board, hoard
ob - ob, cob, job, knob, mob, rob, sob
obe - globe, robe
ock - block, clog, cock, crock, dock, flock, frock
knock, lock, rock, shock
od - clod, cod, God, nod, pod, prod, rod, sod
ode - code, rode
odge - dodge, lodge
oe - doe, foe, hoe, toe (also: shoe)
oft - loft, oft, soft
og - bog, cog, dog, fog, frog, hog, log
oice - choice, voice, rejoice
oil - boil, broil, coil, foil, oil, soil, spoil, toil
oin - coin, join
oise - noise, poise
oke - broke, choke, coke, joke, poke, smoke, spoke
stroke, awake
old - bold, cold, fold, gold, hold, mold, scold, told
ole - hole, mule, pale, sole, stole, whole
oll - roll, stroll, toll (also: doll)
olt - bolt, colt, jolt
ome - dome, home (also: come)
on - son, ton, won (also: on, upon)
ond - blond, bond, fond, pond
one - one, none, one
ong - along, gong, long, prong, song, strong, throng
wrong
ood - good, hood, stood, wood
oof - hoof, roof, proof

ook - book, brook, crook, hook, look, shook, took
ool - cool, drool, fool, pool, school, spool, tool
oom - bloom, boom, broom, gloom, groom, loom, room
oon - coon, croon, moon, noon, spoon, soon
oop - coop, droop, hoop, loop, scoop, stoop, swoop, troop
oor - door, floor
oose - goose, moose, loose, noose
oot - boot, hoot, loot, shoot, toot
op - chop, crop, drop, flop, hop, lop, mop, pop, prop,
shop, slop, stop, stop, top
ope - hope, mope, rope, slope
ore - bore, core, fore, score, shore, snore, sore, store,
swore, tore, wore
ork - cork, fork, park, stork (also: work)
orm - form, storm
orn - born, corn, horn, morn, scorn, thorn
ort - short, sort, fort, port, sport
ose - chose, close, nose, pose, rose, those
oss - boss, cross, loss, moss, toss, across
ost - cost, frost, lost
ost - host, most, post
ot - blot, cot, dot, got, hot, jot, knot, lot, not, pot, plot,
rot, shot, trot, tot
ote - note, quote, rote, vote
oth - broth, cloth, moth (also: both)
ouch - couch, crouch, ouch, pouch, slouch (also: touch)
oud - cloud, loud, proud, shroud
ough - rough, tough, enough (also: dough)
ought - brought, bought, fought, ought, sought, thought,
wrought
oul - foul (also: soul)
ould - could, should, would (also: mould)
ound - bound, found, ground, hound, mound, pound, round,
sound, wound, (also: wound)
ount - count, mount, amount
our - flour, hour, our, scour, sour (also: four)

- blouse, house, louse, mouse
- about, out, pout, scout, snout, spout, stout, trout
- clove, cove, drove, grove, stove
- dove, glove, love, shove, above (also: move)
- bow, brow, cow, how, mow, plow, prow, row, scow, sow, vow, allow
- blow, bow, crow, flow, glow, grow, know, low, mow
- row, show, slow, snow, stow, throw
- fowl, growl, howl, owl, prowl, scowl
- brown, clown, crown, down, drown, frown, gown, town
- blown, flown, grown, mown, known, own, shown, sown
- box, fox, ox
- boy, coy, joy, toy
- doze, froze
- club, cub, grub, hub, scrub, shrub, stub, tub, cube, tube
- much, such
- chuck, cluck, duck, luck, puck, stuck, shuck, suck, truck, tuck
- bud, mud, cud, thud
- budge, grudge, judge, nudge, smudge
- bluff, cuff, gruff, snuff, stuff, puff
- bug, drug, dug, hug, jug, mug, plug, rug, smug, snug, tug (uge: huge)
- mule, yule
- dull, gull, hull, skull
- bull, full, pull
- drum, gum, hum, plum, rum, scum, slum, strum, sum
- crumb, dumb, numb, plumb, thumb
- bumble, fumble, humble, jumble, mumble, rumble, stumble, tumble
- bump, dump, hump, jump, lump, plump, pump, rump, slump, stump, thump, trump
- bun, dun, fun, gun, nun, pun, run, spun
- bunch, crunch, hunch, lunch, munch, punch, scrunch
- fund
- June, tune, prune
- clung, flung, hung, lung, rung, slung, sprung, strung, sung, swung, stung
- bunk, chunk, drunk, hunk, junk, punk, shunk, skunk, spunk, sunk, trunk
- bunny, funny, sunny
- blunt, bunt, grunt, hunt, punt, runt, stunt
- cup, pup, sup, up
- blur, cur, spur, fur
- cure, pure (also: sure)
- burn, churn, spurn, turn, urn, return
- curse, nurse, purse
- hurt, spurt
- bus, plus, us
- push, bush
- blush, brush, crush, flush, gush, hush, mush, plush, slush, thrush
- dusk, husk, tusk
- fuss, muss
- bust, crust, dust, just, must, rust, trust
- but, hut, jut, nut, rut, shut, smut
- buy
- buzz, fuzz
- unch
- und
- une
- ung
- unk
- unny
- unt
- up
- ur
- ure
- urn
- urse
- urt
- us
- ush
- ush
- usk
- uss
- ust
- ut
- uy
- uzz
- ouse
- out
- ove
- ove
- ow
- ow
- owl
- own
- own
- ox
- oy
- oze
- ub
- ube
- uch
- uck
- ud
- udge
- uff
- ug
- ule
- ull
- ull
- um
- umb
- umble
- ump
- un

VOCABULARY LIST

THE 4000-WORD LIST

Every word in the following list of 4000 words has been checked with available scientific studies and is ranked as of high frequency and usefulness to both students and adults.

The words have been grouped into broad frequency classifications of one thousand each according to their word count in student and adult written and oral language. Each broad classification has been further divided into groups of twenty words each for ease in recognition, definition, and spelling.

Many students study one column of words each day -- learning to recognize them, know their meaning, and spell them correctly. This means that they can complete the total word list in less than one semester's time. Other students study one group of twenty words per day, thereby completing the total list in two semesters. Whichever method you use, you can be sure that the time will be well spent.

FIRST 1000 WORDS

a	hand	take	garden	nature	across
baby	if	under	half	offer	battle
call	joy	value	I'd	Paris	car
daily	land	walk	join	add	day
each	manner	year	kill	bear	edge
face	native	according	laid	case	far
gain	of	bank	make	deal	gentle
had	pear	can't	nation	above	happy
l	act	date	obtain	bag	I'm
job	bay	easy	pain	can	king
keep	care	family	question	dare	knew
labor	airplane	gave	rain	earth	late
machine	able	hang	sail	fair	march
name	back	ill	taken	gate	near
orbit	came	judge	understand	fall	office
page	dance	kitchen	various	idea	part
quarter	ear	large	wall	journal	admit
race	fact	many	yellow	kind	beat
safe	game	natural	account	lake	catch
table	hair	off	base	man	dear
uncle	ice	paper	captain	national	effort
valley	John	action	daughter	notion	farm
wait	kept	be	eat	paint	gentlemen
yard	lady	carry	famous	quickly	hard
accept	made	dead	general	raise	important
ball	narrow	about	happen	salt	knight
cannot	object	bad	I'll	talk	laugh
dark	paid	camp	just	union	market
east	queen	danger	knee	vary	nearly
fall	railroad	early	last	want	officer
gather	said	fail	mark	yes	party

quite same taste United States view war yet advance beautiful caught sent else father get he increase leader material neighbor old patch reach say tell upon vote you're again become century deep English feet glad heard
 egg farmer George has in know law marry necessary often pass ran sat teach unless village warm you affair beauty cause death end favor girl head indeed learn matter neither on pay read scene ten
 us Washington yourself against bed ce-tain degree enjoy feel glass heart eight fast German hat inch knowledge lay Mary neck oh passage rate save teacher until visit was young afraid became cent decide enemy fear
 give health Indian least may never once peace ready school than use wasn't youth age been certainly demand enough fellow to heat either fat Germany have include known lead master need oil paste rather saw
 tear up voice wash your actor because center declare England fell given hear industry leave me new one people real sea thank usually waste afternoon ago before chair department enter felt God heaven instead fed
 mean news only perhaps realize season that watch agree began chance desire escape few going heavy is less member nice order picture record seek them way almost believe check die evening figure good bacon it



life
method
none
out
plan
remain
send
therefore
week
interest
left
skin
newspaper
open
period
really
second
the
water
air
begin
change
destroy
system
especially
gold
height
island
let
men
night
other
piece
red
seem
themselves

we
alone
belong
Chicago
difference
ever
fill
got
her
it's
lift
middle
nor
outside
plant
remember
sense
these
well
into
leg
meat
New York
opinion
person
reason
seat
apron
wave
all
behind
character
did
fifty
Europe
golden

held
isn't
letter
mention
nine
ought
plain
refuse
seen
then
wear
along
chief
different
every
finally
government
here
its
light
might
north
over
play
remove
serve
they
went
iron
length
meet
next
or
pick
receive
see

their
weight
allow
being
charge
didn't
fight
even
gone
help
issue
lie
met
know
our
place
regard
sell
there
weather
already
beside
child
dinner
everything
fine
grass
herself
itself
like
mile
nose
pleasant
reply
service
thin

were
also
best
children
direct
example
gray
he's
line
milk
not
please
report
set
thing
west
America
big
claim
divide
experience
first
ground
himself
live
minute
now
pound
rich
shade
this
where
an
black
clothes
doesn't

floor
guess
honor
lord
money
present
rise
she
thought
although
better
church
direction
except
finger
great
high
lip
million
pleasure
rest
settle
think
what
American
bill
class
do
explain
fish
group
his
London
miss
number
power

ride	doctor	notice	paddle	common
shall	express	poor	cabbage	drink
those	fit	return	bucket	forest
whether	grow	several	cedar	movement
and	history	thirty	darken	provide
blood	long	when	gap	put
close	modern	amount	butler	told
dog	position	bit	ham	window
flow	practice	clear	who	as
guide	right	does	answer	bring
hope	shape	eye	boat	consider
loose	balloon	five	coat	due
month	which	guard	door	forward
president	animal	hole	following	music
river	blow	look	house	spoke
ship	cloud	moment	let	top
thousand	dollar	possible	most	wish
always	flower	prepare	banana	hundred
between	hold	ring	roof	mountain
circle	horse	share	short	promise
discover	lose	though	tie	rule
exercise	moon	while	why	space
finish	press	another	arm	to
green	road	blue	both	will
hill	shoe	club	come	art
listen	three	done	draw	break
mind	am	fly	for	company
nothing	beyond	home	human	drive
point	city	hot	husband	forget
result	distance	lost	produce	mister (Mr.)
seven	expect	more	round	public
third	fire	pretty	south	speech
whatever	grew	rock	tire	tomorrow
among	him	shock	wild	wing
bird	little	through	arrive	ask
clean	mine	white	branch	British

contain	bridge	command	insure	course
during	complete	dress	chuckle	society
found	drop	foreign	legion	state
must	form	hurt	Maryland	brought
spot	Mrs.	move	comprehend	comer
touch	pull	prove	mess	French
with	spend	rush	buzz	stand
whole	too	special	mining	travel
anything	winter	together	compliment	wonder
body	at	wind	attention	couldn't
cold	broken	article	cook	fruit
double	continue	bright	free	trouble
food	duty	condition	square	work
how	four	dry	trade	but
low	my	former	woman	court
mother	spread	much	build	soft
probably	toward	purpose	from	station
room	within	spirit	tried	brown
shot	whom	took	won't	cost
till	appear	wise	business	friend
wide	book	attempt	country	star
army	college	brother	so	tree
box	doubt	control	start	wonderful
coming	fool	forth	away	count
dream	however	France	cool	full
force	lower	myself	fresh	true
hurry	mount	spring	saint	world
mouth	problem	town	train	butter
prosper	rose	without	women	cover
run	sound	daddy	could	soil
speak	time	clip	front	stay
today	wife	elevate	trip	kiss
win	around	buyer	word	
bandage	boy	harsh	busy	

SECOND 1000 WORDS

accident	balance	California	dash	June	sand
bake	cake	dark	eastern	largely	telephone
cabin	dangerous	easily	faith	mail	tender
Dan	ease	fairly	generally	net	virtue
earn	faint	gaze	harbor	occupy	wheel
factory	gay	happiness	immediately	pan	ah
gas	handsome	immediate	Jim	particularly	bell
handle	imagine	January	knife	rapidly	cat
current	James	kingdom	language	saint	central
Jack	kindly	lamp	maid	tax	defense
kids	lad	magazine	nest	university	gift
lack	mad	necessity	occasion	urge	harm
machinery	naturally	observe	pale	vegetable	independent
nail	obey	palace	quick	weak	journey
oak	pack	quarrel	rank	you'll	justice
pace	quantity	range	sailor	advantage	Latin
quality	railway	safety	taught	beast	main
rail	sad	task	unite	careful	noble
sacrifice	tale	uniform	vary	decline	occur
tail	understood	variety	warn	elect	parent
understanding	valuable	wake	you'd	fare	party
vain	wagon	yield	addition	glow	ray
wage	yesterday	actually	beach	haven't	sake
baseball	actual	basket	card	influence	tea
activity	bark	capital	deck	lean	unknown
bare	cap	December	effect	manage	useful
campaign	debt	education	fancy	noon	vessel
dawn	editor	familiar	giant	nurse	wealth
economic	fame	acre	hardly	opportunity	you've
false	accomplish	bar	improve	passenger	adventure
accompany	band	calm	Jane	recall	bee



carefully
 deed
 electric
 farther
 goat
 he'a
 inform
 leap
 map
 northern
 nut
 oppose
 passion
 recent
 satisfy
 temperature
 tent
 volume
 whenever
 ahead
 beneath
 cattle
 chain
 delay
 glance
 Harry
 indicate
 July
 justify
 leading
 major
 nod
 o'clock
 part
 quiet

reader
 salary
 team
 basement
 usual
 victory
 weight
 admire
 advice
 beg
 cast
 defeat
 element
 fashion
 goes
 heal
 information
 leather
 March
 November
 official
 opposite
 patient
 recently
 Saturday
 temple
 terrible
 western
 whisper
 aid
 benefit
 cease
 chamber
 delight
 glory

hate
 individual
 jump
 knock
 league
 majority
 noise
 October
 particular
 quietly
 rear
 sale
 teeth
 upper
 vast
 Virginia
 welcome
 adopt
 affect
 begun
 castle
 defend
 Elizabeth
 fate
 governor
 herald
 inquire
 lesson
 mark
 numerous
 operation
 orange
 pattern
 recognize
 saving

tend
 territory
 wet
 whistle
 aim
 bent
 cell
 chapter
 deliver
 empire
 fault
 fifth
 hero
 inside
 level
 marriage
 organization
 owner
 per
 personal
 recover
 scale
 score
 section
 test
 William
 alive
 beside
 Charles
 cheer
 democratic
 engine
 feeling
 grave
 hit

intend
 Lincoln
 maybe
 pile
 pity
 relation
 seldom
 senator
 there's
 wit
 anybody
 blame
 chose
 circumstances
 design
 equal
 final
 grown
 horn
 employ
 favorite
 gradually
 hide
 insist
 liberty
 married
 original
 Paul
 perfect
 Peter
 reduce
 scarcely
 search
 secure
 threaten

willing
 ancient
 bid
 charm
 China
 deny
 entire
 fence
 greatly
 howl
 interesting
 lion
 meaning
 pine
 plane
 relief
 select
 separate
 thick
 witness
 apart
 blind
 chosen
 citizen
 desk
 establish
 firm
 growth
 hospital
 empty
 February
 grain
 highly
 instance
 library



mass	series	training	murder
ourselves	Thomas	average	process
pen	won	property	profit
perform	apply	broke	<u>rough</u>
Philadelphia	bob	bury	stage
region	Christmas	cousin	stare
scatter	clearly	drew	steam
secret	determine	freedom	track
seed	everybody	protest	automobile
theater	flag	style	brief
wine	gun	sufficient	convention
announce	<u>hung</u>	treaty	correct
birth	brave	creature	doctor
cheap	conclude	fully	fourth
choice	connect	purchase	ruin
depart	disease	<u>surely</u>	strain
entirely	expression	trick	strip
fifteen	forgot	swing	student
Greek	motion	furnish	treasure
holy	prize	sort	awake
introduce	production	sudden	propose
load	route	bread	burst
meant	spoil	conduct	couple
<u>pink</u>	stamp	consent	<u>cream</u>
plate	steady	disk	duke
religion	tower	extend	friendly
self	aunt	forgotten	publish
September	breathe	motor	succeed
thinking	content	proceed	Sunday
wolf	copy	professor	trial
appearance	division	rope	cried
block	<u>fought</u>	sport	funny
Christian	raw	standard	push
civil	Russian	steal	surround
event	stretch	track	twice
detail	struck	<u>author</u>	crop



success
 suffer
 summer
 breast
 congress
 consist
 distant
 forever
 forty
 murmur
 product
 progress
 root
 stair
 statement
 steel
 rail
 avenue
 broad
 conversation
 council
 drag
 frame
 Russia
 stranger
 stroke
 stuff
 treat
 awful
 protect
 bush
 courage
 create
 dust
 friendship

pupil
 successful
 superior
 tribe
 crime
 fur
 supper
 swell
 swim
 crown
 such
 sugar
 sure
 suggest
 supply
 surprise
 farther
 still
 trust
 worth
 by
 stop
 twelve
 written
 cry
 steam
 strong
 shoulder
 hungry
 merchant
 pocket
 police
 remark
 serious
 shake

threw
 wool
 appoint
 boil
 clerk
 cloth
 develop
 everywhere
 flame
 loose
 lying
 population
 possess
 misfortune
 calculate
 persist
 deliberately
 plough
 collapse
 Poland
 dominion
 obscure
 chorus
 poor
 representative
 sheet
 shine
 shone
 throw
 worry
 arose
 bore
 coffee
 suit
 support

sweet
 future
 stack
 truth
 would
 buy
 store
 twenty
 wrong
 cup
 street
 study
 shout
 locate
 mere
 poem
 policy
 render
 servant
 shame
 throat
 wore
 approach
 bond
 climb
 clothe
 development
 evidence
 flash
 loud
 message
 porch
 possession
 powerful
 republican

sheff
 shock
 shut
 thrown
 worse
 arrange
 Boston
 coin
 suppose
 soon
 something
 step
 stone
 try
 wouldn't
 cross
 storm
 two
 wrote
 cut
 strength
 subject
 show
 lock
 merely
 poet
 political
 repeat
 settlement
 shark
 thread
 worker
 April
 bone
 block

clothing
 devil
 evil
 flat
 lovely
 metal
 port
 possibility
 powder
 request
 shelter
 shook
 sign
 gymnasium
 worship
 artist
 bottle
 collect
 sold
 sometime
 son
 stick
 turn
 write
 crowd
 story
 type
 straight
 strange
 strike
 should
 sick
 leg
 merry
 pole



splendid
total
August

pride
prison
Roman
sorry
Spain
spite
tonight
attitude
commerce
difficulty
exclaim
float
minister
prayer
prefer
Richard
sink
slip
someone
Tom
custom
asleep
ate
brain
prepare
concern
discovery
expense
fold
moral
principal
prisoner
Rome
sought
Spanish

compel
directly
exist
bicycle
mix
prevent
print
rode
sorrow
southern
speed
tongue
attach
comfortable
difficult
exchange
flight
mill
pray
presently
revolution
sin
curtain
social
title
slept
writer
assure
bowl
community
completely
disappear
experiment
flour
model

slow
worthy
association
bound
commission
companion
dine
excuse
flood
mistake
preserve
principle
roar
somewhat
source
spare
tone
Atlantic
comfort
Dick
excellent
flew
military
praise
presence
reveal
simply
shirt
smooth
tip
curious
wound
assume
bow
committee

obedience
Oregon
document
guardian
parade
cement
missionary
destiny
mortgage
Panama
cigar
entry
devise
nominate
patriot
chant
nostril
diameter
paste
Colorado
poll
commodity
colony
diamond
examine
flesh
mighty
practically
precious
respect
similar
situation
stood
smith
tiny

popular
represent
shadow
sheep
throughout
worn
actual
border
closely
coast
devote
exactly
fleet
lover
midnight
portion
potato
practical
reserve
she's
shoot
silent
ticket
worst
aside
bottom
colonel
plaster
esteem
circus
gorgeous
exile
personally
chestnut
circulation

THIRD 1000 WORDS

sang	generation	missile	haste	thirteen.
thoroughly	hammer	rapid	import	verse
vice	idle	sadly	jewel	vein
we're	Japanese	terribly	laughter	affection
Africa	kick	universal	male	beam
bean	lace	acquaintance	Ohio	capable
capacity	magic	barrel	impression	decay
deceive	naked	candidate	lend	elder
election	observation	Kennedy	lawn	fasten
feast	painting	echo	manager	glimpse
glitter	quit	fairy	olive	hay
heap	radio	genius	partner	inclire
income	sacred	blot	raw	Joe
accustom	tap	imagination	sank	layer
bade	unable	Jerry	they're	marble
cage	vanish	knit	venture	neglect
dad	warrior	lap	weed	opera
eager	yours	majesty	advise	Johnny
factor	acquaint	bleed	bathe	twinkle
garment	barn	odd	canoe	Margaret
hail	canal	pardon	David	Negro
ideal	dame	rare	eighteen	operate
Japan	Earl	San Francisco	farewell	patch
keen	tailor	terror	gleam	refer
twin	generous	improvement	impossible	scare
madam	handkerchief	weep	unusual	thrill
navy	illustrate	weary	Jimmy	victim
occasionally	jar	acquire	lawyer	we've
palm	kindness	basis	mankind	afterward
quote	kitten	candle	needle	beard
rage	lane	darling	opening	cape
saddle	maiden	Edward	pasture	decision
temper	occupation	faithful	readily	elephant
unhappy	papa	gently	satisfaction	feather

globe	definite	energy	pencil	betray	junior
heavily	embrace	financial	release	cellar	meadow
independence	federal	grandmother	screen	description	
joint	glove	rat	timber	endeavor	owl
least	Helen	parlor	wipe	film	peculiar
astronaut	industrial	vision	ambition	grade	relatives
neighborhood	Jones	wherefore	birthday	hidden	scout
organ	lieutenant	agency	characteristic	instinct	tiger
patience	Massachusetts	beheld	desperate	liquid	widow
reflect	ornament	Carolina	engineer	medical	alike
scheme	pea	delicate	firmly	penny	Billy
throne	register	emotion	grape	relieve	champion
vine	scorn	female	reckless	seal	deserve
what's	thunder	goodby	pat	tin	endure
bedroom	voyage	hell	visitor	wisdom	finance
capture	agriculture	inhabitant	whatever	angel	grandfather
deer	bench	Joseph	agent	bishop	highway
eleven	catholic	lightly	belief	charity	institution
fed	depth	mate	carriage	destruction	liquor
glorious	encounter	hours	delightful	enormous	medicine
hedge	fierce	pearl	emperor	fled	perceive
India	govern	scratch	fetch	grasp	remarkable
joke	hesitate	Thursday	goodness	scientific	security
let's	inspire	whirl	hen	thrust	tobacco
marvelous	limb	alas	injure	vow	wives
organize	meantime	bend	juice	agreement	angle
payment	leer	cave	lightning	belt	bite
reform	relative	descend	mayor	whip	Charley
lamb	scream	encourage	overcome	cash	device
magnificent	tight	file	peasant	deposit	entertain
violet	wilderness	gown	reign	enable	flock
bluff	aloud	hid	Scotland	fever	grateful
swear	bind	instantly	tide	goose	holiday
beginning	channel	linen	wicked	herd	instruct
career	despair	meanwhile	Alice	insect	literature
					mental

performance	essential	lunch	mild	anywhere	pigeon
remedy	forgive	nerve	Philip	blast	retire
sentence	humble	phrase	rescue	cheese	shortly
toe	invention	responsible	shepherd	dignity	treatment
wooden	missing	shift	toss	erect	argument
annual	notion	tradition	apartment	foolish	bother
blade	honorable	arch	bloom	groan	Chinese
charming	instruction	bold	error	howl	discuss
dew	literary	chiefly	golf	international	European
equally	mercy	director	introduction	luck	fountain
flung	perish	estate	luxury	hut	_____
grief	remind	fork	nervous	mineral	pillow
hop	seriously	humor	physical	philosophy	_____
intelligence	toil	invitation	restore	resolve	rib
lodge	working	Mississippi	shift	sheriff	sixteen
Mexico	ant	novel	traffic	towards	trunk
ox	blank	hook	area	application	arrest
republic	chase	instrument	boot	blossom	brilliant
sharply	differ	lively	chill	forehead	clever
tooth	equipment	merit	dirty	Hudson	bonfire
wreck	follower	permanent	estimate	invent	combination
blaze	grieve	renew	formerly	mirror	distinguish
cherry	horror	seventy	hunger	normal	excite
grove	intention	ton	involve	physician	freeze
interrupt	lonely	worm	mistress	retain	Monday
lumber	midst	anxious	pig	shown	platform
neighboring	persuade	blanket	Truman	trap	plow
photograph	reputation	cheerful	insurance	argue	politics
responsibility	shed	dig	loan	borrow	ridge
shield	torn	ere	messenger	chimney	slice
toy	writing	fond	personality	discharge	slope
approve	blew	grip	repair	eternal	softly
boast	dim	ghost	sew	fort	twist
chest	guilty	interior	tool	hunter	bull
dip	interval	Lewis	wrap	Irish	commit
				mixture	concerning

confess doctrine expedition fright mostly pot pretend rival sometime spell stable retreat shower trim arise brass Christ dispose evidently fourteen Italy pin ribbon sixty tube arrival Britain cliff collar commander distress excitement freight monument player plunge

pond rifle slender snap solid ashamed bunch complaint conclusion conflict doll expert frost mouse preach prevail roast sore spoken staff review signal triumph armor brick civilization dispute exact frank l've pitch rice skate tumble arrow brow

climate collection comment disturb executive frequent moreover plead pointed pool ripe slide soap solve Asia bureau compose condemn confusion domestic explanation frozen mud preparation previous rob soup spoon statue reward silly truly arrangement bride clay distinct

exception Fred mock planet rid skill tune ash bud coach commerial column divine existence Friday mortal plot poison possibility risk slightly sob somehow assemble bushel conceal conference connection doorway expose function muscle pressure priest Robert Russell

spy steadily assembly button consequence con. rition contest Dorothy extent racket sage tan pork salmon tangle rascal tenant rake secondary predict tavern refresh testify recess temptation preference tennis shrink sermon plume satin radiant publisher tackle recite tease

producer teaspoon scrub preface temperate assert conquer consideration construct continent dot extra fund . mystery professional robin starve stern stomach straw atmosphere sweat copper cottage drain extremely rub struck attractive crazy criminal drift protection ruler supreme aware

curiosity
duck
punishment
pursue
soldier
customer
side
silver
funeral
princess
program
Brazil
steep
stiff
stoop
striking
swing
contribute
cord
crack
drawn
proof
rubber
cement
audience
creep
crow
driver
province
running
survey
ax
curl
dull
purely

puzzle
swift
dying
sight
simple
sir
size
smile
Tennessee
aggravate
cemetary
cafeteria
technical
apparatus
single
six
small
rebellion
aerial
cashier
assist
conscience
constant
construction
contrary
doubtless
extraordinary
museum
privilege
prohibition
rocky
spear
stocking
stout
strongly

attain
convenient
corporation
crash
dread
properly
rude
suggestion
autumn
crept
cruel
drown
provision
sunlight
suspect
cultivate
curse
dumb
purple
sway
swiftly
some
sign
since
sister
sky
smoke
terrace
arctic
commerical
associate
conscious
constantly
contact
contrast

draft
extreme
musical
proclaim
promptly
rod
stem
stole
stove
structure
attract
convince
correspondent
crew
dreadful
prospect
rug
summon
sweet
swan
crush
drum
punish
sunshine
swallow
cure
curve
dwell
purse
await
sympathy
song
silence
competition
dictionary

sing
sit
condemn
duplicate
sleep
snow
corporation
dyeing
prejudice
ballot
cousin
embarrass
cordial
depot
idea
regret
rap
positive
tariff

FOURTH 1000 WORDS

abide	illness	warfare	objection	fatal	ninth
background	jelly	accord	painter	gang	odor
cabinet	kettle	barren	quiver	happily	parliament
daisy	lantern	cannon	ranch	Illinois	realm
eagerly	mama	death	salad	jealous	sauce
fabric	nigh	effective	sandwich	keeper	scholar
gallant	obvious	fearful	talent	landscape	telegram
stage	paradise	geese	underneath	maker	unexpected
identify	rattle	harmony	wail	nephew	warmth
jacket	absorb	immense	yell	observer	zone
Kansas	Baltimore	jest	abuse	pant	accuse
laborer	Caesar	knot	widen	rag	bat
swarm	damp	lash	cane	rarely	canvas
Napoleon	economy	mantle	deadly	salute	Carl
oat	faculty	ninety	educate	satisfaction	debate
Pacific	gallop	occasional	favorable	tank	eighth
quest	Hamilton	parcel	gasp	undoubtedly	feeble
Ralph	ignorant	reality	hardship	Walter	genuine
safely	jail	aboard	illustration	well-known	harp
Sam	Kay	backward	jersey	accordingly	imperial
tablespoon	lame	cable	kneel	basin	Johnson
uncertain	maintain	dam	lark	twig	lazy
whale	neat	earnest	management	dealer	margin
welfare	obligation	facility	nineteen	Egyptian	truck
abundant	panic	gallery	obviously	fee	peaceful
banner	rack	halt	parallel	gem	receipt
Canadian	rang	ignorance	reaction	hardness	selfish
dazzle	sentimental	Jackson	abundance	immortal	sentiment
editorial	slogan	keynote	banker	winner	tendency
fatigue	tame	ladder	calmly	knowing	upright
garrison	undertake	mainly	daylight	lately	Wednesday
harden	waiting	naval	edition	manufacturer	actor



admiration	marvel	sustain	shaft	sauage
beef	offend	cart	hawk	popularity
carve	reception	decrease	infant	text
celebrate	peach	elbow	legend	shelf
deem	sensation	fireplace	mercury	profitable
delegate	session	glide	offense	thermometer
elsewhere	tenth	hatch	pension	ratio
fisherman	upset	impulse	reel	thirsty
gloomy	weekly	Jupiter	crust	probability
hatred	adapt	lecture	succession	threshold
incident	adore	mechanical	fragment	reap
jury	beer	Paul	helpless	tent
medium	caterpillar	recognition	interfere	providence
sulphur	ceremony	rebel	loyal	fick
peak	define	sensitive	mob	relish
recommend	delicious	seventeen	oxygen	umbrella
seventh	emerge	thereby	porter	proprietor
bribe	fit	weave	resource	capture
schoolhouse	goal	wet	spectacle	everyone
unfortunate	haul	admiral	splash	sugar
telegraph	induce	advocate	sprinkle	henceforth
swank	surrender	behave	tragedy	interview
youngster	menace	ceiling	workman	loyalty
ache	cushion	challenge	array	mowed
battery	pear	Delaware	aspect	oyster
captive	reduction	democrat	break	poverty
carpenter	sex	employee	condense	respond
sunny	scarlet	flavor	Connecticut	spider
eighty	scold	golf	consult	splendor
survive	temporary	haunt	distribution	spur
gesture	unit	inevitable	exceed	traitor
decree	warrant	legal	freely	woe
impose	youthful	mend	cylinder	artificial
jolly	achieve	nursery	invest	assault
leaf	beaver	pebble	schedule	brand
	carbon	reed	radical	confine

conquest	pop	primary	violate	muse	mysterious
consume	practice	revenge	timid	proceeding	procure
ditch	restaurant	stake	prior	revolt	rider
excess	spin	thread	wade	stanza	statesman
fret	split	wrought	scalp	trifle	trouser
Holland	sqire	attorney	vicinity	bulk	brute
investigation	tramp	Brooklyn	quartz	butcher	cradle
isle	wrath	convert	vehicle	creation	crimson
luster	ascend	cooperation	recovery	furnace	hurt
monarch	assign	broom	progressive	productive	prominent
mood	breed	dragon	vacant	pronounce	proposal
presidential	confirm	explore	shave	roam	romance
restrain	conservative	frog	tickle	rouse	Ruth
stagger	contents	horrible	puppy	string	stormy
transport	dive	mute	awhile	strawberry	strive
wretched	execute	available	costume	strangely	rural
astonish	fryer	expensive	frown	budget	stolen
bronze	honesty	flock	hound	countenance	strengthen
continuous	menk	horizon	multitude	fulfill	spray
convection	moonlight	movie	probable	hum	squirrel
costly	prey	Austria	reverse	mutter	transfer
dove	resume	examination	stalk	proession	wreath
exhibit	stein	bristle	tremendous	riches	ashore
extensive	transportation	hint	builder	startle	assistance
hoof	wrinkle	invade	bunny	troit	breeze
mourn	attendant	Lucy	craft	bullet	confuse
attribute	brood	modest	furious	butterfly	constitute
investment	contribution	Pope	hush	creek	divorce
item	broadcast	prairie	prompt	fury	exhaust
moist	doom	restless	rip	profession	frighten
evident	downstairs	spiritual	Roosevelt	prophet	hood
frankly	invisible	presume	steamer	rubber	luncheon
brim	jump	thigh	bubble	buffalo	
intimate	moisture	scar	couch	coward	
lucky	monkey	tilt	fuel	fundamental	
moderate	moss	random	Howard	humanity	

PHILOSOPHY
READING MULTI-MEDIA SELECTION COMMITTEE

The total Reading Multi-Media Selection Committee accepts the guidelines established by the Clark County Curriculum Task Force as indicated in the Reading Curriculum Guide, 1-12. These guidelines emphasize the importance of proficiency in reading.

In the curriculum, reading is uniquely a skill and a subject in itself and the most important task for the mastery of other subjects. The Curriculum Task Force and the Multi-Media Selection Committee agree that a reading program is only as effective as its end result--to produce competent readers who read for both information and pleasure.

The purpose of the selection committee's work has been to examine all reading multimedia available for the sequential development of the skills, as presented in the guide, that will enable each child to read independently, critically, and for the pleasure of reading.

With the child's cultural background as well as his physical, emotional, and mental development in mind, the committee has chosen materials that can be used with each type of approach to the teaching of reading. Having materials selected for utilization with all types of reading approaches (phonetics, linguistic, programmed, language experience, etc.), the principal and teacher can now determine which materials are best suited to their individual school children.

READING MULTIMEDIA ADOPTION
LEVEL 1

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

- Allyn and Bacon
Character Hand Puppets
Happy Times With Sounds (+ cards)
Phonics Charts (to accompany readers)
- Appleton-Century-Crofts
Matrix Games, 1967
- Benefic Press
Creative Involvement Cards
- Chandler
Paperback Picture Portfolio
Pictures to Read (+ guide)
- Field Educational Publication, Inc.
Classroom-Teacher for Primary
- Follett
Phonic Cards
Phrase Cards
Picture Cards
Word Cards
- Ginn
Kit of Language

- Hammond
Hammond Vowel Sounds (cards + charts)
- Houghton Mifflin
Getting Ready to Read (+ dittos)
Listen and Do Series
Picture and Key Cards
- Imperial Productions
Amos and His Friends
Learning Alphabet and Sounds (+ tapes)
Special Days
- Judy Company
Community Helpers
Jumbo Letters
Matchettes
Negro Family
Stick-O-Mats
White Family
- Macmillan
Picture Cards
- McGraw-Hill
Individual Alphabet Cards (+ tapes)

AUDIO-VISUAL MATERIALS: (continued)

CARDS, CHARTS, GAMES, ETC. (continued)

Merrill
My Alphabet Book (+ cards)
Visual Experiences Pictures

Noble and Noble
Manipulative Materials and Activity Book

Open Court
Workshop Kit (dictionary, flash cards, anagrams,
sound cards, alpha puzzle)

Phonovisual Products
Phonovisual Consonant Chart
Phonovisual Method
Phonovisual Unit for Classroom Use
Phonovisual Vowel Chart

Scholastic Magazines
Let's Start School Experiences

Science Research Associates
Lab Kit

Scott, Foresman
Individual Letter and Word Cards
Large Scope Cards (+ rack)
Phrase Cards (+ linguistic blocks)
Word Study Cards

Touch, Inc.
Kinesthetic Educational Materials

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking

Audio Dynamic Research
Perceptual Skill Builder

Clark County School District
Balance or Walking Beam
(should be in every classroom in elementary
to promote more experiences in perception)

Creative Playthings
Perception Plaque DA389

Follett
Frostig Perceptual Materials

McGraw-Hill
Developing Learning Readiness: A Visual -
Motor-Tactile Skills Program, 1968

Noble and Noble
Experiences for Young Children, T k 1,2,3

EQUIPMENT:

Bell and Howell
Language Master
Vocabulary Builder Program
Language Stimulation Program
English Development Program
The Phonics Program



EQUIPMENT: (continued)

Coast Visual

Listening Center (jack and headphones)
Audio Readers, 5-6-7
Tachoscope
Perceptual Guides
Discs

Craig Corporation

Craig Reader
Perception I, II, III, IV
Reading Skills I

Educational Developmental Laboratories

Controlled Reader
Controlled Reader Filmstrips
Controlled Reader Study Guide
Skimming and Scanning Texts
Skimming and Scanning Workbooks, 1967
Tachistoscope
Guides
Filmstrips

Hoffman and Company

Hoffman Reader
Slides and Recordings

Science Research Associates

Headphones and Jack
Shadowscope

Field Educational Publications, Inc.

Cyclo Teacher
Programmed Discs

FILM LOOPS:

Chandler

Swings
Trucks
Slides
Bikes
Supermarket
Land Birds
Rabbits
Bears
Giraffes
Tigers
Baby Animals
Cat Family

Film Associates

Tell the Whole Story, 1968-69

FILMS:

16mm

Aims

Darius Green and His Flying Machine
The Dragon Tears
Fast Is Not a Lady Bug
Johnny Appleseed
King Midas
Tara the Stone Cutter

Encyclopaedia Britannica

The Monkey Who Would Be King

International Film Bureau

Adventure of Chico
African Storyteller
Chairy Tale, A
Elves and the Shoemaker, The
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly

FILMS: (continued)

International Film Bureau (continued)

Made in

Snookie: The Adventures of a Black Bear Cub
Ti-Jean Goes Lumbering

McGraw-Hill

Christmas Crackers
The Dragon
The Emperor's New Clothes
The Enchanted Crane
The Good Little Gremlin
Magic Fiddle
Night Before Christmas
Princess and the Pea
Rumpelstiltskin
The Shivering King
Teddy's Tour

FILMSTRIPS:

Encyclopaedia Britannica

Adventure Stories, 8680
Stories for Children, 8820
Walt Disney's Tales of Jimmy Cricket 6403
Wonder Tales, 9180

Eye Gate House, Inc.

Readiness for Reading
Reading for Fun

FILMSTRIPS: (continued)

Film Associates

American Negro Pathfinders Series

McGraw-Hill

Animal Stories
Golden Book, Sets I, II, and III
Golden Book, Sets IV, V, VI Series 1-4
Learning About Our Language, Series I and II
Primary Grade Stories, Set A and D
We Take a Trip

Parent's Magazine Enterprises, Inc.

Motivation Filmstrips, Group I and II

Society for Visual Education

Basic Phonics, Group I, II, and III
Famous Elf Book, Group I and II
Hans Christian Anderson Fairy Tales
Reading Series
Stories for Young Readers

KITS:

Harcourt, Brace, and World
Durrell and Murphy Phonics Practice
Program, 1968

Harper and Row

The Learning Readiness System Seriation Kit

KITS: (continued)

Houghton Mifflin
Listen and Do Kit

Open Court
Open Court Workshop Kit

Scott, Foresman
Programmed Kit (2 kits) (records and cards)

RECORDS, RECORD AND FILMSTRIP SETS:

Filmstrip House
Head Start in Reading Consonants
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World
Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Places to Go

Houghton Mifflin
Learning Letters
Listening and Learning

McGraw-Hill
Children's Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
How the Average Child Behaves
Jus For Fun

RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society for Visual Education
Children's Classics, Group I
Children's Fairy Tales
Children's Stories
Tales of the Wise Old Owl
Child's World of Poetry, Group I and II
Talking Picture Story Study Prints

Weston Woods
Series 3:
Curious George Rides a Bike
The Five Chinese Brothers
In the Forest
Jenny's Birthday Book
Johnny Crow's Garden
Magic Michael
Pancho
White Snow, Bright Snow

TAPES:

Ginn
Ginn Word Enrichment Program Tapes

Ideal
Ideal Reading Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Read System, 1969, Grade I

Chandler
Reading Program, 1968

Follett
City Schools Reading Program, 1968

Ginn
Language Series (Reading 360 Series)

Harper and Row
Basic Reading Program, Strand I and II, 1966

D. C. Heath
Reading Caravan, Level I (+ duplicating materials and records)

Houghton Mifflin
Basal Reading, 1966 - Reading for Meaning, Grade I

Laidlaw
Gateways to Reading Treasures, 1966 (Primer and Book I)
Stories of City Life and Tales of Long Ago
(Primer and Book I)

TEXTS: (continued)

Macmillan
Early Childhood Educational Materials:
Bark Street Readers, 1965
Open Court
Basic Reader, 1967 (reader 1:2)
Foundation Program

Science Research Associates
Comprehensive Reading Series, 1967

Scott, Foresman
Basic Reading Program, 1968 (pre-reading and pre-primer I)
Open Highways, 1968 for Grade I

Singer
We Discover - Sounds, 1966 (Structural Reading Series)
Structural Reading Series A through E, 1966

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (centennial edition)

Benefic Press
Invitation to Adventure Series, 1967
(pp through level i)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Chandler
Landon Phonics Program, 1969
- Economy
Phonetic Keys to Reading, Grade I
- Educational Developmental Laboratories
Controlled Readers, 1962 (Sets 4c, 4d, 4e)
- Field Educational Publication, Inc.
Time Machine Series
Jim Forest Readers, 1967
- Harper and Row
Torchlighter I
- Hoffman
Hoffman Controlled Readers (2910)
- Holt, Rinehart, and Winston
Wise Owls
Young Owls
- Laidlaw
Stories of City Life and Tales of Long Ago
(Primer & Book I)
Gateways to Reading Treasures, 1966
(Primer and Book I)
- Lyons and Carnahan
Phonics We Use, 1966

TEXTS: (continued)

- Meredith
Concept Builders-Write and See Kit
- Singer/Random House
Carousel Books, 1968 (Group Starter Library
through 2C)
- Reader's Digest
Young Pegasus Packets, 1968
- Scholastic Press
Landon Program for Reluctant Readers
- Scott, Foresman
Bright Horizons, Book I
The First Talking Storybook Box
Wide Horizons, Book I

LANGUAGE EXPERIENCE

- Allyn and Bacon
Sound of Poetry, 1963
- Chandler
Chandler Reading Program, 1968
- Encyclopaedia Britannica
L.E.I.R. Reading Readiness
- Holt, Rinehart, and Winston
Sounds of Language Readers, 1966-67
(First Reader)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters in Personal Reading, 1967
Phonics We Use

Reader's Digest
New Reading Skill Builders, 1966 (Part 1 and 2)
Reading Skill Builders Practice Pads

LINGUISTIC

Harcourt, Brace, and World
Palo Alto Reading Program, 1968, Level 1

Harper and Row
Linguistic Readers, 1965, Grade 1

Lippincott
Reading Goals, 1966 (charts-workbooks)
Orange Book

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Merrill
Merrill Linguistic Readers (Readers 2 and 3)

Science Research Associates
Basic Reading Series, 1969, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program,
Series 1, 1966

Palo Alto Reading Program: Sequential Steps
in Reading, Level 1, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Science Research Associates
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond
ABC's and Blends
Phonics

Scholastic Press
Landon Program for Reluctant Readers

Scott, Foresman
Phonics

Tweedy Corporation
Tweedy Transparencies

READING MULTIMEDIA ADOPTION
LEVEL 2

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Crofts
Matrix Games, 1967

Benefic Press
Creative Involvement Cards, 1967

Chandler
Landon Phonics Program
(Duplicating Masters)

Educational Service, Inc.
Spice (Book of games), 1960

Ginn
Kit of Language

Hammond
Hammond Vowel Sounds (cards + charts)

Houghton Mifflin
Letter Form Board, 1967 (game)

Imperial Productions
Learning Alphabet and Sounds, 1966 (tapes)

Judy Company
Alphasets (game)
Matchettes (game)

Open Court
Workshop Kit, 1968 (game)

Scholastic Press
Landon Program For Reluctant Readers, 1968
(Duplicating Masters)

Scott, Foresman
Manipulative Devices, 1964 (game)
Match and Check, 1968 (game)
Starter Concept Cards and Holder, 1967

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking

Audio Dynamic Research
Perceptual Development Cards, 1968
Perceptual Skill Builder, 1968

Clark County School District
Balance or Walking Beam (Should be in every
classroom in elementary to promote more
experiences in perception.)

Creative Playthings
Perception Tracks

AUDIO-VISUAL MATERIALS: (continued)

PERCEPTION MEDIA

Follett

Frostig Perceptual Materials

Meredith

Concept Builders

Noble and Noble

Try, 1967 (Experiences for Young Children,
Task 1, 2, 3)

Scott, Foresman

Manipulative Devices, 1964

EQUIPMENT:

See Level 1 - applicable to all grades

FILM LOOPS:

Chandler

Magi Cartridges, 1967

Film Associates

American Negro Pathfinders
Tell the Whole Story, 1968-69

FILMS:

16mm

Aims

The Dragon Tears
Fast Is Not a Lady Bug
Johnny Appleseed
Tara the Stone Cutter

Coronet

Reading for Beginners, Using Context Clues
Reading for Beginners, Word Shapes

Encyclopaedia Britannica

Night Before Christmas

International Film Bureau

Adventure of Chico
African Storyteller
A Chairy Tale
Elves and the Shoemaker, The
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly
Madeline
Snookie: The Adventures of a Black Bear Cub
Ti-Jean Goes Lumbering

FILMS: (continued)

McGraw-Hill

Christmas Cracker
The Dragon, 1968
The Emperor's New Clothes, 1967
The Enchanted Crane
The Good Little Gremlin, 1968
Magic Fiddle
Princess and the Pea
Rumpelstiltskin
The Shivering King
Teddy's Tour, 1961

Teaching Films Custodian, Inc.

Alice in Wonderland

FILMSTRIPS

Educational Developmental Laboratories

Controlled Readers, 1962

Encyclopaedia Britannica

Adventure Stories, 8680
Make Believe Stories, 10900
Reading Readiness, 8990
Stories for Children, 8820
Walt Disney Series
Walt Disney's Tales of Jiminy Cricket, 6403
Wonder Tales, 9180

Eye Gate House, Inc.

Reading Readiness

Filmstrip House

Head Start in Reading Consonants
Word Games on Phonograms

FILMSTRIPS: (continued)

Guidance Associates, Harcourt, Brace, and World

Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Places to Go

McGraw-Hill

American Folklore
Animal Stories
Children's Story Series
Golden Book, Sets 1-6
Learning About Our Language, Series I and II
Primary Grade Stories, Sets A, B, C, and D
Skyline Series
Storybook Filmstrip Series
We Take a Trip

Parent's Magazine Enterprises, Inc.

Just For Fun
Reading Motivation, Sets 1-2

Society For Visual Education

Basic Phonics, Group 1-3
Children's Classics, Group 1
Children's Fairy Tales
Children's Stories
Famous Elf Book, Group 1-2
Hans Christian Anderson Fairy Tales
Reading Series, A110S
Tales of the Wise Old Owl, Group 1

Universal Education and Visual Aids

Read and Tell, 1968
See and Tell, 1968

FILMSTRIPS: (continued)

Weston Woods
Sets 18, 19, 20, 21, 22, 23

KITS:

Chandler
Landon Phonic Program
Picture Portfolio, 1965-1966

Encyclopaedia Britannica
Reading Readiness and Communication Skills Kit,
1967

Harcourt, Brace, and World
Durrell and Murphy Phonics Practice Program, 1968

Harper and Row
The Learning Readiness System Seriation Kit

Imperial Productions
We Learn About Special Days, 1968

McGraw-Hill
Developing Learning Readiness: A Visual-Motor-
Tactile Skills Program, 1968

Meredith Corporation
Concept Builders

Merrill
Visual Experience for Growth, 1967-68

KITS: (continued)

Open Court
Workshop Kit, 1968
Workshop Kit Supplement, 1968

Phonovisual Products
Phonovisual Consonant Chart
Phonovisual Method
Phonovisual Unit For Classroom Use
Phonovisual Vowel Chart

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
First Talking Alphabet

RECORDS, RECORD AND FILMSTRIP SETS

Benefic Press
Invitation to Adventure, Sets 1, 2, 3, 1967

Encyclopaedia Britannica
Walt Disney Series
Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House
Head Start in Reading Consonants
Word Games on Phonograms

Guidance Associates, Harcourt, Brace, and World
Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Place to Go

RECORDS, RECORD AND FILMSTRIP SETS (continued)

Harper and Row
Learning Readiness System

McGraw-Hill
Children's Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
Just For Fun

Scholastic Press
Landon Program For Reluctant Readers

Scott, Foresman
First Talking Alphabet
Talking Storybooks

Society For Visual Education
Children's Classics, Group I
Children's Fairy Tales
Children's Stories
Tales of the Wise Old Owl
Talking Picture Story Study Prints
Child's World of Poetry, Group I and II

Weston Woods
Sets 18, 19, 20, 21, 22, 23

Educational Developmental Laboratories
"Listen" Tapes

TAPES:

TAPES: (continued)

Ideal Publications
Ideal Reading Tapes

Imperial Productions
Special Days Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Read System, 1969, Grade 2

Follett
City Schools Reading Program, 1968

Ginn
Language Series (Reading 360 Series)

Harper and Row
Basic Reading Program, Strand I and II, 1966

D. C. Heath
Reading Caravan, Level 1 (+ duplicating
materials and record)

Houghton Mifflin
Reading For Meaning, 1967-68, Grade 2

TEXTS: (continued)

DEVELOPMENTAL (continued)

- Laidlaw
Gateways to Reading Treasures, 1966, Grade 2
Stories of City Life and Tales of Long Ago, Book 2
- Macmillan
Early Childhood Educational Materials: Bank
Street Readers, 1965
The Macmillan Reading Program, Primary Grades
- Open Court
Basic Reader, 1967 (Reader 2:1 and 2:2)
Foundation Program
- Science Research Associates
Comprehensive Reading Series, 1967
- Scott, Foresman
Basic Reading Program, 1967-68, Pre-primer 2
Open Highways, 1967-68, Grade 2
- Singer
Structural Reading Series, 1966 (D-E)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon
Sheldon Basic Reading Series (Centennial Edition)
Reading of Poetry, 1968
Sounds of Poetry, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Benefic Press
Invitation to Adventure Series, 1967
- Field Educational Publications, Inc.
Jim Forest Readers, 1967
Time Machine Series
- Harper and Row
Torchlighter I
- Hoffman
Hoffman Controlled Readers - (2910 Item)
- Holt, Rinehart, and Winston
Young Owls
Wise Owls
- Laidlaw
Gateways to Reading Treasures, 1966, Book II
Stories of City Life and Tales of Long Ago,
Book II
- Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters in Personal Reading, 1969
Phonics We Use, 1966
- Meredith
Concept Builders (kit - audio visual aid)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Reader's Digest
Young Pegasus Packets, 1968
- Scholastic Press
Landon Program For Reluctant Readers, 1968
- Scott, Foresman
Bright Horizons, Book 2
The First Talking Storybook Box
Wide Horizons, Book 2
- Singer/Random House
Carousel Books, 1968 (Group Starter Library
through 2C)

LANGUAGE EXPERIENCE

- Allyn and Bacon
Sound of Poetry
Reading of Poetry, 1968 (Teacher's edition)
- American Education Publications
Imagine and Write, 1967
Map Skills for Today, 1967
New Science Reading Adventures, 1968
Phonics and Word Power
Read, Study, Think, 1967
- Chandler
Chandler Reading Program, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

- Encyclopaedia Britannica
L.E.I.R. Reading Readiness
- Holt, Rinehart, and Winston
Sounds of Language, 1967 (second reader)
- Lyons and Carnahan
Curriculum Enrichment Series, 1967
Curriculum Motivation Series, 1967
Pacesetters in Personal Reading, 1967
Phonics We Use

LINGUISTIC

- Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I,
1966
- Harcourt, Brace, and World
Palo Alto Reading Program, 1968, Level II
- Harper and Row
Linguistic Readers, 1965, Grade 2
- Lippincott
Reading Goals, 1966 (charts-workbooks)
Purple Book
- Merrill
Merrill Linguistic Readers (Reader 2 and 3)
- Science Research Associates
Basic Reading Series, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series 1, 1966

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps in
Reading, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Science Research Associates
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond
Phonics Transparencies, 1969

Scholastic Press
Landon Program For Reluctant Readers

Tweedy Corporation
Tweedy Transparencies, 1967

READING MULTIMEDIA ADOPTION
LEVEL 3

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Croft
Matrix Games, 1967

Chandler
Landon Phonics Program, 1967
Chandler Picture Portfolio, 1965-66

Educational Service, Inc.
Spice (Book of Games), 1960

Follett
Phonics Cards
Phrase Cards
Picture-Cards
Word Cards

Ginn
Building Pre-Reading Skills, 1965 (Language Arts)

Hammond
Hammond Vowel Sounds

Houghton Mifflin
Letter Form Board

Imperial Productions
Amos and His Friends
Learning the Alphabet

Open Court
Word Games

Phonovisual Products
Phonovisual Consonant Charts, 1960
Phonovisual Vowel Charts, 1960

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking

Benefic Press
Creative Involvement Cards, 1967

Clark County School District
Balance or Walking Beam (Should be in every
classroom in elementary to promote more
experience in perception.)

Judy Company
Alphaset
Matchettes

McGraw-Hill
Developing Learning Readiness: A Visual-
Motor-Tactile Skills Program, 1968

RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society For Visual Education
Children's Classics
Children's Stories
Children's Fairy Tales
Child's World of Poetry, Group I and II
Tales of the Wise Old Owl
Talking Picture Story Study Prints
Story Time Favorites

Weston Woods
Sets 17, 18, 19, 20, 21, 22, 23

TAPES:

Educational Developmental Laboratories
Listen Tapes, Grade 1-6

Ginn
Ginn Word Enrichment Program Tapes,
Level I, II, III

Ideal
Ideal Reading Tapes

Imperial
We Learn About Special Days, 1968

Merrill
Skill Tapes, 1967

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press
Invitation to Adventure, 1967
(records to go with books)

Chandler
Landon Phonics Program

Encyclopaedia Britannica
Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House
Head Start in Reading Consonants
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World
Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Places To Go

McGraw-Hill
Children's Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
How the Average Child Behaves
Just For Fun

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
The Talking Story Books

FILMSTRIPS:

Educational Development Laboratories
Filmstrip for "Controlled Readers," 1962

Encyclopaedia Britannica
Adventure Stories, 8680
Make Believe Stories Series, 1965
Reading Readiness Series, 1960 - 10900
Stories for Children, 8820
Walt Disney's Tales of Jiminy Cricket - 6403
Wonder Tales, 9180

Eye Gate House, Inc.
Readiness for Reading
Reading for Fun

Film Associates
American Negro Pathfinders Series

McGraw-Hill
American Folklore Series
Animal Stories
Golden Book, Sets I, II, III
Golden Book, Sets IV, V, VI
Learning About Our Language, Series I, II, III
Primary Grade Stories, Sets A, B, C, D
Skyline Series
We Take a Trip

Parent's Magazine Enterprises, Inc.
Motivation Filmstrips

Society For Visual Education
Basic Phonics, Group I, II, III
Famous Elf Book, Group I and II

FILMSTRIPS: (continued)

Society For Visual Education (continued)
Hans Christian Anderson Fairy Tales
Reading Series, A1108
Story Time Favorites
Your Dictionary and How to Use It

Universal Education and Visual Arts
Read and Tell, 1968
See and Tell, 1968
Stories and Fables, 1968

KITS:

Encyclopaedia Britannica
Reading Readiness and Communication Skills,
1960

Harcourt, Brace, and World
Durrell and Murphy Phonics Practice Program,
1968

Harper and Row
The Learning Readiness System Seriation Kit

Open Court
Open Court Workshop Kit

Scott, Foresman
Programmed Kit (2 kits) (cards and records)

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

- Puss in Boots, F0879
- Reading With Suzy, F5623
- Sea Adventures of Sandy the Snail, F0876
- The Shoemaker and the Elves, F0716
- The Smallest Elephant in the World, F5191
- Snowman in July, F0196
- Spotty-Story of a Fawn, F5456
- Sparky, the Colt, F5452
- Story of the Goose and the Gander, F0734
- Storytelling - Can You Tell It In Order, F5462
- Tad, the Frog, F5467
- Three Little Wizards - Adventure in Color, F5520
- Tom Thumb In King Arthur's Court, F0956
- The Toy Telephone Truck, F5470
- Tuffy, the Turtle, F5475
- What the Frost Does - Background for Reading, F5489
- Whatever the Weather, F5188
- Wide, Wide Sea - Background for Reading, F5492
- Winkie, the Merry-Go-Round Horse - Storytelling, F5493
- Zoo Animals in Rhyme, F5495
- Zoo Animals of Our Storybooks, F0379

Coronet

- Reading for Beginners: Using Context Clues
- Reading for Beginners: Word Shapes

FILMS: (continued)

16mm (continued)

Encyclopaedia Britannica

- The Monkey Who Would Be King
- Night Before Christmas

International Film Bureau
Adventures of Chico

- A Chairy Tale
- Elves and the Shoemaker, The
- Frances and Her Rabbit
- I Know An Old Lady Who Swallowed a Fly
- Madeline
- Snookie: The Adventures of a Black Bear Cub
- African Story Teller
- Ti-Jean Goes Lumbering

McGraw-Hill

- Christmas Crackers
- The Dragon
- The Emperor's New Clothes
- The Enchanted Crane
- The Good Little Gremlin
- Magic Fiddle
- Princess and the Pea
- Rumpelstiltskin
- The Shivering King
- Teddy's Tour

TEXTS:

TEXTS: (continued)

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Ideas and Images, from the Read System
High and Wide, from the Read System
Read System, 1968

Benefic Press
Adventures All Around Us
Invitation to the Adventure Series, 1968

Ginn
Language Series (Reading 360 Series), 1969

Harper and Row
Basic Reading Program, Strand I - Faraway
Places and Strand II - From Bicycles to
Boomerangs, 1966

Economy Company
Wide Open Doors, Phonetic Keys to Reading, Grade 1
Along New Ways, Phonetic Keys to Reading, Grade 1

D. C. Heath
Reading Caravan, 1968 - Meadow Green

Holt, Rinehart, and Winston
Sounds of Language, the Storyteller

Houghton Mifflin
Basal Reading, 1966 - Looking Ahead Climbing Higher 133 -

Lyons and Carnahan
Phonics We Use, 1966 (A, B, C, D, E)

Macmillan
Early Childhood Educational Materials: Bank
Street Readers, 1965 - City Streets
Round the Corner
The Macmillan Reading Program - Better Than
Gold More Than Words

Merrill
Diagnostic Reading Workbook Series
Open Court
Open Court Basic Readers, 1968, 3rd ed.
A Trip Around the World A Magic Word

Scott, Foresman
Bright Horizons, 1968, Grade 3
Open Highways, 1968 Splendid Journey
(with duplicating masters and tests)
Speeding Away
Wide Horizons, 1968, Grade 3

Singer
Structural Reading Series, 1966 (paperback)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (Centennial Ed.)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc.
Jim Forest Readers, 1968
Time Machine Series, 1968

Follett
City Schools Reading Program, 1968

Holt, Rinehart, and Winston
Wise Owls, 1968
Young Owls, 1968

Laidlaw
Gateways to Reading, 1966, Book 3
Stories of City Life and Tales of Long Ago,
Book 3

Lyons and Carnahan
Curriculum Enrichment Series, 1966 -
On Top of the Hill
Curriculum Motivation, 1966 The Almost Ghost
and Other Stories
Pacesetters in Personal Reading Series, 1969
Thief in the Basement

Merrill
Skilltext Readers, 1961 - Uncle Funny Benny

Singer/Random House
Carousel Books, 1968

Reader's Digest
Skill Builders, Part I and II

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates
Comprehensive Reading Series, 1967
The Careless Astronaut

Scott, Foresman
Bright Horizons, 1968, Book 3
The First Talking Storybook Box
Wide Horizons, 1968, Book 3

LANGUAGE EXPERIENCE

Allyn and Bacon
Sound of Poetry, 1968

American Education Publications
Imagine and Write, 1967
Introducing Table and Graph Skills, 1968
Language Experiences in Reading Encyclopedia,
1967

Map Skills for Today, 1967
New Science Reading Adventures, 1968
Phonics and Word Power, 1967
Read, Study, and Think, 1967

Encyclopaedia Britannica
Language Experiences in Reading, 1967

Holt, Rinehart, and Winston
Sounds of Language Readers, (Third Reader)
Wise Owls, 1968
Young Owls, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Merrill
Visual Experiences for Creative Growth

LINGUISTIC

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps
in Reading, 1968 (books 15 through 20)

Harper and Row
Linguistic Readers, 1965, Grade 3

Lippincott
Basic Reading, 1966 (workbooks and tests)
+ 3.1 and 3.2 readers

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Merrill
Linguistic Readers, 1966, Books 4 and 5

Science Research Associates
Basic Reading Series, 1965, Grade 3

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program (books 15 through 21)

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps
in Reading, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Reader's Digest
Skill Builders, 1966

TRANSPARENCIES

Hammond
Phonics, 1963

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
Phonics

Tweedy Corporation
Tweedy Transparencies, 1967

READING MULTIMEDIA ADOPTION
LEVEL 4

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Allyn and Bacon
Phonics Charts, 1964

Avalon Hill Company
Anograms
Scrabble
Scribbage
Spill and Spell
Word Power

Benefic Press
Creative Involvement Cards, 1969

Denoyer-Geppert
Map-Pictorial-America, Its Folklore (MMiG)

Educational Service, Inc.
Spice (Book of Games), 1960

Follett
Phrase Cards, 1966

Garrard
Group Sounding Game
(complete course in phonics)
The Syllable Games (sight syllable solitaire)

Hammond
Hammond Vowel Sounds

Ideal
The "Quiet Pal" Game

Phonovisual Products
Phonovisual Consonant Chart (+ cards)
Phonovisual Vowel Chart (+ cards)

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking,
1968

Audio Dynamic Research
Perceptual Skill Builders

Clark County School District
Balance or Walking Beam (Should be in every
classroom in elementary to promote more
experience in perception.)

McGraw-Hill
Developing Learning Readiness: A Visual-
Motor-Tactile Skills Program, 1968

Meredith
Concept Builders With Write and See, 1969

EQUIPMENT:

See Level I - applicable to all grades

FILM LOOPS:

Chandler
Magi Cartridges, 1967

Film Associates
Tell the Whole Story Series, 1968-69

FILMS:

16mm

Aims

The Battle of Bunker Hill
The Dragon Tears
Johnny Applesseed
King Midas
Study Series A and B
Tara the Stonecutter

Clark County School District Film Center
Finding Information, F5532

Frog Princess, The, F5103
Improving Your Vocabulary, F5589
Listening Skills - An Introduction, F5394
Mr. and Mrs. Robin's Family, F5407
Reading Improvement - Comprehension Skills, F5128
" " " " Defining the Good Reader, F5129
" " " " Effective Speeds, F5130
" " " " Vocabulary Skills, F5131
" " " " Word Recognition Skills, F5132

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)
Sparky, the Colt, F5452

Spotty, the Story of a Fawn, F5456
Spotty, the Story of a Fawn in Winter, F5457
Story Acting is Fun, F5222
Tom Thumb in King Arthur's Court, F0956
We Discover the Dictionary, F0185
What the Frost Does - Background for Reading
and Expression, F5489
You'll Find It In the Library, F1506

Coronet

Choosing Book To Read
Improve Your Reading
Reading For Pleasure
Reading Growth Basic Skills
Reading Growth - Getting the Big Ideas

Encyclopaedia Britannica

Night Before Christmas
The Shivering King

International Film Bureau

Adventures of Chico
African Story Teller
A Chairy Tale
Elves and the Shoemaker
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly
Madelin
Snookie: the Adventures of a Black Bear Cub
Ti-Jean Goes Lumbering



FILMS: (continued)

16mm (continued)

McGraw-Hill
Christmas Crackers
The Dragon
The Emperor's New Clothes
The Enchanted Crane
The Good Little Gremlin
Magic Fiddle
Princess and the Pea
The Rivals
Rumpelstiltskin
Teddy's Tour

Teaching Film Custodians
Alice in Wonderland

FILMSTRIPS:

Encyclopaedia Britannica
Action Series, 9000 -, 1960
Adventure Stories, 8680
Make Believe Stories, 10900 - 1965
Stories For Children, 8820
Wonder Tales, 9180

Film Associates
American Negro Pathfinders Series

Houghton Mifflin
What's the Word

FILMSTRIPS: (continued)

McGraw-Hill
American Folklore Series
Animal Stories
The Golden Book Series IV, V, VI
Learning About Our Language, Series I, II, III
Skyline Series
We Take a Trip

Parent's Magazine Enterprises, Inc.
Motivation Filmstrips, Group I and II

Society For Visual Education
Basic Phonics, Group I, II, III
Famous Elf Book, Group I and II
Reading Series A. 110S
Using Good English
Your Dictionary and How To Use It

KITS:

Chandler
Landon Phonics Program, 1967

Field Educational Publications, Inc.
Cyclo - Teacher Learning Aid

Ginn
Kit of Language, 1965

Harcourt, Brace, and World
Durrell and Murphy Phonics Practice Program,
1968

KITS: (continued)

Meredith

Concept Builders With Write and See, 1969

Scholastic Press

Landon Program For Reluctant Readers, 1968

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press

Invitation to Adventure

Chandler

Landon Phonics Program, 1967

Filmstrip House

Head Start in Reading Consonants
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World

Look About You
People We Know

Macmillan

Decoding For Reading

McGraw-Hill

Children Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
Just For Fun

RECORDS, RECORD AND FILMSTRIPS: (continued)

Warren Schloat

Growing Up Black
The Human Relations Series

Scholastic Press

Landon Program For the Reluctant Reader, 1968

Society For Visual Education

Child's World of Poetry, Group I and II
Story Time Favorites
Talking Picture Story Study Prints
Using the Elementary School Library

Weston Woods

Sets 17 through 23

TAPES:

Ideal

Ideal Reading Tapes

Imperial

Special Days Tapes, 1968

McGraw-Hill

E.D.: Listen Tapes (1-6), 1966

TEXTS:

DEVELOPMENTAL

- Allyn and Bacon
Sheldon Basic Reading Series (4th Reader)
- American Book Company
The Read System, 1968 (guidebook and workbooks)
Grade 4
- Harper and Row
Basic Reading Program, Strand I, 1966 (guide, workbooks, achievement tests)
- D. C. Heath
Reading Caravan Series, 1968
- Houghton Mifflin
Reading For Meaning, 1968 (guidebook, workbooks, tests) Grade 4
- Macmillan
The Macmillan Reading Program
- Open Court
Open Court Basic Reader, 1967, Reader 4
- Science Research Associates
Comprehensive Reading Series, 1967
- Scott, Foresman
Open Highways, 1968 (guidebook, workbooks, dittos, transparencies and tests)
- Singer
Structural Reading Series, 1966

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon
Sheldon Basic Reading Series (Centennial Edition) Grade 4
- American Education Publications
Developing Table and Graph Skills, 1967
Imagine and Write, 1967
Map Skills, 1967
New Science Reading Adventure, 1968
Read, Study, Think, 1967
- Benefic Press
Invitation to Adventure
- Field Educational Publications, Inc.
Jim Forest Readers, 1968
Time Machine Series, 1968
- Harcourt, Brace, and World
Literature of the Bookmark Reading Series, 1968
- Harper and Row
Torchlighter Library II
- Holt, Rinehart, and Winston
Sounds of Language, 1967
Wise Owls, 1968
- Houghton Mifflin
Reading Skills Lab, 1966, Grade 4

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

- Laidlaw
Gateways to Reading, Book 4
Stories of City Life and Tales of Long Ago, Book 4
- Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters and Personal Reading, 1969, Book 4
Phonics We Use, 1966 (workbook)
- Macmillan
Decoding For Reading, 1968 (SUPPLY ITEM)
The Spectrum of Books, Seat A and B, 1964
- Merrill
Gaining Independence in Reading, 1967
- Reader's Digest
Reader's Digest Skill Builder, 1966
- Scholastic
Pleasure Reading Libraries, 1969 (50 titles)
- Scott, Foresman
Invitation to Personal Reading, 1968, Grades 4-6
- Steck-Vaughn
Human Values Series, 1967-68, Grades 4-6

TEXTS: (continued)

LANGUAGE EXPERIENCE

- Allyn and Bacon
Reading of Poetry, 1968
Sound of Poetry, 1968
- Encyclopaedia Britannica
Language Experiences in Reading, Level III,
1967
- Harcourt, Brace, and World
Literature Readers of the Bookmark Reading
Series, 1968
- Holt, Rinehart, and Winston
Sounds of Language, 1966-67 (4th Reader)
- Lyons and Carnahan
Curriculum Enrichment Series, 1966
- Lippincott
Lippincott's Basic Reading, 1969 (basic text
and workbooks) Grade 4
- Merrill
Merrill Linguistic Readers, Reader 4

LINGUISTIC

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I,
1966

Macmillan
Reading Spectrum

TRANSPARENCIES:

Hammond
Phonics, 1969

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
Phonics, 1969

Tweedy Corporation
Tweedy Transparencies

READING MULTIMEDIA ADOPTION
LEVELS 5-8

AUDIO-VISUAL MATERIALS:

No Recommendations

FILMS: (continued)

EQUIPMENT:

See Level 1 - applicable to all grades

16mm (continued)

FILM LOOPS:

No Recommendations

Clark County School District Film Center (continued)

Finding Information, F5532

Goldilocks and the Three Bears, F5105

Listening Skills - An Introduction, F5394

Magic Book, F0257

Mr. and Mrs. Robin's Family, F5407

Reading Improvement - Comprehension Skills,
F5128

Reading Improvement - Defining the Good
Reader, F5129

Reading Improvement - Effective Speeds, F5130

Reading Improvement - Vocabulary Skills,
F5131

Reading Improvement - Word Recognition
Skills, F5132

Spotty, Story of a Fawn, F5456

Spotty, the Fawn in Winter, F5457

Sparky, the Colt, F5452

Story A. ting is Fun, F5222

Tom Thumb in King Arthur's Court, F0956

We Discover the Dictionary, F0185

What the Frost Does - Background for Reading
and Expression, F5489

You'll Find It In the Library, F1506

FILMS:

16mm

Aims

King Midas

Cahill

Tara the Stone Cutter

Clark County School District Film Center

The Cuckoo Clock That Wouldn't Cuckoo, F5311

Describing an Incident, F0290

Developing Reading Maturity - Comparative, F0685

Developing Reading Maturity - Interpreting Meaning,
F0692

Developing Reading Maturity - The Mature Reader,
F0691

Developing Reading Maturity - Understanding Style,
F0684

FILMS: (continued)

16mm (continued)

Coronet

Reading For Beginners
Understanding Word Growth
Your Study Methods

McGraw-Hill

Aesop's Fables I, II, III
Casey At the Bat
The Deacon's Masterpiece
The Emperor's Nightingale
Hiawatha's Childhood
The Island of the Blue Dolphins
Paul Revere's Ride
Reading In the Humanities
Reading In the Math and Science Areas
The Rainbow of Stone
The Toymaker
What Is Active and Creative Reading
What Is Effective Reading

Teaching Films Custodians

Breakfast With Nancy
Courage In Connecticut

FILMSTRIPS:

No Recommendations

KITS:

No Recommendations

RECORDS, RECORD AND FILMSTRIP SETS

Bowmer Records, Inc.

Drag Racing
Motorcycles
Teen Fair

Film Associates

Folk Tale Series, 1968
Story Series
Tell the Whole Story Series

Encyclopaedia Britannica

American Poets, 1954
Using the Library, 1963

Guidance Associates, Harcourt, Brace, and World
Adventure and Literature (Sound Filmstrip
Series)

The World of Mark Twain, Parts I and II,
1968

Society For Visual Education

Reading Series
Using the School Library
Words, Their Origin, Use and Spelling
Your Dictionary and How To Use It

TAPES:

Merrill

Modern Reading, I, 1967
Modern Reading, II, 1967
Tom Trott, 1967

TEXTS:

DEVELOPMENTAL

- Allyn and Bacon
Arrivals and Departures, 1968, Grade 6
(teacher's manual and workbook)
Finding the Way, 1968, Grade 5
(workbook, texts, independent activities)
High Trails, 1968, Grade 7 (workbook, teacher's
manual, individual activities)
Widening Views, 1968, Grade 8 (teacher's
manual, workbook, reading tests)
- American Book Company
Kings and Things, 1968, Grade 5 (teacher's
manual and workbook)
Launchings and Landings, 1969, Grade 6
(teacher's manual and workbook)
- Ginn
How It Is Nowadays, 1969, Grade 8
(teacher's manual)
- Harper and Row
Crossroads, 1966, Grade 5 (teacher's manual,
workbooks, dittos, tests)
Seven Seas, 1968, Grade 6 (teacher's manual,
workbooks, dittos, tests)
- Holt, Rinehart, and Winston
Sounds of a Distant Drum, 1967, Grade 6
(teacher's manual)
Sounds of a Young Hunter, 1967, Grade 5
(teacher's manual)

TEXTS: (continued)

DEVELOPMENTAL

- Houghton Mifflin
Adventure Bound, 1965, Grade 7
(teacher's edition, workbooks, dittos, tests)
Bright Peaks, 1966, Grade 6 (teacher's manual,
tests, workbooks, dittos)
Sky Lines, 1966, Grade 5 (teacher's manual,
tests, workbooks, dittos)
- Lippincott
Basic Reading, 1965, Grade 5-8 (teacher's
manual, workbooks, filmstrips, phonic
guide)
- Lyons and Carnahan
Phonics We Use, F and G, 1966
- Macmillan
Bold Journeys, 1967, Grade 5 (teacher's
edition and workbook)
Into New Worlds, 1967, Grade 6 (teacher's
manual and workbook)
- McGraw-Hill
Conquests in Reading, 1968, 2d ed., Grade 7-8
- Scott, Foresman
Cavalcade, 1965, Grade 6 (teacher's manual,
workbooks, tests, dittos)
Challenge, 1967, Grade 8 (teacher's manual
and workbook)



TEXTS: (continued)

DEVELOPMENTAL (continued)

- Scott, Foresman (continued)
Dimensions (Basic), 1967, Grade 7
(teacher's manual, workbooks, tests)
Open Highways, 1966, Grades 5-6
(teacher's manual, workbooks, tests)
Open Highways, 1967, Grades 7-8
(teacher's manual, workbooks, tests)
Thrust, 1969, Grade 7 (teacher's manual)
Vistas, 1965, Grade 5 (teacher's manual,
workbooks, tests)
Wide Horizons, 1965, Grades 5-6 (teacher's
manual, workbooks, tests)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon
Black Bear Adventures
High Climber
The Reading of Poetry (Anthology)
Ski Country
The Twoboat Summer
- American Education Publications (paperbacks)
How To Study Workshops, 1968
Know Your World, 1968
Marching To Freedom, 1968
Read, Study, Think
Read Treasure, 1968
Science Reading Adventures, 1967
Stories You Can Finish, 1967
Table and Graph Series, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- American Education Publications (continued)
Ten Plays and Choral Readings, 1968
Two Steps To Better Composition, 1968
You Can Write, 1967
- Benefic Press
With Athletes and Artists, 1968
With World Heroes, 1969
- Century Consultants, 1968
Behind the Scenes
Chilling Escape
The Big Break
Deadline For Time
Dognappers
Hundred-Milers
Loud and Clear
Operation Phoenix
The Peculiar Lawn Mower
Pedro's Secret
A Place For Joe
Racing the Salt
Rescue On the Mountain
Viceroy's Daughter
- Children's Press
Casebook of Sherlock Holmes
The Call of the Wild
The Heroes
The Jungle
Merry Adventures of Robin Hood

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Children's Press (continued)

Paul Bunyan
Pinocchio
Swiss Family Robinson
Treasure Island
The True Story of Series, 1964
Albert Einstein
Captain Scott
Cecil Rhodes
David Livingston
Lawrence of Arabia
Napoleon
Queen Victoria
Sir Francis Drake
20,000 Leagues Under the Sea, 1968
The Virginian

D. C. Heath

Silver Web, 1968
Teenage Tales Series
Treasure Gold, 1968

Field Educational Publications, Inc.

Adventures in Apacheland
The Americans All Series, 1969
The Checkered Flag Series, 1967
The Checkered Flag Series, 1969
Bearcat
500
Flea
Grand Prix
Riddler
Scramble
Smashup
Wheels

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc. (continued)

The Deep-Sea Adventures Series, 1968
Desert Treasure, 1966
Morgan Bay Mysteries, 1965
The Mysterious Swamp Rider
Reading Motivated Series, 1966
The Secret of Lonesome Valley
Wildlife Adventure Series, 1966

Harcourt, Brace, and World

First Splendor, 1968
Much Majesty, 1968
Wider Than the Sky, 1968

Harper and Row

Compass Points, 1969, (teacher's manual)
(literature)

From Actors to Astronauts, 1964
From Coins to Kings, 1964
From Pilots to Plastics, 1969
Searchlights on Literature, 1969 (teacher's
manual and workbook)

Torchbearer Library, Sets I and II

Holt, Rinehart, and Winston

Holt Impact Series, 1968
Holt Intermediate Dictionary of American English
Literature I, 1968 (teacher's manual)
Literature II, 1968 (teacher's manual)
Sounds of a Distant Drum, 1967
Sounds of Mystery, 1967

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Holt, Rinehart, and Winston (continued)
Sounds of a Young Hunter, 1967
Winston Dictionary For Schools
Wise Owls
Young Owls
- Houghton Mifflin
Exploring Literature, 1968 (teacher's manual)
Discovering Literature, 1968 (teacher's
edition and workbook)
The Red Badge of Courage, 1964
Shane, 1964
Swiftwater, 1964
Tale of Two Cities, 1962
Treasure Island, 1962

Laidlaw

- Courage and Adventure, 1964
New Horizons I, 1964
New Horizons II, 1964
Words With Wings, 1964

Lyons and Carnahan

- Better Than Gold and Other Stories, 1966
New Horizons
New Roads, 1965
Phonics We Use Workbook F and G, 1966
The Thousand Voices of Timothy Reece, 1969
Three Green Men and Other Stories, 1966
Unwilling Witch, 1969

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Macmillan

- Advanced Reading Skills, Book 1 and 2
Gateway English Series, 1968
Macmillan Spectrum of Skills, 1967
Macmillan Spectrum of Books, 1965
Webster's New World Dictionary -
Elementary Education

McGraw-Hill

- Focus - Themes in Literature, 1969
(teacher's manual)
Perception - Themes in Literature, 1969
(teacher's manual)

Merrill

- Bright Beacons, 1968
Exploring Today
Far Horizons, 1968
Merrill Mainstream Paperback, 1968
Against the Odds
Courage Under Fire
In New Directions
People Like You
They Were First
Pat the Pilot
Tom Trot

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Noble and Noble
Falcon Paperbacks, 1967-68
A Choice of Weapons (and other titles of series)
Fail Safe
Go Up For Glory
I Always Wanted To Be Somebody
Time 4, science-fiction
A Tree Grows In Brooklyn

Open Court

Awake to Worlds Unfolding
But Life Is Calling You, 1967

Portal Press

The Springboard Series: Reading Laboratory
I and II, 1967-68

Prentice-Hall

Be A Better Reader, Foundations B,C, Book I and II

Reader's Digest

Improve Your Reading, Part I, 1967
Improve Your Reading, Part II, 1967
Reading Skill Builder, 1967
Reading Skill Practice Pad, 1968
Science Reader Blue Book, 1963
Science Reader Red Book, 1964

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates

Dimensions In Reading Lab. (An American
Album)
Pilot Library Laboratory, 1969
Pilot Library Laboratory, IIIb, 1969
Reading Laboratory IIa, 1969
Reading Laboratory IIIa, 1969

Scott, Foresman

Advanced Junior Dictionary
Bright Horizons, Book 5 and 6
Reflections On A Gift of Watermelon Pickle
Poems, 1966

Steck-Vaughn

Activities For Reading Improvement, Book 1-3
The Human Values Series, 1967
New Goals In Reading Workbook

Economy Company

Into Wide Worlds, 1965
Through Broad Fields, 1965

LANGUAGE EXPERIENCE

Encyclopaedia Britannica

Language Experiences in Reading, 1967

Macmillan

Advanced Skills in Reading III (teacher's manual)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Portal Press
The Springboard Series: Motivation Program
I and II, Grade 7 - 8, 1968

Science Research Associates
Reading Laboratory Series

LINGUISTIC

Merrill
Merrill Linguistic Readers, Book 5 and 6

PROGRAMMED INSTRUCTIONAL MATERIAL

Encyclopaedia Britannica
Language Experiences in Reading, 1967

Macmillan
Spectrum of Skills, 1967

Portal Press
The Springboard Series: Motivation Program
I and II, 1968

Science Research Associates
Reading Laboratory Series

TRANSPARENCIES:

No Recommendations



READING MULTIMEDIA ADOPTION
LEVELS 9-i2

AUDIO-VISUAL MATERIALS:

No Recommendations

EQUIPMENT:

See Level 1 - applicable to all grades

FILM LOOPS:

No Recommendations

FILMS:

16mm

Av-ed

Advanced Phase Reading, #7,8,12
What Did You Read?

Clark County School District Film Center

Developing Reading Maturity - Comparative
Reading, F0685

Developing Reading Maturity - Critical
Evaluation, F0694

Developing Reading Maturity - Interpreting
Meaning, F0692

Developing Reading Maturity - The Mature
Reader, F0691

Reading Improvement - Comprehension Skills,
F5128

Reading Improvement -Defining the Good Reader,
F5129

Reading Improvement - Effective Speeds, F5130

FILMS:

16mm (continued)

Clark County School District Film Center (continued)
Reading Improvement - Vocabulary Skills,
F5131

Reading Improvement - Word Recognition
Skills, F5132

Coronet

Word Recognition Skills

Encyclopaedia Britannica

The Cherry Orchard
The Doll House
Great Expectations

McGraw-Hill

David Copperfield, 1967

Days of Dylan Thomas

A Dickens Chronicle, 1963

George Bernard Shaw

Hemingway, Parts I-II, 1962

Herman Melville's "Moby Dick"

Mr. Dickens of London, 1968, Parts, I,II,III

Mark Twain, 1963

Mark Twain's America, 1960

The Poet's Eye - A Tribute to Shakespeare

Shakespeare - Soul of An Age, Parts I,II, 1963

A Tale of Two Cities, 1967

20,000 Leagues Under the Sea, 1967

Wuthering Heights, 1967

FILMS: (continued)

16mm (continued)

Sterling

America: History of Motion Pictures

FILMSTRIPS:

No Recommendations

KITS:

Addison Wesley

Reading Development Kit A and B, 1969(remedial)

Reading Development Progress Records and

Informal Reading Development Inventory

accompany kit

Reading Development Kit B and C, 1969 (developmental)

Reading Development Progress Records and

Informal Reading Development Inventory

accompany kit

McGraw-Hill

Classroom Reading Clinic (remedial)

Science Research Laboratories

Dimensions in Reading Series (remedial)

Pilot Library IIIB (remedial)

Reading Laboratory Series (IVA) (advanced)

Reading For Understanding (advanced)

(General and Senior Edition)

Scott, Foresman

Tactics in Reading I and II

RECORDS, RECORD AND FILMSTRIP SETS:

No Recommendations

TAPES:

No Recommendations

TEXTS:

DEVELOPMENTAL

D. C. Heath

Teenage Tales 1-6 and A, B, C, 1964-66
(+ teacher's manual)

Harper and Row

Scope 1,2,3,4 - 1967

Teachers Guide Scope, 1,2,3,4

Hayden Book Company

Introduction to the Play, 1969

Introduction to the Poem, 1965

Introduction to the Short Story, 1965

Holt, Rinehart, and Winston

At Your Own Risk, 1963 (+ teacher's manual
and recordings)

Cities, 1963 (+ teacher's manual and recordings)

Conflicts, 1963 (+ teacher's manual and recordings)

Increasing Reading Efficiency, 1964

Introducing Poetry, 1964, (+ teacher's manual)

Introducing the Drama, 1963 (+ teacher's
manual)

I've Got A Name, 1963 (+ teacher's manual
and recordings)

TEXTS: (continued)

DEVELOPMENTAL (continued)

Holt, Rinehart, and Winston (continued)
Larger Than Life, 1963 (+ teacher's manual and recordings)
A Search For Awareness
Short Stories, 1963 (+ teacher's manual)
Some Shapers of Men, 1968
Tragedy, History, and Romance, 1968 (+ teacher's guide)

Houghton Mifflin

Designs For Reading Plays, 1969
Designs For Reading Poems, 1969
Designs For Reading Non-Fiction Prose, 1969
Designs For Reading Short Stories, 1969
English Literature, 1968 (+ teacher's manual)
Insights Into Literature, 1968 (+ teacher's kit)
Values In Literature, 1968 (+ teacher's kit)

Macmillan

Advanced Skills In Reading, 1967 (+ teacher's edition)

McGraw-Hill

American Literature - Themes and Writers, 1966
(+ teacher's manual)
City Limits I, 1968
Angelita Nobody
Chico, 1967
Cry, Baby!
The Heist
The Long Haul
Take the Short Way Home

TEXTS: (continued)

DEVELOPMENTAL (continued)

McGraw-Hill (continued)
Encounters - Themes in Literature, 1967
(+ teacher's manual)
The Everyreader Series
Ben Hur
Bob, Son of Battle
Call of the Wild
Cases of Sherlock Holmes
The Count of Monte Cristo
The Flamingo Feather
The Gold Bug and Other Stories
Greek and Roman Myths
Indian Paint
Ivanhoe
Juarez, Hero of Mexico
King Arthur and His Knights
Men of Iron
On Jungle Trails
Robin Hood Stories
Simon Bolivar
A Tale of Two Cities
To Have and to Hold
The Trojan War
Wild Animals I Have Known
Insights - Themes in Literature, 1966 (+ teacher's manual)
Reading Shelf I, 1968
Anything Can Happen:
Ax
Call of the Wild
The Knife
Marty/Printer's Measure

TEXTS: (continued)

DEVELOPMENTAL (continued)

McGraw-Hill (continued)
Reading Shelf I, 1968 (continued)
Ramblers, Gamblers, and Lovers
Requiem For a Heavyweight
Short Stories By Edgar A. Poe
Stories By Jesse Stuart
The Year the Yankees Lost the Pennant
Western Literature - Themes and Writers, 1967
(+ teacher's manual)

Merrill

Merrill Linguistic Reader

New Dimensions In Education, Inc.
The Name of the Game Program

Noble and Noble

American Literature, 1968 (+ teacher's guide)
Crossroads Series, 1st ed.
English Literature, 1968 (+ teacher's guide)
The Experience of Literature, 1968 (hardback)
(+ teacher's guide)
The Experience of Literature, 1969 (paperback)
(+ teacher's guide)
Falcon Books Series (Go Up For Glory), 1967

Prentice-Hall

Be A Better Reader, 1963 Books III, IV, V, VI (+ teacher's
guide for each)
Power and Speed In Reading, 1956 (teacher's manual)
Reading Skills, 1953 (teacher's manual)

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TEXTS: (continued)

DEVELOPMENTAL (continued)

Reader's Digest

Best Loved Books For Young Readers,
#7,8,9 - 1968
Help Yourself to Improve Your Reading, 1968
Parts 1,2,3,4
Reader's Digest Advanced Reading Skill Builder
Reader's Digest Reading Skill Builder

Science Research Associates

How to Improve Your Reading, 1963 (paperback)

Scott, Foresman

Accent, U.S.A., 1965
In Orbit, 1966
On Target, 1963
Perspectives, 1969
Reflections On A Gift of Watermelon Pickle
Poems, 1966
Thrust, 1969
Top Flight, 1961
What's Happening?

Silver Burdett

Success in Reading - Books 1-6, 1968
(+ teacher's edition)

Xerox Corporation

The Way It Is, 1967
Breaking Out
Catch the World
Day Comes After Night

TEXTS: (continued)

DEVELOPMENTAL (continued)

- Xerox Corporation (continued)
The Way It Is, 1967 (continued)
Face It, Baby
Keep the Cool
Make Your Move
No Way to Go
O.D.
Waiting For the Man
The Way It Is -- Learner Log
The Way It Is -- Teacher's Handbook

REMEDIAL

- American Education Publications
Know Your World
You and Your World

- Century Consultants
Learning to Read While Reading to Learn Series, 1967-68 (teacher's guides for all titles)
Behind the Scenes
The Big Break
Chilling Escape
Deadline For Time
Dognappers
Happy the Hippo
Hundred Millers
Loud and Clear
Operation Phoenix
The Peculiar Lawn Mower
Pedro's Secret

TEXTS: (continued)

REMEDIAL (continued)

- Century Consultants (continued)
A Place For Joe
The Purple Snail
Racing the Salt
Rescue On the Mountain
- D. C. Heath
Teenage Tales A, B, C, Books I, II, III, IV, V, VI, 1966
- Expression Company
Better Speech and Better Reading, 1967
- Field Educational Publications, Inc.
Checkered Flag Series, 1967-68
(+ filmstrips, records, and teacher's guide)
- Follett
Learning Your Language/One, 1964
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)
Learning Your Language/Two, 1964
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)
Success In Language and Literature/A
(Series of 8 booklets, teacher's guide, student comprehension check workbooks)
- Harper and Row
Language In Your Life
Scope - Books I, II, III, IV, 1965-67

TEXTS: (continued)

REMEDIAL (continued)

Holt, Rinehart, and Winston
Holt's Impact, Level I

Laidlaw
New Horizon Books, 1, 2, 3

Macmillan
Decoding For Reading, 1969
Readalong Book I and II (include records and
teacher's guide)
Gateway English Series, 1968-69, Grade 7, Level II
Creatures In Verse
Striving
Two Roads to Greatness
A Western Sampler
Gateway English Series, Grade 8, Level I
Coping
A Family Is a Way of Living
Stories In Song and Verse
Who Am I?

McGraw-Hill
City Limits, I
Everyreaders Series
Reading Incentive Series, 1968 Book 1-5
Reading Shelf I
Step Up Your Reading Power, 1965 Books A-B, C, D, E
What Job For Me? Series, 1966 (18 books)

Merrill
Merrill Linguistic Readers, Books A, B, C, D
Merrill Mainstream Books, 1967-68 (5 titles)

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TEXTS: (continued)

REMEDIAL (continued)

New Dimensions In Education, Inc.
The Name Of the Game Program

Noble and Noble
Crossroads Series, 1968-69
Falcon Books Series

Portal Press
Springboards, 1968

Reader's Digest
Help Yourself to Improve Your Reading,
Parts 1, 2, 3, 4 - 1968

Science Research Associates
Guidance Series Booklets
Streamline Your Reading
How to Become a Better Reader
How to Improve Your Reading
Studying a Textbook, 1964 (workbook)
You Can Read Better

Silver Burdett
Success in Reading Series, 1967

TEXTS: (continued)

REMEDIAL (continued)

Xerox Corporation

The Way It Is, 1967

- Breaking Out
- Catch the World
- Day Comes After Night
- Face It, Baby
- Keep the Cool
- Make Your Move
- No Way to Go
- O.D.
- Rumble Tonight
- Waiting For the Man
- The Way It Is - learner log
- The Way It Is - teacher's handbook

EPILOGUE

To start this year off I would like to share with you some letters that express so well how teachers feel about their work. I have enjoyed them, and I know that you, too will find inspiration in them.

Katherine Reeves asked her pupils at Cornell to put down "what they believe in (at the moment) and what they would try to live by in the classroom." Here is one of the pupil's response to Miss Reeves' assignment.....

----- They have asked me to write of my present philosophy of education.

Of my beliefs I can tell them
only as I now know them:
That each child I will ever meet or teach,
is the most important thing I will know.
That I will strive every day
to make each child a happier person.
That, no matter what, I shall never
concede
to petty feelings--
They corrupt not only the teacher,
but the child as well.
That whatever the child has to offer
I will accept and recognize
as the greatest gift I can ever receive.

That I will try to give each child
the ability to offer more
That I will do this by making each
child aware,
aware of every bit of world.
I will live each day that I have with
the children to the fullest
and hope that they will learn to live
that way with me.
I believe that there is nothing
that a child cannot learn,
and I will want to make him want to
learn everything.

There is not any one thing
I can teach a child --
except to teach him to want to learn.
And I want to preserve each child's
childishness.
I am young.
I have much to learn.
By learning from "my children"
I will someday have much to say.
But now
I have little to say.
There ---
I've said it.

Gail Glueck Bernstein

WITH EYES THAT SEE

Look well, Oh Teachers, at each girl
and boy
The State is now entrusting to your
care;
Look well, and pray that you have
eyes to see
The gifts they hold so lightly, un-
aware
That in themselves are talents yet un-
dreamed --
Those dormant possibilities that lie
By none perceived, perhaps, except
by you,
And which, save for your seeing,
might so die.
On all of these look well indeed, and
note
Which sleeping talents you must stir
to wake;
And, as you sense them, you will
sense their need
Which you must serve, for your, and
for their sake.
And when the world your debtor is
become,
Because you found this power and
helped it grow,
Your real reward for teaching has
been paid;
As all who truly teach will ever
know.

Ivah Green

TO MY CHILD'S FIRST TEACHER

This girl of mine will be your part-
time child,
And I shall miss her while she is with
you.
Not quite a cherub, neither is she
wild.
And impish, knocking peace of mind
askew.
Exuberance and zest are part of her,
A hope, a skip, and smiles of
happiness;
Her innocence is wondrous and
demure,
And her imagination--fathomless.
Be firm, but not unyielding; temper
work
With patient manner, kind and gentle
ways;
Within you let no prejudices lurk;
Be generous with true, deserving
praise.
Because I love my child, I humbly ask
That God will guide you in this noble
task.

Donna Elling

TEACHER'S NOTES

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