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ABSTRACT

The reading program in the Fountain Valley School District is premised on meeting the individual needs of each child. This guide, presented in outline form, is to be used by individual teachers as a reminder and handbook of ideas after a series of conferences presenting the reading program conducted by the building instructional leaders. The sections included are: appraisal of reading readiness, organization of the class for the reading program, a plan for individualized reading, the individual teacher-pupil conference, fifteen steps to phonics and structural analysis, basic phonetic principles, reading skills and functional reading in the content areas, listening and audiovisual centers, ways parents can help with the reading program, and evaluation of the reading program. The appendix contains suggested activities for reading follow-up, including 105 ideas for book reports, various vocabulary word lists, suggestions to stimulate reading, and ways to introduce books. An oral reading test and a diagnostic reading inventory are also included. (TO)

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FOUNTAIN VALLEY SCHOOL DISTRICT

TEACHERS' READING GUIDE

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FOREWORD

The central problem in all curriculum is the selection, organization and teaching of learning experiences. To be effective, learning experiences must provide children with the challenge, activity, situation and conditions which induce growth. Within this frame-of-reference, the following principles serve as guides for all concerned with aspects of reading:

1. Learning to read, like all learning, is complex. Causes of non-learning are multiple, and non-learning in an area like reading may be only symptomatic of a pupil's inability to function.

2. Learning to read is an individual growth process, closely related to the individual's motivation and personal development.

3. Reading is a complex skill and calls for a multiple approach and multiple materials. What may work with one individual or group may not be successful with another. The goal in the teaching of reading for learning and thinking is to make the child less and less dependent on the teacher and more self-sufficient.

4. Grade expectancies must be adjusted and analyzed to fit the facts of individual differences. The reading abilities of any large group of pupils will vary according to the normal curve of distribution.

5. A good reading program forms a major part of the program in language-arts. It is closely related to the school's curriculum pattern. While reading is primarily a process of grasping and interpreting meaning, experience and the results of research show that efficient habits of word perception are essential requisites to fluent, thoughtful reading.

6. Reading is a functional tool, constantly used in communication and in carrying on work and learning in all areas. Therefore, each teacher becomes a teacher of reading. The reading of imaginative literature, for example, demands sophisticated skills of reading between the lines, of reading metaphorical and figurative language. Reading in a science class will entail different objectives and an emphasis on other skills.

The sections following should be of help in planning for a better overall reading program.

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USE OF THIS GUIDE

This guide in not intended to be used by an individual without conferences with the building instructional leader and the faculty.

To keep from developing a guide with many pages of printed instructions, we made use of outlines and numerical lists. These guidelines are to refresh your memory after building instructional leader and faculty conferences.

We believe that teachers are too busy working with children to sit down and read wordy directions. Teachers want to know how a method is used. This information should be at your finger tips for immediate referral.

The section entitled "Fifteen Steps to Phonics and Structural Analysis" does not represent a complete phonetic reference for the teacher. (These are abundant in the literature.) It is designed to be taught to children. If a child is aware of all fifteen steps by the sixth grade or earlier, his reading will show definite improvement. However, many of these reading skills will need to be reinforced at levels seven and eight. In addition to the "Fifteen Steps to Phonics and Structural Analysis", other word attack skills are included.

TABLE OF CONTENTS

	Page
Foreword	i
Acknowledgments	ii
Use Of This Guide	iii
Table of Contents	iv
PART I: THE READING PROGRAM IN FOUNTAIN VALLEY SCHOOL DISTRICT	2
PART II: KINDERGARTEN: AN APPRAISAL OF READINESS FOR READING PRINT	
Physical Readiness	5
Visual Readiness	5
Auditory Readiness	5
Mental Readiness	5
Social and Emotional Readiness	6
PART III: ORGANIZING THE CLASS FOR THE READING PROGRAM	
Chart Reading	8
Basic Group Reading	10
Three Group Organization for Reading	11
Teacher Preparation for Group Reading Lesson	12
Individualized Reading	13
Beware	14
Check List for Teachers Preparing to Individualize Reading	15
A Plan for Individualized Reading	17
Combine Group Reading and Individualized Reading	21
The Science Research Associates Program	22
PART IV: THE INDIVIDUAL TEACHER-PUPIL CONFERENCE	24
PART V: FIFTEEN STEPS TO PHONICS AND STRUCTURAL ANALYSIS	26
Inventory of the Fifteen Steps to Phonics and Structural Analysis	31

TABLE OF CONTENTS

Page

PART VI: BASIC PHONETIC PRINCIPLES

Long Sounds of the Vowels---------- 33
Short Sounds of the Vowels---------- 33
Consonant Blends---------- 34
Consonant Sounds---------- 34
Consonant Digraphs---------- 35
Syllabication---------- 37
Prefixes and Suffixes---------- 38

PART VII: READING SKILLS AND FUNCTIONAL READING IN THE CONTENT AREAS

Skills Needed in Locating Information---------- 41
Skills in Attacking Words Independently---------- 41
Reading in the Content Subjects---------- 41
Materials---------- 43
Functional Reading Chart---------- 44

PART VIII: LISTENING CENTERS

Purpose of the Activity---------- 46
Materials Needed---------- 46
Suggestions---------- 46
County Catalog of Recorded Materials---------- 46
Curriculum Materials Center---------- 47

PART IX: AUDIO-VISUAL CENTER---------- 49

PART X: PARENTS CAN HELP WITH THE READING PROGRAM---------- 51

PART XI: EVALUATING THE READING PROGRAM

Evaluation with the Children---------- 53
Teacher Evaluation---------- 53
Evaluation of the Reading Program---------- 54
Informal Evaluation---------- 55
How to Recognize Achievement---------- 55

APPENDIX

Independent Activities for the Reading Follow-Up Period---------- 1-A
Book Report---------- 6-A

TABLE OF CONTENTS

	Page
My Reading Record	7-A
My Reading Wheel	8-A
Wheel Words	9-A
Wilson's Essential Vocabulary - Non-Readers	11-A
~~Dolch's 220 Basic Sight Reading Words~~	~~14-A~~
Suggestions to Stimulate Reading	15-A
Ways to Introduce Books	16-A
Reading Materials for Individual Growth	17-A
~~Rapid Reading~~	~~18-A~~
The State Adoptions for Reading	20-A
Reading Test	22-A
An Oral Reading Test	23-A
List of Publishers of Periodicals	26-A
Diagnostic Reading Inventory	28-A
Statement of Educational Philosophy	29-A
BIBLIOGRAPHY I	1-B
BIBLIOGRAPHY II	8-B

Dolch's 220 Basic Sight Reading Words taken from A Manual for Remedial Reading, Champaign, Illinois: Garrard Press, 1945 removed because of copyright restrictions.

Rapid Reading from Schaill, William S., "The Five-In-One Reading Lesson", This Week Magazine, (October 29, 1961), removed because of copyright restrictions.

THE READING PROGRAM IN FOUNTAIN VALLEY SCHOOL DISTRICT

The reading program in the Fountain Valley School District is premised on meeting the individual needs of each child. This means that we must take each child where he is and allow him to progress as far as his ability will permit. How can this be accomplished? Some teachers may want to begin the school year with a basic group approach to reading. This organization might include three groups or may be expanded to four or five groups, depending upon the needs of the class. Remember these are not stagnant groups; but flexible groups formed for a purpose. Also, it is extremely important that emphasis be given to meeting the individual needs of the members of the group, not just teaching to the average of the group. Other teachers will want to use the combination group and individualized approach to reading. Our ultimate goal is to individualize the reading program and this organization pattern is a step in the right direction. (A plan for implementing this program is given later in the guide.)

Still another plan of operation which teachers are encouraged to work toward is the completely individualized reading program. A teacher joining a faculty, especially beginning teachers, should discuss the philosophy and the details of the individualized teaching method with the building instructional leader so that there will be understanding and approval of the program to be initiated. They should select a definite way to begin and also a weekly plan. There should be periodic joint evaluations (conferences) so that the teacher is well aware of the Fountain Valley School District Point of View regarding individualized reading. Note: An individualized reading program is not synonymous with tutorial teaching.

One or a combination of one or more of the reading programs listed above is considered an acceptable teaching practice in Fountain Valley School District. Teachers should begin with a reading program with which they feel comfortable, then work toward more desirable goals.

Use the basic state texts, but use them individually. Primary grades will want to make more use of this restricted type reading. The intermediate and upper grades will want to use more freedom of choice to capture the interest of the child. Allow the child to read the state texts below, at and above his grade level, depending upon his ability rather than what chronological grade level is involved.

After a child has been exposed to the grade level state texts, the "reading door" is wide open to stimulating library books or individual research in areas of interest to the class and the child. This research can be in the content areas such as science, social studies, health, etc. Compiling information and reporting to the class would be examples of culminating activities.[1]

[1]Refer to our list of 105 independent follow-up activities. Page 1-A.

We are actively interested in combining the Science Research Associates reading kits with our individualized reading program. This kit may be used in a variety of ways. The authors suggest that the program be twelve weeks in duration, supplementing the regular reading activities.

We also believe that an active home reading program should be developed by the teacher. Books which go home should be slightly below the reading ability of the child. The correct selection of a free choice book is taught by the teacher.

Fountain Valley School District provides each classroom teacher with a tape recorder, listening post, record player, and a Viewlex. This audio-visual equipment should be used in developing interest centers and independent activities in regard to the reading program.

KINDERGARTEN: AN APPRAISAL OF READINESS
FOR READING PRINT

Readiness for reading is that point of development at which the individual can enter into the new learning experience with a prediction of a reasonable degree of success.

Experience has demonstrated that activities requiring fine muscle coordination (before the child is ready) produce tension which leads to poor work habits and attitudes. If a pattern of failure is developed, there may be resistance to other learning experiences associated with the reading act.

I. PHYSICAL READINESS:

A. Does he fatigue easily?
B. Is he subject to frequent colds?
C. Is his attendance regular?
D. Is he active, hyperactive or apathetic?

II. VISUAL READINESS:

A. Does he hold things too close or too far?
B. Does he frown or blink frequently?
C. Does he tilt his head to one side?
D. Does he show signs of eye fatigue?

III. AUDITORY READINESS:

A. Is he attentive?
B. Does he assume a peculiar listening posture or strained expression?
C. Can he hear differences in sounds?
D. Does he frequently misunderstand, question or request?
E. Does his speech suggest inaccurate hearing? (Omissions, substitutions?)

IV. MENTAL READINESS:

A. Is he able to concentrate?
B. How does he respond to questions and suggestions?
C. Does he have plans in his play?
D. Does he carry out his plans?
E. Does he express himself well verbally?
F. Can he relate events or stories in sequence?
G. Is he interested in books and pictures?
H. Does he respond to stories?
I. Can he express himself through the art media?

V. SOCIAL AND EMOTIONAL READINESS:

The child will thrive only if he has confidence in the teacher and is accepted by the teacher and his classmates.

A. Does he appear happy?
B. Does he work and play well with others?
C. Does he make friends?
D. Does he share materials?
E. Does he wait his turn?
F. Can he meet strangers without undue shyness?

A few children in kindergarten will pick up the ability to read print. Usually their home backgrounds reflect an encouragement and stimulation to talk and write. In keeping with our philosophy of providing for individual differences, it becomes the responsibility of the teacher to provide such children with informal reading experiences. These experiences may begin with the child's name and be extended to experience, social, science and activity charts.[2]

It is also the responsibility of the teacher to provide first hand experiences which will exercise physical, visual, auditory, mental and social readiness.

[2]Refer to chart reading in the first grade, pgs. 8&9 of this guide.

PART III

ORGANIZING THE CLASS FOR THE READING PROGRAM

CHART READING

I. DISCUSSION:

A. A purpose for the chart story (relation to experiences, etc.).
B. Talk about the picture
   1. Bring out sentences in the story by questioning.
   2. Relate discussions to the chart story.

II. READING WHOLE CHARTS:

A. Relate sentences to the discussion.
B. All read silently as the teacher gives clues for each sentence.
C. One child reads the whole chart orally.
D. Repeat with different children.

III. MATCHING SENTENCES:

A. Match strips to chart
   1. One child matches.
   2. Another child reads the sentence.

IV. MAKE CHART ON TAGBOARD:

A. A child places the strip on a chart holder.
B. One child reads the charted story.
C. Check by reading chart with the class.

V. CUTTING UP STRIPS:

A. Match strips (2 charts, same story).
B. Cut off words and match words.
C. Replace words to make sentences using a chart holder.

VI. PLACE THE WORDS IN AN ENVELOPE AND USE AS AN INDEPENDENT FOLLOW-UP ACTIVITY.

VII. READING READINESS FOR CHARTS:

A. Experiences (readiness for charts)
   1. Story telling.
   2. Sharing experiences.
   3. Dramatic play.
   4. Films.
   5. Nature Study.
   6. Simple experiences.

VIII. CHARTS:

A. Types:
   1. Activity or experience charts
      a. Based on dramatic play, excursions, science, social living.
   2. Daily school business charts
      a. Assignment of duties, records, attendance, standards.
   3. Information charts
      a. Color charts, numbers, music, calendar, weather.

IX. PRESENTING CHARTS TO THE CLASS:

A. The teacher reads a chart to the children, following under the words with his hands.
B. The children read the chart and the teacher guides left to right with his hand.
C. The best readers are called upon to read the chart out loud.
D. Keep interest by re-reading charts to visitors, etc.
E. Find answers to questions in chart content.
F. Use one to three charts per week.
G. Use cut-up word and phrase strips for matching and word drill on chart rack or flannel board.

BASIC GROUP READING

The basic reading program is a tentative plan designed to guide the teacher and to insure consistent and certain vocabulary growth. Whereas most of the emphasis in primary reading is placed on the fundamental mastery of the mechanics of reading, the upper grades are concerned with a rapid growth in fundamental attitudes, habits, and skills, with widening horizons, refinement of reading tastes, and the development of research skills.

I. HELPFUL SUGGESTIONS IN PLANNING A READING PROGRAM:

A. Use a Teacher's Guidebook - the manual that accompanies each reader. Manuals are designed to promote consistent growth of pupils. They are time savers and should be referred to in preparing every textbook lesson.

B. In the fall term, begin with some reader allocated to the previous grade or an appropriate easy book not read by the group before. Then work up to the books listed for your grade.

C. Plan ample worthwhile reading activities for independent work to further develop the skills being worked on in class.[3]

D. Arrange physical environment to facilitate getting materials and to insure best working conditions.

E. Hints for carrying on lessons:

1. Every child has his own book.
2. Create atmosphere for the lesson.
   a. Discuss illustrations
   b. Relate some personal experience
   c. Perform an experiment
   d. Use films, pictures, records, etc.
3. Basic texts may go home.
4. Make use of chalkboard, flash cards, flannel boards, etc.
5. Help the children with the words (tell them or give them the beginning sound).
6. Avoid the "next" technique during oral reading.
7. Toward the end of the primary level, more silent reading guidance is presented and oral reading is reduced proportionately.

F. We realize the importance of teaching reading skills at all levels. When a skill has been taught, there should be meaningful follow-up.

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[3] Refer to our list of 105 independent follow-up activities. Page 1-A.

THREE GROUP ORGANIZATION FOR READING

This organizational plan is based upon the reading hour divided into approximately twenty minutes for each group, but emphasis is placed on flexibility.

Time	Group I	Group II	Group III
9-9:20	Follow-Up Work	Teacher Directed Lesson	Independent Activities
9:20-9:40	Independent Activities	Follow-Up Work	Teacher Directed Lesson
9:40-10:00	Teacher Directed Lesson	Independent Activities	Follow-Up Work

DESCRIPTION OF THE TERMS USED

I. TEACHER-DIRECTED LESSON:

A. Instruction is given by teacher to insure growth in reading skills. Suggestion: Due to the short attention span of children in Group III, it is suggested that the teacher read with them second. Thus, they are working independently for a shorter period of time.

II. FOLLOW-UP WORK:

A. Teacher-assigned work to follow teacher directed lesson. It should be:
   1. Related material for independent reading or written lessons.
   2. Designed to strengthen and maintain reading skill.
   3. Short enough for each child to complete successfully.

III. INDEPENDENT ACTIVITIES:

A. There should be an understanding between teacher and pupils concerning acceptable activities which children might participate in upon completion of assigned work or independent activities. These assignments should be reading-oriented and worthwhile. (Examples: Independent reading, science experiments, games, puzzles, etc.)

TEACHER PREPARATION FOR GROUP READING LESSON

In planning for the lesson the teacher needs to have clearly in mind the answers to such questions as the following:

I. WHAT GOALS DO I HAVE FOR THIS SPECIFIC LESSON WITH RELATION TO:

- A. Comprehension
- B. Word Analysis
- C. Building Vocabulary
- D. Organizational Skills
- E. Informational Skills
- F. Attitude Toward Reading

II. WHAT IS MY PLAN FOR GROUPING:

- A. Do I need to readjust my groups?

III. DO I HAVE ADEQUATE ROUTINES ESTABLISHED FOR THE MOVEMENT OF CHILDREN?

IV. DO I HAVE ADEQUATE MATERIALS---BOOKS, PICTURES, OBJECTS, PAINTS, PAPER, ETC.?

V. WHAT FOLLOW-UP MATERIAL SHALL I USE TODAY:

- A. Shall I present the work written on the chalkboard or on large lined paper?
- B. If I do one of the above then I must see that the group using it are seated directly in front of material.

VI. HAVE I PLANNED ENOUGH FOR READERS AND NONREADERS TO DO WHILE I WORK WITH ONE GROUP?

VII. HOW DO I PLAN TO "CHECK-UP" ON CHILDREN'S PROGRESS?

INDIVIDUALIZED READING

When the teacher initiates individualized reading with a class, he encounters the problem of making the change-over from the method to which the class has been accustomed. In making the change-over from any other method to the individualized approach, it is important that the teacher take the following steps:

I. DISCUSS THE PHILOSOPHY AND THE DETAILS OF THIS METHOD WITH THE BUILDING INSTRUCTIONAL LEADER SO THAT THERE WILL BE UNDERSTANDING AND APPROVAL OF THE PROGRAM TO BE INITIATED.

II. EXPLAIN THE METHOD TO THE CLASS OR GROUP WITH WHICH YOU PLAN TO START.

III. PLAN---AND SELECT A DEFINITE WAY TO GET STARTED AND A DEFINITE WEEKLY PROCEDURE.

IV. THE FOLLOWING POSSIBLE WAYS OF STARTING ARE SUGGESTED:

A. Start with one group at a time---probably the top group.
B. Let the pupils select their own readers or read through a given reader at their own pace, gradually permitting selection from other materials. Basal readers are designed for specific skill development and are best utilized in directed lessons.
C. Giving two days a week to the individualized approach, but keeping the children in their groups and using basal readers the remaining three days.

V. INDIVIDUALIZED READING SHOULD INCLUDE:

A. Reading period of sixty minutes. First and second level classes may need ninety minutes or even longer.
B. Maintenance of books; completed lists and vocabulary lists (kept by the children).
C. Self-selected and self-paced reading.
D. Individual pupil-teacher conference (record kept by the teacher).
E. Help with words (assistant teacher or teacher).
F. Maintenance of records---teacher and child.[4]
G. Skill groupings, as needed (flexible).[5]
H. Bi-weekly periods for oral or other types of sharing with entire class.
I. Provision for independent activities.[6]

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[4]Refer to My Reading Record, p. 7-A
[5]Refer to our Individual Reading Diagnostic Inventory, p. 28-A
[6]One-hundred and five follow-up activities, p. 1-A.

BEWARE

Some teachers confuse an individualized reading approach and recreational reading because both entail the possibility of self-selected books.

I. IN RECREATIONAL READING WE FIND:

A. A weekly or biweekly period.
B. Little or no actual instruction.
C. Teacher largely free and inactive once books are chosen.
D. Little attention to skill development.
E. Reading entirely silent.

II. A DIFFERENT PICTURE IS FOUND IN THE INDIVIDUALIZED APPROACH:

A. A daily reading period.
B. Continual instruction.
C. Teacher active and in demand.
D. Concern for skill development.
E. Reading is silent with frequent opportunities to read orally to the teacher and to the class.

III. SOME TEACHERS NEGLECT RECORD KEEPING:

A. Reading Wheel.
B. Diagnostic Sheet.
C. Groups pulled out for specific instruction.
D. List of books read.
E. List of difficult words kept by the child.

IV. THE ACT AND NATURE OF READING, SO WELL DESCRIBED IN SO MANY TEXTS, IS LITTLE DIFFERENT WHETHER A CHILD READS INDIVIDUALLY TO HIS TEACHER OR IN A GROUP TO HIS CLASS. HOWEVER, THE MANNER IN WHICH HE APPROACHES BOOKS, THE WAY HE CHOOSES WHAT HE READS, HIS ATTITUDE TOWARD INSTRUCTION, WHAT HE DOES TO HELP HIMSELF, AND HOW HE REACTS TO ALL THE MATTERS OF MOTIVATION, SUCCESS AND FAILURE IN READING ARE QUITE DIFFERENT UNDER AN INDIVIDUALIZED PROGRAM THAN UNDER ANY OTHER.

CHECK LIST FOR TEACHERS PREPARING TO INDIVIDUALIZE READING

I. DO I HAVE A GOOD UNDERSTANDING OF:

A. Grouping for reading.
B. Basic Skills.
C. Understanding how children learn.
D. Techniques for teaching skills. [7]

II. AM I CONVINCED THAT I WOULD LIKE TO TRY THIS APPROACH?

If you are not convinced of the possibilities, you will probably be unsuccessful.

III. DO I KNOW AND UNDERSTAND THE READING NEEDS AND LEVELS OF ACHIEVEMENT OF MY PUPILS?

A. Diagnostic sheet.
B. Personal evaluation.
C. Cumulative record card information.
D. Achievement scores.

IV. DO I HAVE A PLAN OF ACTION?

A. Group reading.
B. Individualized reading.
C. Combination of both.

V. DO I HAVE ENOUGH BOOKS?

A. County library service.
B. Texts and supplementary material.
C. Fountain Valley City Library.
D. Fountain Valley audio-visual center and district library.

VI. IS MY ROOM READY?

A. Challenging place to live.
B. Good citizenship.
C. Tool subjects (language skills).
D. Appreciation of the arts.

VII. HAVE I PLANNED ENOUGH FOR READERS AND NONREADERS TO DO WHILE I WORK WITH INDIVIDUALS AND GROUPS?

A. Follow-up activities list (provided in the appendix).

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[7] Brogan, Peggy and Lorene Fox, HELPING CHILDREN READ, Holt, Rinehart and Winston, 1961.

VIII. HAVE I ESTABLISHED ADEQUATE ROUTINES?

A. Lines of traffic.
B. Elimination of interruptions.
C. Classroom standards.

IX. HOW DO I PLAN TO "CHECK-UP" ON CHILDREN"S PROGRESS?

A. Personally - diagnostic sheet and interview.
B. Edit Committee.
C. Oral presentations to class.
D. Informal test (appendix).
E. Formal testing (appendix).

X. HAVE I DISCUSSED MY PLANS WITH MY BUILDING INSTRUCTIONAL LEADER?

A. Faculty meetings.
B. Personal conferences.
C. Future discussions.

A PLAN FOR INDIVIDUALIZED READING

I. WHAT IS INDIVIDUALIZED READING?

A. This is a skill program based on the use of materials selected to fit the student's developmental abilities, interests and achievements. It is one of the most promising teaching practices to arise in recent years.

B. Such a program is an organized plan to meet individual differences. The flexibility in scheduling permits the teacher to work with the total class as a whole, sub-groups or individual students. It combines the best elements of recreational reading and skill teaching. It does away with groups based upon ability alone. When groups are organized they are only temporary with single specific purposes.

II. ADVANTAGES

Teachers who have been working in this field believe that when properly managed, an individualized plan can change children's attitudes toward reading, ease the problems of dealing with a great range of reading abilities in one classroom, take the drudgery out of the reading period, challenge the brilliant child without discouraging the slow child, increase the number of books read, and most of all, make school happier for everybody concerned.

III. HOW DID IT EMERGE?

A. Problem of individual differences:
   1. For many years educators struggled for effective ways of dealing with individual differences. Schools became graded and later homogeneous ability groups were developed within each grade in an effort to meet the problems. But the answer was elusive.
   2. All the best practices in grouping have never completely satisfied the need for attention to the wide ranges of pupils' ability at each age level. The best way to meet individual differences of course, is to teach each child individually. But what classroom can run on an individual basis without some very careful planning and scheduling?

B. Attacks made on homogeneous ability grouping:
   1. Even though the pattern of slow, middle and bright classroom groupings is still found in most schools, teachers are becoming increasingly sensitive to the undemocratic aspects of group teaching.

C. Readiness to solve the dilemma has increased:
   1. In recent years teachers all through the country have successfully experimented with individualized reading where groups

up to 40 are successfully handled. Fountain Valley School District's goals are 30 pupils per teacher.

2. The plan is so structured that teachers are not required to spend unreasonably long out of school hours in preparation. It is clearly democratic, and non-segregative in character.
3. An individualized reading program provides each child with an environment which allows him to seek that which stimulates him, choose that which helps him develop most, and work at his own rate regardless of what else is occurring. Mr. Willard Olson describes the program as self-seeking, self-selecting and pacing. It is these elements that bring about such marked changes in attitudes toward reading.

IV. HOW TO GET STARTED

Individualized reading is not difficult, even with a large class. It is different. Try to v sualize how it will work before you start. Try to erase from your mind the usual pattern of ten or twelve children sitting in a semicircle, reading the same paragraph on the same page, in the same book, at the same time. Be prepared for enjoyable and interesting reading periods, too, and especially so if you have been using the same basal text for several years.

V. FIRST, FIRST, FIRST!

A. Find out all you can about the children in your room.
   1. Chart recent test data to show a profile.
   2. Make interest inventories.
   3. Find out about reading habits, attitudes toward books, etc.
   4. Study human relation elements in the classroom through such techniques as sociometric analysis, distance scales, teacher notes.

B. Go on a treasure hunt for books. Swap with the teachers around the building. Haunt all libraries within reasonable distance. Appeal to parents for help. Ask children for help.

C. See that books of fiction, books of facts, fairy tales, adventure tales, classics of literature are all made available. If possible, these books should range in difficulty a grade or two below and above what you think will be needed. Trade books, which is the name for books that are not textbooks, are the most desirable. But there are many textbooks, basal and supplementary readers, which are attractive and suitable. The main point is to get plenty of books, You may need six or more books per child, of which four might be basic texts.

D. Arrange the room so that books are easily available, yet not in the way of traffic. Find yourself a fairly secluded corner for individual teacher-child conferences or small groups of children for directed lessons in reading skills.

E. Suggested plans for working with individuals or small groups. Semi-Individualized grouping:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
20 20 20	Achievement Grouping	Individualized Reading Each student has opportunity of working with teacher.			Total Group Literature Reporting Current events.

F. Individualized Selective Reading Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Individualized Selective Reading Teacher works with individual children or with small groups while others read materials they have selected.			Skill Deficiency Grouping	Literature Reporting Current Events

G. Work out a daily schedule for individual and small group working:

	Monday	Tuesday	Wednesday	Thursday	Friday
Monday Group	*	Independent Reading	Preparation For Monday	Skill Deficiency of Special Interest Groups	Total Group Experience
Tuesday Group	Preparation for Tuesday	*	Independent Reading		
Wed. Group	Independent Reading	Preparation for Wednesday	*		

*Indicates that these students work with the teacher individually or in small groups during the hour.

H. Use a book record sheet.[8]

I. Include guides for ways to report.[9]

J. Set up a guide book for the teacher to include ideas for developing skills, extended activities, ways to report.

K. Use an individual diagnostic sheet.[10]

L. Plan interesting ways to introduce books.[11]

[8] My Reading Record in the Appendix.
[9] 105 Ways of Reporting on Books in the Appendix.
[10] A Diagnostic Sheet for Individual Reading in the Appendix.
[11] 105 Ways to Introduce Books in the Appendix.

VI. MAKE THE CHANGE GRADUALLY

The change-over from set reading groups to independent self-selected reading can be done one group at a time, or a whole class for one or two days a week. You might make the change as a group finishes a basal text. Whatever way is planned, the children should know what is about to happen, and should be included in arranging the room, etc.

VII. HOW IT WORKS

A. Once your room is arranged, it is a simple matter to get each child settled with a book that is easy and that he likes. You can retire to your corner, and start your plan for working with one child. Most teachers put names on the board for the individual or small group work for that day. The main thing is to see that all children come to individual attention at least two times during the week. A teacher can easily spend from three to five minutes with an individual child or a bit longer with a small group.

B. The teacher should keep some kind of a running account as a record for each child's reading, and each child should keep a record for himself (a diagnostic sheet, a reading wheel, a book record and a list of words kept by the child).

VIII. WHAT ABOUT THE SKILLS

A. One of the first things that a teacher will find is that reading increases in quantity. A jump from 4 to 28 books in a term is not difficult, or an increase from 1-12 to 40-80 pages a day does not seem unusual according to teachers who have tried the plan.

B. Quality of reading improves. The main change comes in attitudes of lethargy, hopelessness, boredom, or outright hostility to one of hope, interest, and enthusiasm.

C. Comprehension and interpretation improve as children become absorbed in reading. Oral reading and expression improves. The skill of skimming and scanning increases by leaps, rate increases, vocabulary grows and word recognition skills increase.

COMBINED GROUP READING AND INDIVIDUALIZED READING

There is no one way to teach reading. Even though one of our district goals is individualized reading, you may not be ready for this method of teaching. You may want to move slowly toward individualized reading. Combining group reading with your top reading group in an individualized program is a way of "getting your feet wet". Below are two suggested ways of combining individual and group reading.[12]

Monday	Tuesday	Wednesday	Thursday	Friday
I Individual	Individual	Individual	Individual	Directed Teaching In Skill Areas
II Group	Group	Group	Group	
III Group	Group	Group	Group	

Monday	Tuesday	Wednesday	Thursday	Friday
I Individual	Skill Areas	Individual	Reporting	Individual
II Individual		Individual		Individual
III Group		Group		Group

[12] Refer to the Appendix for:
1. Diagnostic Sheets
2. My Reading Record
3. A Reading Wheel
4. Individualized Reading Vs. Group Reading
5. 105 Ways of Reporting on Books

THE SCIENCE RESEARCH ASSOCIATES PROGRAM

This reading program is supplemental to the basic individual reading program. We recommend that teachers:

A. Use these materials for a twelve-week period with their total class or part of their children.
B. Read the Science Research Associates Manual carefully before introducing the material to the children.
C. Talk over the purposes of the organization of this reading program with your building instructional leader.
D. Consider this twelve-week period as a skill reinforcing activity.
E. Make certain that your students understand the organization of the material so they are not dependent on you for directions each time they use this kit. The teacher should be freed by this activity so that she may work with an individual or a small group in skill areas.

THE INDIVIDUAL TEACHER-PUPIL CONFERENCE

This conference should be on an intimate, face to face basis. This pupil, for the moment, is the most important person in the classroom. He should feel your interest and your desire to guide him into helping him become a better reader.

Your comments should be very positive. Everyone likes to think that they are making excellent progress. Of course, praise that is not deserved can create a lazy individual.

The rest of the class should know that this is a period of time that should not be interrupted except in an emergency. This three to six minutes, depending on how you have organized your reading program, should be a time for concentrating on motivation, evaluation, and future plans. These few minutes will make or break your individualized program depending on your classroom standards.

I. THE FOLLOWING SUGGESTIONS MAY PROVE USEFUL

A. Determine what has been accomplished since the last interview. Point out the areas of the child's success.
B. Motivate, arouse interest in future plans, what the child needs to conquer, observe and record interests, attitudes, rate and difficulty with reading skills.
C. Use a diagnostic sheet (Appendix) to determine specific skill strengths and weaknesses by having the child read orally or silently.
D. In the future, use the child's weak skills as a basis for grouping with specific instruction in mind.
E. Sample conference questions:

1. Who were the main characters in the story?
2. What kind of person do you think _____ was?
3. Would you have done the same things if you had been in that situation?
4. Where did the story take place?
5. What period of time is covered in the story?
6. What was the most exciting part of the story?
7. Describe (a person, place, or situation).
8. What did you learn new in this story?
9. Would you have had the story end the same way?
10. In what order did _____ happen?
11. Why was this an interesting story?
12. Why would you recommend this story for a friend to read?
13. Describe the main thought of the story and tell why it developed as it did.

THE FIFTEEN STEPS TO PHONICS AND STRUCTURAL ANALYSIS

I. LEARNING THE SOUNDS OF THE CONSONANTS

Step One:

A. Most words being with a consonant.

B. The first ear training is to listen to how words begin.

C. Blends of consonants may or may not receive special attention. The best way to help children to make blends is not to teach blends as such, but to thoroughly teach the single consonants.

D. One device is to have a child follow the lines of reading matter, not reading the words but sounding all beginning consonants. This is practice in something like a reading situation, and is better than using lists of words detached from reading.

E. Ear training and the sounding of initial consonants are usually enough of phonics for Grade One.

II. LEARNING THE SOUNDS OF THE CONSONANT DIGRAPHS

Step Two:

A. Each of the combinations, ch, sh, th, wh, ph, gh, and ck, has a sound of its own that must be learned. These are called digraphs because they are two letters with the sound of one.

B. Common words which begin with these digraphs are: chair, children, church, she, shoe, sheep, this that and they. The digraph wh appears in the beginning of when, what, why; ph - phone, physician, phobia; and gh - rough, tough, and enough.

III. LEARNING THE SHORT SOUND OF THE VOWELS

Step Three:

A. With children we often say that the vowels have both names and sounds, that a, e, i, o, u, are the names and a, e, i, o, u are the sounds.

B. The more common practice is to say that vowels have both long and short sounds, and that the short sound is the most common and should be used unless there is a special reason not to.

C. Some way must be found to help the child remember them. Some key words often used for vowels in initial position are: apple, elephant, Indian, ostrich, and umbrella. If pictured key words are desired, they might be eat, tent, kitten, pot and rug, or other common words easily pictured.

IV. LEARNING THE LONG SOUNDS OF THE VOWELS

Step Four:

A. There is no trouble with learning the long sounds, since they are usually assumed to be the names of the letters.

B. A teacher may say that the vowels in English are sounds, and those vowel sounds are a, e, i, o, u which are just the names of the letters.

C. Sometime the rule is given that a vowel is long when on the end of a single syllable word or a syllable. This rule is intended to include the little words like he, we, no, my, so and the like. But all these little words are early learned as sight words, and no one needs a rule for pronouncing them.

V. LEARNING THAT THE SILENT "E" SHOWS THAT THE SOUND OF THE PRECEDING VOWEL IS LONG

Step Five:

A. The final "e" on a word is seldom pronounced (except in a few words like the French word "cafe" or small words like me and be.

B. However, for sounding it is necessary to point out that the silent "e" is usually a sign that the preceding vowel is long, as in fine, hope, rode, made, and many others.

VI. LEARNING THE VOWEL DIGRAPHS

Step Six:

A. Vowel digraphs are two vowels coming together that give us but a single sound. There are two groups of vowel digraphs. The first group consists of ai, as in paid, ay as in say, ee as in feed, ea as in speak, and oa as in boat. Teach each sound separately. That is, teach that ai says long a, oa says long O, ea says long e and so on.

B. The other group of vowel digraphs are also vowels together that give us a single sound, but that sound is not the sound of the first letter. This group consists of au as in caught, aw as in saw, eu as in deuce, ew as in new, oo (long) as in food, and oo (short) as in good. The combinations aw and ew each have one consonant, but they are listed here because they are held to stand for the sound of au, eu, which are properly digraphs.

VII. LEARNING THE DIPHTHONGS

Step Seven:

A. The technical definition of diphthongs is that they are two vowels coming together both of which are pronounced.

B. The common diphthongs are oi as in oil, oy, as in boy, ou as in out, and ow as in cow. They may be developed from familiar words or taught by use of key words. Exceptions: many common words have the letters ow with the long sound, as in row, sow, flow, grow and so on. Sooner or later children notice this fact. Then we must say "try either of the sounds ow to see which one will tell you what word is meant".

VIII. LEARNING THAT VOWELS FOLLOWED BY "R" HAVE A SPECIAL SOUND

Step Eight:

A. When r follows a vowel, the r is pronounced with the vowel, and that vowel nearly always has a special sound, as heard in ear, her, sir, for, fur, and far. This gives a third sound of the single r in addition to the short and long already explained.

B. There are other sounds of the vowels, but none for which we give any rules or need to. It is better to learn each case separately. For instance, most of the small words ending in all, are early learned sight words, and never need to be sounded.

IX. Step Nine:

A. Most teaching of consonants begins by giving c its "hard" sound which is the sound of k as in cat and g its hard sound as in go.

B. It is better to say c has two sounds, hard and soft, and g has two also as in circus and the two sounds of gigantic.

C. The soft c is followed by i or e.

Note:

The steps in learning sounding from 10 to 15 explain the breaking up of long words so that they may be sounded in parts. Of course, in sounding parts, all the previous rules are used, since the parts of long words contain consonants, blends, vowel and vowel combinations. The teaching of steps 10 to 15 therefore assumes that the other steps have been learned. With older children who need to know how to "unlock" long words, the beginning of sounding may be with Step 10 and may go on to Step 11, 12, 13, 14 and 15. Sounding of long words may be begun in Grade Three but it is chiefly emphasized in Grade Four and later.

X. LEARNING TO TAKE OFF COMMON BEGINNINGS AND ENDINGS - PREFIXES AND SUFFIXES

Step Ten:

A. This step is listed as the first in the attack on long words because it is the most natural. Pupils probably have noticed common beginnings and endings, as un in unlike, unwilling, and so on or of sub in submarine, submachine gun, and the like. They will be conscious of the inflectional endings, ed, ing, er and est, which make the comparative and superlative of adjectives and of the ending which makes adjectives into adverbs as ly in richly, quickly, etc.

B. If the student does not see a beginning or ending, we should not go into long sessions of teaching. The purpose is to recognize the word and not to teach prefixes and suffixes. Teaching prefixes and suffixes should not interfere with word attack.

C. The beginnings and endings which one can expect most children to have noticed by the middle grades are:

Beginnings		Endings	
un	super	s	ed
re	pre	es	able
bi	tri	ment	er
for	sub	ous	tion

Beginnings (continued)		Endings (continued)	
non	post	teen	ing
in	ad	able	est
dis	trans	ish	ful
mis	pro	less	ance
anti	inter	ly	
con		ness	

Note:
It is best to use the simple Anglo-Saxon terms beginning and ending, instead of the Latin terms, prefix and suffix in the middle and lower grades.

XI. LEARNING THAT THERE ARE AS MANY SYLLABLES AS VOWELS

Step Eleven:

A. Many children do not see the syllables at once, but see instead a long array of letters, without parting or division. Somehow, they must break this long string of letters into manageable groups. The way to do this is first to find the vowels and vowel combinations.

B. Syllable division should be developed orally. Children should be asked to listen to long words and tell how many syllables they hear. They should be told that each syllable is made by a push of the breath, and they themselves should say long words feeling the push of the breath at each syllable. An excellent place for this preparation is in the spelling lesson.

C. In practice, if it is possible to have students put a mark or check over each vowel or vowel combination on a word they are attacking, they will get a visual idea of the number of syllables in that word.

XII. LEARNING HOW TO DIVIDE CONSONANTS THAT COME BETWEEN VOWELS - (BETWEEN TWO CONSONANTS OR IN FRONT OF ONE)

Step Twelve:

A. Pupils can separate the consonants according to the easily remembered rule "between two consonants or in front of one", as in the words sup-ply, po-ta-to, num-ber, la-dy, etc. This rule does not fit every case, but it follows the natural tendency in pronouncing to close one syllable with a consonant, and to begin the next syllable with another consonant. If there is but one consonant between vowels, the natural tendency is to end the first syllable with an open vowel, and then to attack the next vowel with a consonant. Consonants are used naturally to end vowel sounds or to begin vowel sounds. At times there are three consonants between vowels. In that case the division can come after the first consonant or the second, depending on how the consonants can be sounded together. The purpose is not to tell exactly the right pronunciation but only to recognize a word that the child already knows by sound. This fact needs continued emphasis, this sound of long words is for recognition only. The pupil should be told that when he is dividing a word for writing he must consult the dictionary.

B. There are too many rules for children to remember but here are a few of real significance.

XIII. LEARNING THAT OPEN SYLLABLES ARE LONG - CLOSED SYLLABLES ARE SHORT

Step Thirteen:

A. When we divide "between two consonants or in front of one", some syllables will end in a consonant and some will end in a vowel. If the syllable ends in a vowel, it is called "open" because the mouth is kept open as the long sound of the vowel is given. When the syllable ends in a consonant, it is called "closed", and the vowel is usually short because the consonant sound usually closes the mouth and thus cuts off the vowel sound. There are many exceptions to this rule, but it is of practical help in sounding. It must be understood that this long or short vowel rule is a practical one only. Sometime a student can get good results by trying the vowels both long and short and seeing which suggests a familiar word. In reading it must be remembered that we are concerned with sounding for recognition only so that the child may gradually change his large hearing vocabulary for use in reading.

XIV. RECOGNITION OF SILENT LETTERS

Step Fourteen:

A. kn (know)
B. wr (write)
C. gn (gnome)
D. e (late)
E. gh (thought)
F. ow (slow)

XV. A FEW COMMON UNDERSTANDINGS

Step Fifteen:

A. Compound words (backyard)
B. Hyphenated words (self-control)
C. Contractions (don't, do not)
D. Drop the "e" to add a suffix which begins with a vowel (separate - separating)
E. Drop the "y" to add "ies" (candy - candies, boy - boys) when preceded by a consonant.
F. Plurals
G. Possessives

INVENTORY OF THE FIFTEEN STEPS TO PHONICS AND STRUCTURAL ANALYSIS

(1) Single Consonants	(2) Consonant Digraphs	(3) Short Vowels	(4) Long Vowels	(5) Final E Rule	(6) Double Vowel Digraphs	(7) Diphthongs	(8) Vowel with R	(9) Soft C and G	(10) Prefixes & Suffixes
b --- c	ch	a	a	(Vowel	ai	oi	ar	c	un-
d --- f	sh	e	e	before	ay	oy	er	g	re-
g --- h	th	i	i	it has	ee	ou	ir	Before ie or e	non-
j --- k	wh	o	o	a long	ea	ow	or		
l --- m	ph	u	u	sound)	oa	eu	ur		-less
n --- p	gh					ew			-ness
q --- r	ck					oo (short)			-able
s --- t						oo (long)			-tion
v --- w									-ly
y --- z									-ing
									-er
									-ful
									(and others)

The r family

Two vowels go walking,
The first one does the talking,
And usually says its name.
The second vowel is silent.

For structural analysis refer to steps:

(11) As many syllables as vowels
(12) Divide between two consonants or in front of one. (R goes with vowel before it.)
(13) Open syllables long; closed syllables short.
(14) Silent letters.
(15) Common understandings.

BASIC PHONETIC PRINCIPLES

LONG SOUNDS OF THE VOWELS	SHORT SOUNDS OF THE VOWELS
a as in cake	a as in hat
e as in beam	e as in pet
i as in pie	i as in pig
o as in rope	o as in top
u as in use	u as in nut
u as in fruit	

PHONETIC PRINCIPLE GOVERNING TWO VOWELS IN A WORD

In a short word containing two or more vowels, the first vowel usually says its name and the other one "keeps still". (The expression "says its name" means the vowel has its long sound).

Examples:

read	boat	kite	team	keep
home	bone	lake	late	rain

PHONETIC PRINCIPLE GOVERNING ONE VOWEL N A SHORT WORD

When a short word has only one vowel, the vowel usually has its short sound.

Examples:

dot	hop	run	cat	dog
top	frog	doll	pond	ham

CONSONANT BLENDS

bl as in blue

br as in bring

cl as in clean

cr as in cream

dr as in dress

dw as in dwarf

squ as in squash

st as in string

sw as in sweet

tch as in watch

thr as in three

tr as in tree

str as in string

fl as in flag

fr as in free

gl as in glass

gr as in grass

pl as in play

pr as in pretty

scr as in scratch

sk as in skate

sl as in sleep

sm as in smoke

sn as in snow

sp as in spoon

spl as in splash

CONSONANT SOUNDS

b as in boy

d as in doll

f as in fun

g as in go

h as in home

j as in jump

k as in kite

l as in look

m as in man

n as in not

p as in pet

r as in run

s as in see

t as in top

v as in vine

w as in will

x (ks) as in box

y as in yes

z as in zoo

CONSONANT DIGRAPHS

ch (tsh) as in church

qu (kw) as in quack

ng as in sing

sh as in ship

th as in think (voiced)

th as in then (voiceless)

wh (hw) as in white

1. The vowel e, o or y at the end of a short word is usually long when it is the only vowel in the word:

   be we me so no go my fry shy

2. The spelling ay usually has the long sound of a.

   may day way say hay gay

3. The spellings ou and ow usually have the sound of o as in boat or of ou as in out.

   now how down show cow low

4. When a comes just before ll or lk in a word, it usually has the sound of a as in all.

   talk ball tall fall stalk

5. If a is the only vowel in a short word and it comes right after w, it usually has the sound of o or of ā unless it has ll or lk right after it.
   wake wade wait walk wad was

6. The spellings oi and oy have the same sound, the sound of the oi in oil.

   boy joy oil boil join toy

7. When a word begins with kn or gn, the k and the g are silent and the first sound of the word is n.

   knee knife knot knock know

8. When c comes just before the vowel e, i or y, it usually has the sound of the s in see.

   ice mice race lace face

9. Usually the letters oo have either the sound of oo as in zoo or the sound of oo as in look.

   cool stool room look hood

10. The spelling aw usually has the sound o as in saw.

paw jaw cow shawl raw

11. The spelling ar usually has the sound of the ar in car unless it has w just before it or e right after it.

far park farm barn part

12. The spellings er, ir and ur usually have the sound of the ur in fur.

fur her first hurt turn

13. The spelling ew has the sound of oo or u.

mew dew knew chew grew

14. The spelling ear has one of the three different sounds:

er as in dear ar as in bear or ur as in earth

bear pear wear ear near earn

15. When o comes just before ld or mn in a word, it usually has the sound of o.

hold cold told comb gold

16. When a is placed in front of a word to change its meaning, it usually has a sound almost like short u.

ago asleep about awake around

17. When the vowels ea come together in a word they may have one of three sounds.

e as in bean e as in head or a as in great

bread clean head break thread

18. The spelling air has the sound of ar as in fair.

chair hair air pair fair

19. When i comes just before ld, mb, or nd, at the end of a word of one syllable, it usually has its long sound.

kind wild climb mind child

20. When o comes just before two consonants at the end of a word of one syllable, it usually has the sound of the o in song.

long cost soft song cloth

21. The spellings ge and dge have the sound of j when they are at the end of a word.

page cage dodge badge edge

22. When ir comes just before e at the end of a word or a syllable, it usually has the sound of ir as in fire.

wire retire fire hire

23. When ar comes just before e at the end of a word or a syllable it has the sound of ar as in care.

dare beware share care rare

24. The spelling igh usually has the sound of long i.

high night light might

25. When e comes right after ur in a word or a syllable it makes the u have its long sound.

cure sure pure

26. When t comes just before ure at the end of a word, it has the sound of ch (tsh).

picture pasture furniture

SYLLABICATION

A syllable is a group of letters said together which make a part of a word. In sounding words of more than one syllable, use the same rules that are used in sounding words of one syllable.

cabin robin bucket surprise

Each syllable is sounded separately at first and then all syllables are sounded together smoothly.

Example: cabin

a. sound cab first
b. sound in second
c. put two syllables together: cabin

Explanation: cab has a short a as a is the only vowel in the syllable. Same rule applies to in.
Example: surprise

sur has the spelling ur - prise has two vowels, consequently the first vowel is long - prise. Put the two syllables together - surprise.

There are several different ways of dividing words into syllables and the following rules are used to determine where one syllable ends and another begins.

1. Each syllable or each part heard in a word, must contain one or more vowels.

   fish|er|man chick|en

2. Words of more than one syllable are usually divided in one of four ways.
   a. Words may be divided between double consonants

      lit|tle dad|dy din|ner

      Note: In final syllables such as ble, cle, kle, and tle, the e is silent and the sound of the l becomes the last sound in these syllables.

   b. Words may be divided between consonants which are not alike except when the consonant forms a digraph.

      bas|ket win|dow

   c. Words may be divided between a vowel and a consonant in order to place a vowel in each syllable.

      la|dy ba|by ta|ble sa|way

   d. Words may be divided between two vowels unless they form a vowel digraph.

      di|et du|et ra|dio

PREFIXES AND SUFFIXES

A prefix is a vowel or a syllable placed before a root word to change its meaning and to form a new word.

Prefixes:	a	al	be	en	un
	a	away	ahead	ago	awake
	al	always	also	alright	
	be	beside	below	belong	beware
	en	enjoy	enlarge	enrich	enfold
	un	unlock	unhappy	unload	untie

A suffix is a letter or a syllable placed at the end of a word to change its meaning and to form a new word.

Suffixes: s es y ing ed er en est

s	boats	jumps	plays	runs
es	dishes	bushes	matches	watches
y	sleepy	dirty	rainy	sunny
ing	playing	jumping	looking	running
ed	wanted	looked	called	played
er	farmer	colder	hotter	warmer
en	golden	darken	broken	
est	loudest	shortest	richest	

Note: Pronounce a word containing a prefix or a suffix by:
a. finding the root word.
b. locating the prefix or suffix.
c. sounding the whole word smoothly.

READING SKILLS AND FUNCTIONAL READING IN THE CONTENT AREAS

I. SKILLS NEEDED IN LOCATING INFORMATION

- A. Using the table of contents
- B. Using alphabetical arrangements
- C. Using the index
- D. Using a dictionary or glossary
- E. Using an encyclopedia
- F. Using a card catalog
- G. Using maps
- H. Reading graphs
- I. Using charts
- J. Using pictures
- K. Using headings and typographical aids
- L. Summarizing
- M. Outlining
- N. Listing, grouping and categorizing
- O. Note taking
- P. Skimming

II. SKILLS IN ATTACKING WORDS INDEPENDENTLY

- A. Mastery of sight vocabulary
- B. Picture clues
- C. Context clues
- D. Rhythm clues
- E. Configuration clues
- F. Dictionary
- G. Structural analysis
- H. Phonetic analysis

III. READING IN THE CONTENT SUBJECTS

- A. Social Studies - purposes for reading.
  1. To get or verify information
  2. To answer specific questions
  3. To learn about remote places
  4. To understand and appreciate other people
  5. To solve problems
  6. To make intelligent choices
  7. To check opinions and suggestions (comparing sources of information)
  8. To discriminate between cause and effect
  9. Interpreting new material
  10. Predicting outcomes
  11. Solving problems

12. Using evidence to make judgments
13. To acquire and improve reference reading skills, such as:
    a. Finding pertinent information
        (1) Title of book
        (2) Table of contents
        (3) Index
        (4) Maps, illustrations
        (5) Tables, figures
        (6) Footnotes
        (7) Encyclopedias, card catalogs, atlases, almanacs
    b. Evaluating information
        (1) Determine statements of fact versus opinion
        (2) Judge relative accuracy of conflicting statements
        (3) Appraise authoritativeness and accuracy of the material
        (4) Detect prejudice
        (5) Interpret content in light of individual reading and experience
    c. Organizing Information
        (1) Listing, classifying
        (2) Arranging in sequence
        (3) Selecting main ideas, subheads
        (4) Summarizing
        (5) Outlining
    d. Remembering Information
        (1) Select ideas to be remembered
        (2) Make ideas your own
            (a) Put ideas in own words
            (b) Take notes
            (c) Outline
            (d) Summarize

B. Arithmetic and Science - Purposes for Reading
    1. To gain skill in comprehension
    2. To identify and solve problems
    3. To acquire important and specific information
    4. To understand significant relationships
    5. To increase ability in specific skills related to reading in arithmetic and science
        a. Vocabulary recognition
        b. Abbreviations and symbolization
        c. Related sequence of steps in problems
        d. Visualization
        e. Selection of relevant facts
        f. Note details
        g. Follow directions
        h. Estimate
        i. Accuracy

IV. MATERIALS

A. Textbooks
   1. Types
      a. State basic series
      b. State supplemental series
   2. Selection and use
      a. To meet needs of the group and specific problems
      b. According to ability level of groups

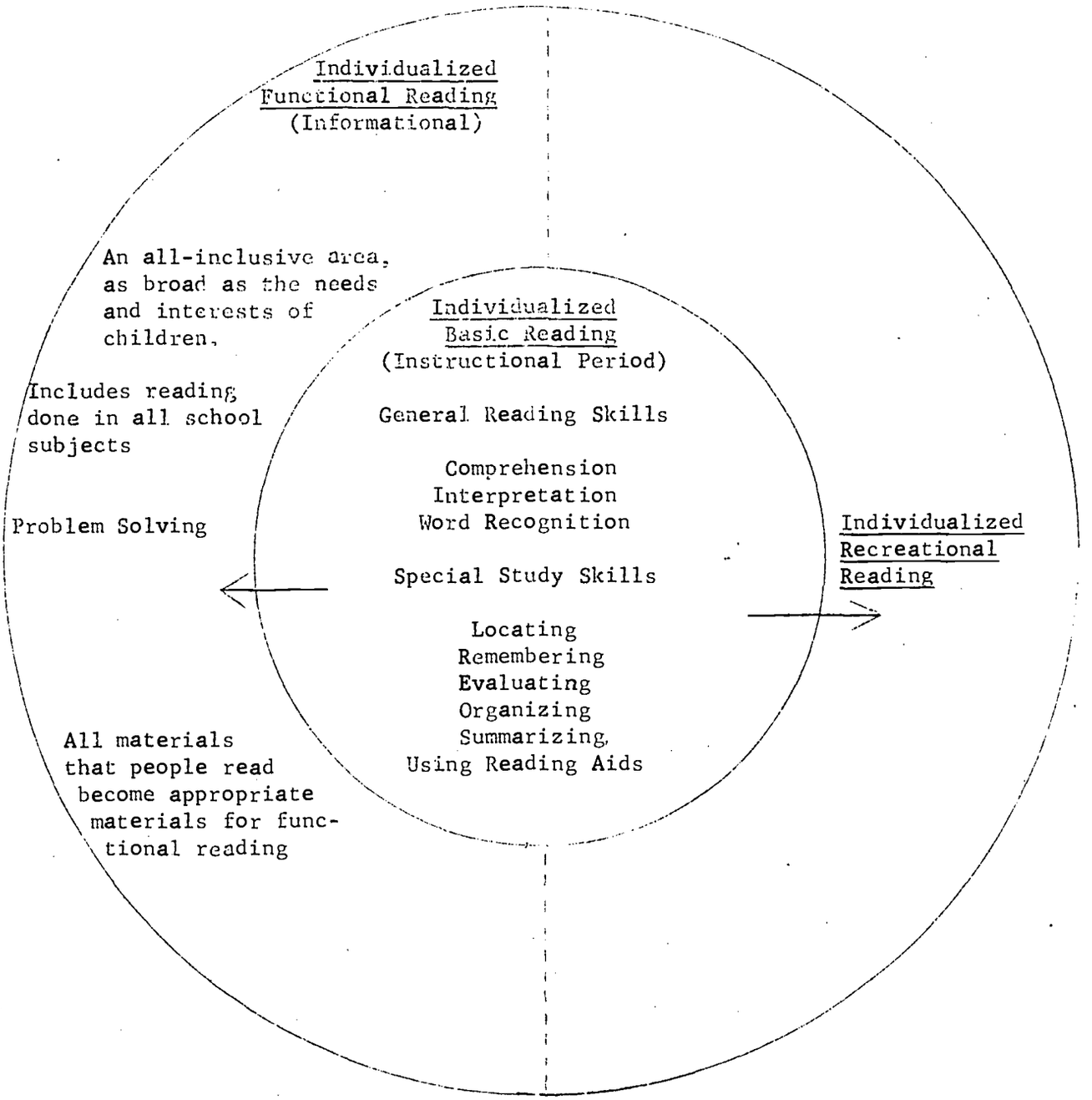
B. Reference materials
   1. Well organized file
      a. Free source materials
      b. Current materials
      c. Concrete examples - exhibits
   2. Encyclopedias, card catalogs, atlases, almanac, etc.

C. Periodical Literature
   1. Current news period important part of reading program
   2. Weekly Readers, Junior Scholastic
   3. Daily newspapers - limited use

D. Public and School Libraries
   1. Fiction
   2. Non-fiction

FUNCTIONAL READING

When the child is aware that he is reading to solve a problem, he is reading functionally.



FUNCTIONAL READING

I. READING IN CONTENT SUBJECTS:
   - A. Social Studies
   - B. Science
   - C. Arithmetic
   - D. Language
   - E. Others

II. STUDY SKILLS

III. MATERIALS
   - A. Textbooks
   - B. Reference materials
   - C. Periodical literature

LISTENING CENTERS

I. PURPOSE OF THE ACTIVITY

A. To improve listening habits of children.
B. To guide children to listen for a purpose.
C. To extend reading activities through the use of a varied medium.
D. To provide another quiet learning activity during the reading hour.

II. MATERIALS NEEDED

A. Transcription machine
B. A set of listening headphones -- (8)
C. Transcriptions

III. SUGGESTIONS

A. General
   1. Independent activity during reading or writing time.
   2. Set the machine and test for volume, tone quality, etc.
   3. Train a child to put the needle on the record and take it off, but no other adjustments.
   4. Train the children how to play and reverse the tape only. A special monitor should be trained by you for setting up the equipment.

B. Reading Enrichment
   1. Plan to relate the transcription to:
      a. A group experience, i.e. film, trip, social studies problem, appreciation lesson.
      b. A story or chart a group is reading.
   2. Have children recall the experience orally.
   3. Ask two or three questions of this type:
      a. Are there other ways for this to happen?
      b. Do all ships do this?
      c. What animals or sounds of ____?____ do you recognize in this record?
   4. Guide children to listen in relation to the question.
   5. Guide children to find similar or related ideas in books.
   6. Before the period is over, check with the children on what they found out and books and pages that helped.

C. Listening Enrichment
   1. Use a transcription that follows a book.
   2. Have one child hold the book for all children in listening group to see and follow visually.

3. Give a guiding question to listen for.
4. Before period is over, check with the children for interpretations they gained from the listening experience.

IV. COUNTY CATALOG OR RECORDED MATERIALS

V. CURRICULUM MATERIALS CENTER

A. The Fountain Valley School District Curriculum Materials Center is an excellent source for recorded materials.

AUDIO-VISUAL CENTER

Proper utilization of audio-visual equipment in the classroom can greatly enhance the success of the teacher's reading program. Each teacher in Fountain Valley School District has, at his disposal, a tape recorder, record player, listening post, Viewlex, filmstrip projectors and movie projectors. Due to the availability of this equipment, each teacher should strive to develop a visual center in the classroom.

Records, tape, filmstrips in the area of reading are available for classroom instruction. When used properly and for a purpose, educational aids will motivate the reading program and make it more meaningful for children.

The Building Instructional Leader at each school will have many suggestions for the use of this equipment.

PARENTS CAN HELP WITH THE READING PROGRAM

Parents have an important role in helping children become good readers by setting a good example, showing a keen interest, providing a stimulating environment and building an experience background.

I. SETTING A GOOD EXAMPLE

If parents are interested in reading and show enthusiasm it will be contagious. Children usually become good readers if they grow up in a home where reading plays an important part in daily living.

II. SHOWING A KEEN INTEREST

Children bring books home as part of their homework - readers, library books, geography, history and science books. Parents should not be too busy to take time to listen to their child read, discuss stories or articles he has read, or to share reading. Stories should be read to a child long after he has learned to read for himself.

III. READING AT HOME

Reading at home should be one of enjoyment. A child needs to be helped when he stumbles rather than scolded for not knowing the words. The mechanics of reading is better left in the hands of teachers.

IV. PROVIDING A STIMULATING ENVIRONMENT

Reading has to be stimulated. Subscribing to worthwhile magazines and newspapers, owning a good encyclopedia, building a home library as well as bringing in books from the public library help create the proper atmosphere. If a child wants information and there is no place to get, his interest is stifled.

When reading is done for information or for pleasure, a child should not have to struggle with the mechanics of reading. The materials should be at a level that he is able to read without difficulty. A quiet, comfortable, well-lighted place to read is important.

V. BUILDING AN EXPERIENCE BACKGROUND

Children enjoy reading about places or things that are familiar to them. They read with understanding about something with which they have had first hand experience. Family trips to an airport or railway station, a museum or place of historical interest, will give the child a rich background about which he will be eager to read.

EVALUATING THE READING PROGRAM

I. EVALUATION WITH THE CHILDREN

A. Teachers "invariably get tremendous positive response" from children when they ask them to evaluate individualized reading. I asked my fifth grade class at the end of the year to answer two questions: (1) Do you like individualized reading better than group reading? (2) Why or why not? Every answer to the first question was "yes". Some of the reasons given were:

1. It is easier to read to yourself.
2. I had a chance to choose the books I like best.
3. Reading is more fun than workbooks.
4. It gets boring to read a book like Days and Deeds and then work in a workbook.
5. You get to practice plays.
6. I read a lot faster and a lot more to myself.
7. The ways we report are fun, and when other people report we can see if we would like to read that book.
8. I love choosing my own books.
9. It wasn't boring. In the books in reading groups some stories we don't like.
10. I used to not like to read but I do now. I used to HATE to read but now I love to.
11. You didn't have to sit in a circle and wait for your turn to come around again.
12. You could read at your own speed. You could choose the kind you enjoy. You don't have to listen with your ears and read at the same time.

B. Besides evaluating the whole program with children, it is well to help them evaluate the various phases of it as the year progresses. Some of this evaluation takes place in the conference on an individual basis. Some is done with the class as a whole, particularly with regard to reporting. Questions like these need to be asked: "Did John give you a clear idea of what the book is about?". "Did Mary tell too much of the story?" Or evaluation by the children can be elicited by comments such as: "We weren't at all sure where and when your story happened." "I can tell how much you enjoyed Bill's report because you were so attentive."

II. TEACHER EVALUATION

A. There is a favorable psychological effect when the pressures and tensions of a more traditional reading program are removed.

B. A consistently larger number of books are read than in a traditional program.
C. Speed reading is accelerated.
D. Because the amount of time spent actually reading is increased, more words are learned in context.
E. The teacher has more time to spend with each child.
F. Undesirable attitudes toward reading tend to be eliminated.
G. Slow readers get results and fast readers enjoy their reading more.
H. One interesting phenomenon which many teachers notice in evaluating the program was that children seemed to set up a kind of rhythm in their reading. Many would alternate a hard book with an easy one. In this they do not appear to be different from adults, for we are all inclined to pick up lighter material after some particularly arduous reading. A good psychological corollary to this tendency is that slower readers see superior readers enjoying the same books that they have been able to read with enjoyment. Thus, morale in the slower readers is strengthened.
I. In evaluating individualized as compared to group reading, Marian Jenkins found that teachers criticized the group system because of the wandering attention of children who need constant reminding about keeping the place, because it results in ineffective oral reading, because it demands attention under duress and because there is not enough time for individual help. Teachers feel that group reading limits children. They are told "not to read ahead","not to take the book home", or to "wait until the group catches up". These objections to group reading all seem to be met by individualized reading. The reading period becomes one of the happiest, most relaxed periods of the day for the children and the teacher.

III. EVALUATION OF THE READING PROGRAM (To be used by individual teacher)

A. Are the level of reading ability and the specific reading problems of each pupil known to the teacher?
B. Does the teacher have adequate supplementary knowledge of the child's health, home background, intelligence, interests and social and emotional status to diagnose his difficulties adequately?
C. Do the materials for reading in the classroom cover the same range of difficulty and interests as those revealed in the study of the children themselves?
D. Is individual help given to each pupil either separately or in small groups?
E. Are superior readers stimulated to read widely and intensively at a level commensurate with their ability?
F. Are weak pupils given a similar chance to read widely and for enjoyment at their level of ability?
G. Are pupils mastering such important skills as adjusting their speed and technique of reading to the purpose for which they read and the nature of the material read.

H. Are basic skills carefully defined and taught in relation to use?
I. Is reading related to every activity of the school day? To the personal interests of the pupils?
J. Are reference skills and use of the library developed in connection with study reading? With personal reading?
K. Are appreciation and enjoyment of literature given their place in the program?
L. Do personal habits of reading receive careful attention with adequate evaluation of breadth, maturity and standards of selection of materials read?

IV. INFORMAL EVALUATION (Behaviors which can be observed by the teacher)

A. Choice of books - changed attitude toward reading.
B. Creative writing as result of books.
C. Evidences of creative expression, painting, writing, speaking.
D. Ability to appreciate and react to humor.
E. Use of dictionary.
F. Interests and activities engaged in spare time in or out of school.
G. Ability to use reading as a base for integrating all areas of Curriculum.
H. Develop taste, discrimination and judgment.
I. Carrying reading over into home.
J. Develop critical thinking and reading.
K. Increased stature by contributing to learning situation.
L. Develop as a person through reading for personal purposes.

V. HOW TO RECOGNIZE ACHIEVEMENT

A. With such questions as the following, the teacher may well determine whether his reading program is successful.

1. Are children reading a greater number of books than previously?
2. Do children show an improved attitude toward reading?
3. Do children seem to understand what they read?
4. Are children increasingly anxious to discuss their reading with others and to recommend books to others?
5. Are children growing in power to hold group attention when they read orally?
6. Are children growing in ability to skim a book to see if they wish to read it carefully?
7. Do reading records show evidence of increasing diversity in reading interests?
8. Are children gaining independence in word recognition?

B. Our goal is certainly twofold: to teach children the skill of reading and to encourage them to want to read. "A reader is a person who reads, not just a person who can read but doesn't choose to". Perhaps this is where the individualized program is most superior to the group system - it makes children want to read.

C. "If children learn through active participation, it is logical to conclude that they learn to read by reading". The individualized reading program allows them to read and read and read. No boundaries or limits are set to a child's achievement in, and his deep enjoyment of, one of the most satisfying and necessary skills in our culture.

A P P E N D I X

INDEPENDENT ACTIVITIES FOR THE READING
FOLLOW-UP PERIOD

A. PURPOSES FOR THE TEACHER:

1. To stimulate a child's independence in thinking and interpretation.
2. To broaden and cultivate the experiences and interests of the child.
3. To develop facility in applying skills, abilities and information.
4. To develop facility in using books and other materials related to other interests. (The implication inherent in this statement is: if the ability to locate information is an important reading skill, reading activities cannot be limited to basic textbooks).
5. To care for individual differences of the children.
6. To use the activity as a form of diagnosing the individual needs of the children.

B. PURPOSES FOR THE CHILD:

1. He should understand the purpose of the activity; therefore, it should be interesting and helpful.
2. He should be able to complete the activity in the time allotted.
3. He should be able to complete the task with a feeling of success and satisfaction. The implication inherent in this statement is: the activity is one which the child understands the directions for and the technique of responding. He can accomplish the task independently.
4. Teacher and child together should evaluate the learning activity to determine its success with relation to the pupil's growth.

C. ONE HUNDRED AND FIVE WAYS OF REPORTING ON BOOKS

*1. Give an oral summary of the book
2. Give a written summary of the book.
*3. Tell about the most interesting part of the book.
4. Write about the most interesting part of the book.
*5. Tell about the most important part of the book.
6. Write about the most important part of the book.
7. Read interesting parts aloud.
8. Write about a person you liked or disliked.
9. Write a dramatization of a certain episode.
*10. Demonstrate something you learned.
11. Make a peep box of the important part.
*12. Paint a mural of the story or parts of it.
13. Paint a watercolor picture.
14. Make a book jacket with an inside summary.
15. Make a scale model of an important object.
*16. Draw a clock to show the time when an important event took place.

17. Write another ending for the story.
18. Make up a lost or found ad for person or object in the story.
19. Make a "picture book" of the most important part.
*20. Draw a "picture story" of the most important part.
21. Compare this book with another you have read on a similar subject.
*22. Make a "movie" of the story.
*23. Gather a collection of objects described in the book.
*24. Draw or paint main characters.
25. Make a list of words and definitions important to the story.
*26. Make a 3-D scene.
27. Create a puppet show.
28. Make a poster to "advertise" the book.
*29. Give a pantomime of an important part.
30. Use a ap or time line to show routes or times.
31. Make a map showing where the story took place.
32. Tell about the author or illustrator.
33. Give a "chalk talk".
*34. Make a flannelboard story.
*35. Make a wire mobile.
36. Do a scientific experiment associated with reading.
*37. Tape record, play it back.
38. Make a diorama.
*39. Make a seed mosaic.
40. Make a scroll.
41. Soap carving.
42. Balsa wood carving.
43. Make stand-up characters.
44. Make a poem about the story.
45. Write a book review.
46. Books about how to make or do something (classroom demonstration - the directions can be read aloud).
47. Writing the pros and cons (opinion) of a book after careful study. (The teacher would furnish a critical guideline or outline.)
48. If a travel book is read, an illustrated lecture, using postcards, photographs, slides, pictures clipped from magazines or original illustrations (inter-cultural relationships.)
49. A vivid oral or written description of an interesting character.
50. Mark beautiful descriptive passages, interesting conversational passages, for a real audience situation.
*51. Tell a story with musical accompaniment.
52. Make a list of new and unusual words or expressions.
*53. A pantomime acted out for a guessing game.
54. Write a letter to a friend to spread the good word around.
55. Time lines from historical books.
56. Check each other by writing questions readers of the same book should be able to answer.
57. Broadcast a book review over radio, TV or auditorium speech.
58. A brief biography about the author.
59. Make models of things read about in books.
*60. A colorful mural depicting a book.
*61. A picture or caption about laughter for a humorous book.

62. Compare one book with a similar book for evaluating skills.
*63. Thinking up new adventures, experiences, or incidents to add to a book is fun.
*64. Listening to radio reviews of children's stories develops story-telling techniques.
*65. Present a performance on a miniature TV set.
*66. Choral reading with poetry.
67. Adding original stanzas to poetry.
68. Parts in the story that show a character has changed his attitudes or way of behaving.
69. Sentences or paragraphs which show traits or emotions of a character.
70. Parts of the story which compare the actions of two or more characters.
71. A part that describes a person, place or object.
72. A part of the story that you think could not really have happened.
73. A part that proves a personal opinion that you hold.
74. A part which you believe is the climax of the story.
75. The conversation between two characters.
*76 Use a tape recorder. Listen to yourself. Plan ways to improve.
*77. Work with a small group of students. Plan for one to read orally while others pantomime the action.
78. Write a letter to one of the characters.
79. Write a biographical sketch of one character. Fill in what you do not find in the text, using your own imagination.
80. Write an account of what you would have done had you been one of the characters, instead of what the character did.
*81. Constructing a miniature stage setting for part of a story is a delightful experience. For such settings, pupils can make a miniature stage or use a cardboard, wooden, or metal box. Discarded materials and odds and ends can be used for the background and props. Small dolls of various kinds, wire or pipe cleaner forms, papier mache figures, or any other suitable ones can be employed as characters. Toys of various kinds are useful in creating such settings.
82. Children enjoy preparing a monologue from a story, and such a performance gives them the ability to put themselves in others' places.
83. If a travel book is read, an illustrated lecture, using postcards, photographs, slides, pictures clipped from magazines or from other publications can be shown to young armchair travelers, who are interested in people like themselves from near and far, and it is an excellent way to promote good intercultural relationships.
84. Marking beautiful descriptive passages, interesting conversational sections, or other particular parts for oral reading gives the reader a real audience situation, provides an opportunity for the group to appreciate excellent writing, improves imagery, and enlarges the vocabulary.
85. The child who likes to make lists of new, unusual, and interesting words and expressions to add to his vocabulary might share such a list with others, using them in the context of the story, thus giving the children the feel of the book and adding words to the store they already possess.

86. Giving a synopsis of a story is an excellent way of gaining experience in arranging events in sequence and learning how a story progresses to a climax, showing the importance of the surprise element, and giving a knowledge of all the other structural phases of a good book.

*87. Using information in a book to make a scrapbook about a subject or a collection of things satisfies the desire to collect, and when shared with others, stimulates them to work on a similar project.

*88. A puppet show planned to illustrate a story is sure to interest all children. The puppets can be wooden or papier mache, string-manipulated, paper bag puppets, hand or finger figures, cardboard shadow puppets, or commercial ones, depending upon the child or children presenting the show and the materials available.

89. Children reading the same book can check each other's comprehension of the story by writing a set of questions which they think readers should be able to answer after reading the book.

90. Broadcasting a book review to a radio audience over a school program requires careful reading and work in speech, and this experience gives an opportunity to use ingenuity in planning sound effects, background music, use of a microphone, etc.

91. Dressing as one of the persons in the story and telling what role he plays provide valuable, vicarious experience in giving a live interpretation of a character.

92. Preparing a book review to present to a class at a lower level is an excellent experience in story-telling and gives children an understanding of how real authors must work to prepare books for children.

93. Having the pupils find out about a favorite author and present a brief biography of him with sketches of his books makes such books more understandable and personal.

*94. Cutting a piece of paper in the form of a large thumbnail and placing it on the bulletin board with the caption, "Thumbnail Sketches," and letting the children put up drawings and sketches from books gives brief acquaintance with many books.

*95. Stretching a cord, captioned "A line of good books", between two dowel sticks, with paper on which is written or drawn something about various books hanging from it, attracts children.

96. Clay, soap, wood, plaster, or some other kind of modeling is purposeful when it is done to make an illustration for a book.

97. Constructing on a sand table a diorama, using creatively any available materials to represent a scene from a story, can be an individual project or one for a group of children.

*98. A bulletin board with a caption about laughter or a picture of someone laughing at excerpts from funny stories rewritten by the children from material in humorous books is sure to be a popular spot in the book corner.

99. Writing to the library board to request that certain books be purchased for the children's collection adds books that pupils really like and is a way of tying together the school and this particular community service.

100. Arranging with the director of visual aids for the showing of pictures to acquaint the children with some of the good books that have been dramatized in the form of movies gives them an opportunity to see professional interpretations.

101. Listening to excellent radio reviews of children's stories not only acquaints the children with a number of books but helps them with story-telling techniques.

*102. Preparing an attractive book fair gives children an opportunity to browse among good books, encouraging many to read.

*103. With the fad for television, children enjoy making a miniature set to present a performance, using the theme of an interesting book.

104. Visiting a book store or library gives children a speaking acquaintance with many books, and some are stimulated to read the new, attractive books displayed in these places.

105. Books of poetry can be shared in the following ways:

*a. An experience in the joy of sharing, choral reading is live, eager group participation with freedom and spontaneity, and through such recitation, the timid child can be helped (even if just through a line) to realize his powers.

b. Writing a composite poem after reading a book of verse gives each child an opportunity to make a contribution, either a word, phrase, or line.

*c. Dramatizing poetry furnishes an outlet for children's love of acting.

d. Collecting pictures to illustrate verses selected from books builds appreciation of poetry and art.

*e. Accompanying poetry with various rhythmic activities is an enjoyable experience.

f. Setting a verse to music is a delightful aesthetic experience.

*g. A poetry parade in costume gives the children an opportunity to participate in dramatic activities.

h. Adding original stanzas to a poem gives the children an understanding of poetry construction and encourages them to write.

* Recommended for primary levels

BOOK REPORT

Pupil's Name _____ Age _____

Grade _____ Date _____

Name of Book _____

Name of Story _____

Answer as many questions as you can?

1. Could this story be true?

2. Did the story make you laugh?

3. Could some children play this story?

4. Did you read the story yourself?

5. Was it easy to read?

6. Is the story about big people or animals or fairies or children or something else?

7. Which character or person do you like?

8. Name one you do not like.

9. What does the story tell about? (City, country, garden home, beach, airport, school, other places?)

10. Is the story about someone who was helpful, polite, honest, lazy, greedy or what?

11. Who wrote the story?

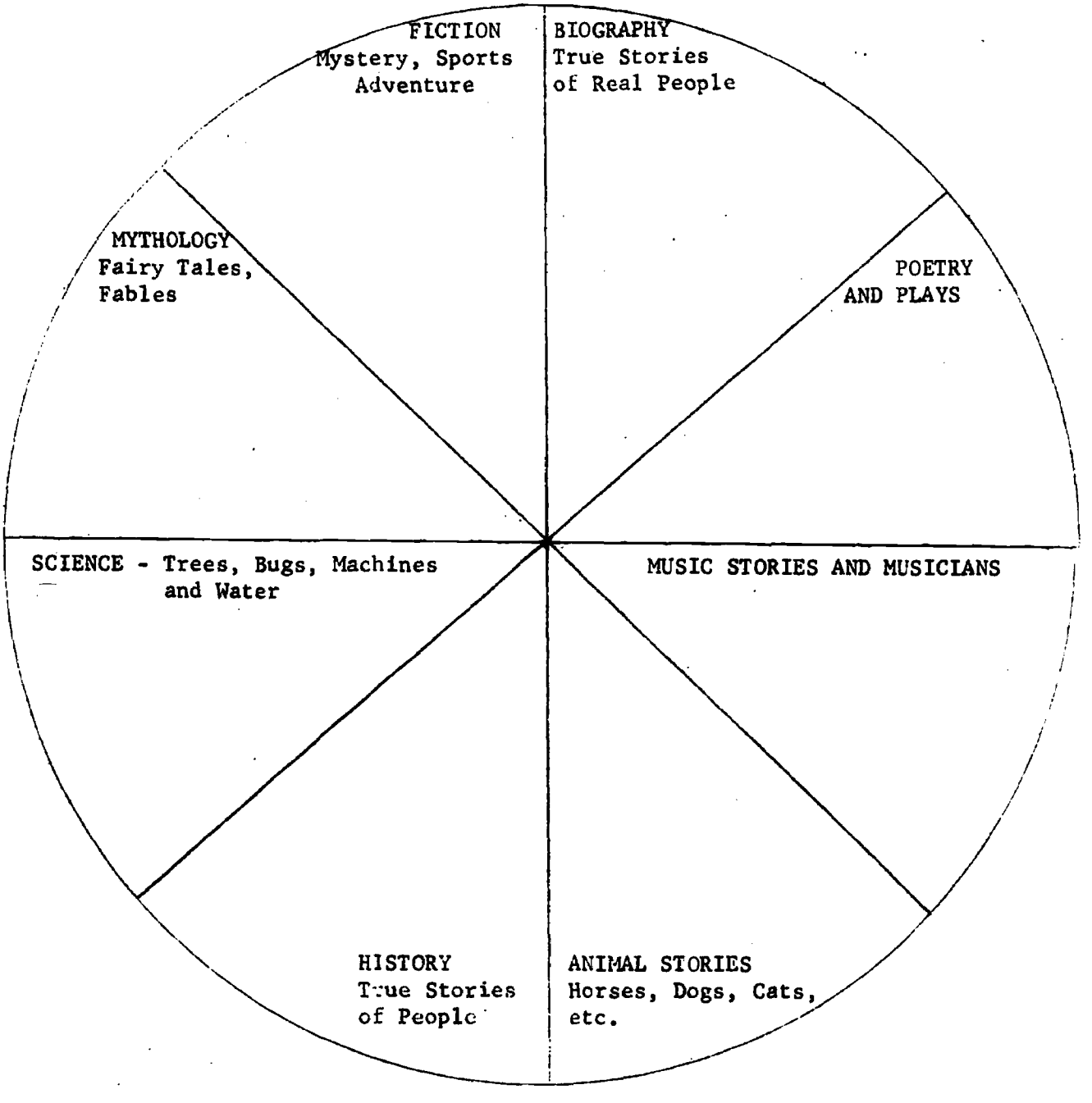
Constructed by Helen B. Keller,
Supervisor of Teacher Training, UCLA

MY READING RECORD

NAME _____

BOOK	AUTHOR	DATE BEGUN	DATE COMPLETE	INDIVIDUAL CONFERENCE

Pupil's Name



MY READING WHEEL

WHEEL WORDS

M	J	QU	R	B	L
mark	jig	Quail	rug	build	learn
more	job	quake	rough	burn	last
mine	jam	qualify	rule	bed	less
man	jelly	quarter	rabbit	bag	lot
minute	jerk	quarry	real	beak	lamp
many	jaw	quart	ride	bread	light
music	jail	quill	road	best	lock
march	jar	quiver	run	better	look
morning	jazz	quartz	race	butter	little
mouse	jingle	quench	round	birthday	long
meet	jeep	question	raccoon	bowl	low
my	jockey	quilt	raise	bat	lake
match	juice	quotient	room	bet	laugh
move	jug	quota	rest	back	lunch
mother	jump	quoit	ready	ball	leaf
made	joy	queer	rent	break	let
mail	join	queen	receive	bone	live
most	jury	quient	rich	baby	love
money	just	quite	ring	bird	leave
milk	jet	quad	river	bell	lift
miss	joke	quarrel	roll	bug	
mud	jolly	quack	rock	bill	
	joint		roof		

D	S	H	N	P	F
drove	swim	help	not	push	fun
doll	sink	hurt	nest	pass	funny
desk	sit	hot	near	put	fast
dog	stop	hair	never	pack	full
down	stamp	have	neat	pat	find
drag	sat	hook	neck	pan	first
done	sold	half	nod	pray	five
dark	saw	hour	note	pill	fly
dance	same	hurry	net	point	for
dust	six	house	nut	puppy	found
duck	shut	head	nip	pen	from
doctor	save	hand	nail	pint	family
did	some	hide	name	poor	flew
dear	show	horse	number	part	fall
drum	seven	heard	new	pink	far

WHEEL WORDS (continued)

daddy	sail	hold	next	pocket
dive	soup	heat	nice	porch
door	soap	hall	nose	page
deep	sand	had	now	peach
dream	sing	husband	nickel	pear
dug	sun	hot	nine	pick
dress	suit	hit	noise	pay
	sweet		need	pull

T	C	K	Y	G	V	W
too	car	kiln	you've	goose	violin	wet
two	care	keep	you'll	group	very	wing
teeth	camp	keen	youth	grow	voice	wave
tail	can	kayak	year	grass		water
truck	carry	kale	yawn	greet		was
trunk	coat	keel	yacht	gone		way
true	cap	key	yucca	guess		wall
them	cup	kernel	yak	grape		work
that	catch	kettle	yeast	grade		would
this	corn	kimono	yoke	grand		wood
those	calf	kite	yonder	gale		worm
their	cow	kink	yowl	got		will
there	camel	kiss	yolk	gold		when
tall	cake	knot	yelp	garden		want
take	candy	knock	you	green		west
tell	cry	knit	yet	goes		went
tack	carrot	knife	young	girl		while
tame	cat	knee	yellow	give		woman
trick	call	kind	yes	going		warn
train	come	king	your	great		wagon
try	crow	kitten	yield	good		window
		kitchen	yard	game		
		kill		goat		
		kangaroo		gift		
		kick		gate		

WILSON'S ESSENTIAL VOCABULARY

NON-READERS

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES
MEN
NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING

WILSON'S ESSENTIAL VOCABULARY
NON-READERS (Continued)

NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

WILSON'S ESSENTIAL VOCABULARY
NON-READERS (Continued)

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101A

KEEP TO THE LEFT (RIGHT)

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO U TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PED XING
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ½ MILE (¼ MILE)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

SUGGESTIONS TO STIMULATE READING

I. ENCOURAGE AND ALLOW TIME FOR EXTRA REPORTS

II. CLASS DIARY

Teams of three children per week organize, record and read class "happenings" and activities.

III. "DID YOU KNOW" SCIENCE SCRAPBOOK

Children add pages to this class book as they learn some new scientific fact.

IV. TWO NEWSMAN PER DAY

These children go through the daily newspaper and cut out articles of interest. These are mounted and put on the library table on a one-hour check-out basis.

V. BOOK-OF-THE-DAY SELECTION

Each child has a "day" when his "favorite" book choice is displayed. The following day it may be checked out by other children.

VI. "QUESTION OF THE WEEK"

Requiring use of either dictionary or research skills.

VII. $64,000 QUESTION

A contestant chooses a category and an expert. Five reference books are selected. The other children make up the questions from these books. A panel selects the questions and asks them in order of difficulty. If the contestant fails to answer a question, the person who made up the question is the next contestant, and may choose his own new category.

VIII. ANY OTHERS?

WAYS TO INTRODUCE BOOKS

I. BULLETIN BOARD

- A. Book Cover
- B. Pictures of book content

II. CHILDREN

- A. Book selling
- B. Various ways children can share books

III. TEACHER

- A. Read exciting excerpts
- B. Show pictures
- C. Discuss background of book
  1. This book is about the southern states

IV. GROUP ACTIVITIES

- A. Choral Reading

V. RESOURCE PERSON

- A. Parent
- B. Child from another class
- C. Librarian

READING MATERIALS FOR INDIVIDUAL GROWTH

trade marks
clock faces
advertisements
sign and sign boards
picture books
books
money, coins and bills
recipes
labels
captions
titles
letters and postcards
comic books
speedometers
compasses
scales
radio dials
instructions for hand work
magazines
weather reports
telephone dial
bus transfers
tickets
directions for care and repair of radio, camera, typewriter, etc.
Book of Knowledge
printed mottoes, maxims
music rests, time signatures
instructions for using preparations
standarized tests
newspaper headlines
telephone book
manufacturers' guarantees
bank checks
schedules and timetables for train, steamship, bus, airline
business forms
want-ad columns
gas, electric, water meters
family budgets
weather charts
encyclopedias
standard dictionary
job applications
applications for licenses, permits, etc.
receipts
thermometers
music key signatures, other music notations
descriptions of scientific processes
pamphlets issued by manufacturers
scores on sports, such as baseball, football, tennis
card catalog
newspaper
charts and posters
calendar
maps
graphs and tables
questionnaires
games
election pamphlets, sample ballots
reports, minutes, summaries of club groups
constitution of clubs, etc.
government bulletins
census statistics
latitude and longitude
pamphlets of civic regulations
codes

THE STATE ADOPTIONS FOR READING

FIRST GRADE

READERS - Basic Text

Picture Stories (Readiness Book 1)
Fun with Tom and Betty (Rdg Readiness)
At Home (Pre-Primer)
Here and Near (Pre-Primer)
Here and Away (Pre-Primer)
My Little Red Story Book (Pre-Primer)
My Little Green Story Book (Pre-Primer)
My Little Blue Story Book (Pre-Primer)
Our School (Primer)
The Little White House (Primer)
Our Town
On Cherry Street

Supplementary

Come With Me (Pre-Primer)
Under the Apple Tree (Primer)
Story Wagon (Primer)
Open the Gate
I Know a Story
Story Time
Story Wagon

SECOND GRADE

READERS - Basic Text

Fields and Fences - Level 1
We Are Neighbors - Level 1
Town and Country - Level 2
Around the Corner - Level 2

Supplementary

Ranches and Rainbows
Story Train
It Happened One Day

THIRD GRADE

READERS - Basic Text

Magic Windows - Level 1
Finding New Neighbors - Level 1
Story Caravan - Level 2
Friends Far and Near - Level 2

Supplementary

Treat Shop
Story Carnival
After the Sun Sets

FOURTH GRADE

READERS - Basic Text

Believe and Make Believe
Roads to Everywhere

Supplementary

Paths to Follow
Magic Carpet
Along the Sunshine Trail

FIFTH GRADE

READERS - Basic Text

Finding the Way
Trail to Treasure

Supplementary

Frontiers to Explore
Enchanted Isles
Across the Blue Bridge

THE STATE ADOPTIONS FOR READING (Continued)

SIXTH GRADE

READERS - Basic Text

Arrivals and Departures
Wings to Adventure

Supplementary

Widening Horizons
Adventure Lands
Aboard the Story Rocket

SEVENTH GRADE

READERS - Basic Text

New Horizons - Book 1

Supplementary

Adventures for Readers - Book 1
Reading Round-Up - Book 1

EIGHTH GRADE

READERS - Basic Text

New Horizons - Book 2

Supplementary

Adventures for Readers - Book 2
Reading Round-Up - Book 2

READING TEST

1	2	3	4	5	6	7	8
A	B	C	S	E	R	T	H

9	1.0	1.1	1.2	1.3	1.4	1.5
to	see	cat	milk	red	tree	big

1.6	1.7	1.8	1.9	2.0	2.1
book	was	city	eat	him	animal

2.2	2.3	2.4	2.5	2.6	2.7
letter	then	himself	how	deep	spell

2.8	2.9	3.0	3.1	3.2	3.3
between	weather	lip	block	awake	size

3.4	3.5	3.6	3.7	3.8	3.9
aboard	felt	chin	tray	approve	cliff

4.0	4.1	4.2	4.3	4.4	4.5	4.6
stalk	split	huge	plot	quality	escape	urge

4.7	4.8	4.9	5.0	5.1
collapse	grieve	abuse	residence	quarantine

5.2	5.3	5.4	5.5	5.6
contagious	glutton	exhaust	imply	image

5.7	5.8	5.9	6.0	6.1
contemporary	theory	threshold	participate	ethics

6.2
desolate

ADMINISTERING THE TEST

A. Let the child read the words until he misses three consecutive words.

B. Go back to the last word he pronounced correctly. This will be his reading level.

AN ORAL READING TEST

For Determining Independent and
Instructional Reading Levels

CHILD'S NAME_____ DATE_____

TEACHER _____ Child's Room or Grade Placement_____

SCORE Independent Reading Level _____

Instructional Reading Level _____

No. 1 EF*

Oh, look mother.

I have two red cars.

This one is big.

Come and play with it.

For Teacher's Notations
(Have Child read from
another copy)
0-2 Independent _____
3-4 Instructional_____
5 or more Frustration____
Speed: Fast _____
Average_____
Slow_____
Very Slow_____

No. 2 HF*

We saw the sun.

It made us warm.

Now it was fun to play in the water.

The dog began to run and jump with us too.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

ES**

No. 3

The children ate their breakfast.

Then they gave the pig his breakfast.

It was fun to watch him eat. He seemed

to like it. He is eating all of it.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration____
Speed: Fast_____
Average _____
Slow_____
Very Slow_____

AN ORAL READING TEST (Continued)

No. 4 HS**

The door of the bakery opened and a little girl came out. She had a little broom in her hand. When she saw the new boy she said, "Hello, Who are you?"

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration_____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

No. 5 ET***

When the man had gone, the boys were surprised to see how many boxes he had left in their little back yard. Right away they began to pile them on top of each other. They made caves and houses. It was so much fun that lunch time came before they knew they were hungry.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration_____
Speed: Fast_____
Average_____
Slow _____
Very Slow_____

No. 6 HT***

The boys entered the building where the Horse Show was held. Only a few lights burned at this hour. A deep silence hung over the row of stalls. One or two sleepy horses looked at the boys pass by.

0-2 Independent _____
3-4 Instructional_____
5 or more Frustration____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

No. 7 ****

Three more cowboys tried their best to rope and tie a calf as quickly as Red, but none of them came within ten seconds of his time. Then came the long, thin cowboy. He was the last one to enter the contest.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

No. 8 *****

High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was already beginning to get dark.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration_____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

No. 9 ******

I was terribly afraid. I used to be so frightened of speaking in public, even just making an announcement at a class meeting, that my heart seemed to come right up into my throat. I decided to conquer that fear by taking part in public debate.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration_____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

No. 10 *******

The President of the United States was speaking. His audience comprised two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.

0-2 Independent_____
3-4 Instructional_____
5 or more Frustration_____
Speed: Fast_____
Average_____
Slow_____
Very Slow_____

LIST OF PUBLISHERS OF PERIODICALS

CHILD STUDY

Child Study Association of America
132 East 74th Street
New York 21, New York

CHILDHOOD EDUCATION

Association for Childhood Education International
1200 Fiftennth Street, NW
Washington 5, D.C.

EDUCATION

The Palmer Company
349 Lincoln Street
Hingham, Massachusetts

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Warwick and York, Inc.
Baltimore 2, Maryland

EDUCATIONAL LEADERSHIP

Association for Supervision and Curriculum Development, NEA
1201 Sixteenth Street, N.W.
Washington 6, D.C.

EDUCATIONAL TREND, THE

Arthur C. Croft Publications
100 Garfield Avenue
New London, Connecticut

ELEMENTARY ENGLISH

National Council of Teachers of English
704 South Sixth Street
Champaign, Illinois

ELEMENTARY SCHOOL JOURNAL

University of Chicago Press
5750 Ellis Avenue
Chicago 37, Illinois

ENGLISH JOURNAL

National Council of Teachers of English
1849 West 107th Street
Chicago 43, Illinois

GRADE TEACHER

Grade Teacher
Leroy Avenue
Darian, Connecticut

INSTRUCTOR, THE

F. A. Owen Publishing Company
Dansville
New York

JOURNAL OF EDUCATIONAL PSYCHOLOGY

American Psychological Association
1333 Sixteenth Street, NW
Washington 6, D.C.

JUNIOR LIBRARIES

R.R. Bowker Company
62 West 45th Street
New York 36, New York

NATIONAL ELEMENTARY PRINCIPAL

National Elementary Principal
1201 Sixteenth Street, NW
Washington 6, D.C.

List of Publishers of Periodicals (continued)

PROGRESSIVE EDUCATION

The John Dewey Society
209 Arps Hall
The Ohio State University
Columbus 10, Ohio
(These publications are out of print, but may be found in libraries).

READING TEACHER, THE

International Reading Association
5835 Kimbark Avenue
Chicago 37, Illinois

TEACHERS COLLEGE RECORD

Teachers College
Columbia University
New York, New York

DIAGNOSTIC READING INVENTORY

Student_____ Teacher _____

Birthdate_____ Grade_____ Date_____

Attitude Toward Reading_____

Social Adjustment_____

Interests:

At Home_____

At School_____

Physical and Psychological Data:

Eyes_____ Ears_____

Speech Defects_____ General Health _____

Test Scores: (Give score and date of test)

Reading_____ MA_____ IQ_____

SILENT READING CHECK LIST*

Comprehension
Recalls details_____
Recalls sequence of ideas_____
Locates central thoughts_____
Uses inferences_____

Location of information
Uses table of contents_____
Uses index_____
Uses dictionary_____
Uses encyclopedia_____
Skims_____

Physical Movements
Moves lips with sounding_____
Whispers_____
Utters low vocally_____
Reads aloud only_____
Points with finger_____
Moves head_____
Appears tense_____
Frowns_____
Squints_____
Rubs eyes_____
Hold book too close_____
Holds book too far_____

ORAL READING CHECK LIST*

Comprehension
Recalls details_____
Recalls sequence of ideas_____
Locates central thoughts_____
Uses inferences_____

Reading Habits
Reads word-by-word_____
Phrases inappropriately_____
Ignores punctuation_____
Loses place_____
Skips words or lines_____
Adds words_____
Does not try unknown words_____
Ignores word errors_____
Voice monotonous_____
Tense or nervous_____

Word Recognition Skills
Uses picture clues_____
Uses context clues_____
Uses configuration clues_____

Word Recognition Skills
Uses Phonetic Analysis_____
Initial Consonants_____
Final consonants_____
Vowels_____
Blends_____
Phonograms_____
Diagraphs_____
Dipthong_____
Uses structural analysis_____
Root words_____
Prefixes_____
Suffixes_____
Syllabication_____
Little words in big_____
Reverses letters or words_____
Confuses words _____
Omits letters or words_____

*List on the back the words asked during silent reading
*List on the back the words missed in oral reading
*Suggested Key: S - satisfactory
U - unsatisfactory

STATEMENT OF EDUCATIONAL PHILOSOPHY

Since its organization in 1863, the Fountain Valley School District has maintained classes in elementary school instruction for pupils of the district. The first school was organized by pioneer families who wanted their children in school so that they might receive instruction in those subjects which would prepare them to take their place as adults in a new community and state.

The Fountain Valley School District has long maintained a high standing in pupil achievement. Its records are among the best in the county.

No change in basic philosophy is pronounced when the board of school trustees, one hundred years after the founding of the school, sets forth in written form some of the tenets upon which the school is governed.

The Fountain Valley School District believes that public schools are established and maintained by society for the preservation of society and the furtherance of the aims of society. Since our democratic society is a heterogeneous one, there is seldom complete agreement on any of its aims, but there is strong agreement upon many of them.

The most important purposes of the Fountain Valley School District are the development, as fully as possible, of the intellectual facilities of all students, and to prepare them to make contributions to our society. These purposes demand sound instruction in the basic skills, the teaching of worthwhile subject matter and above all, earnest cultivation of reasoning and creativeness. The district believes that HUMAN TALENT IS THE GREAT INVESTMENT for the future of our Democratic Republic.

Some subordinate purposes and functions are justified. However, the Fountain Valley School District is not primarily responsible for those aspects of child growth and training traditionally assigned to the home, the church, the community and other agencies.

SPECIFIC

The Fountain Valley School District believes that maximum individual development requires:

1. Recognition of individual variabilities.
2. Acceptance of these differences as being normal.
3. Accurate diagnosis of individual pupil abilities.
4. Provisions for differences in learning rates among children.
5. Realistic standards of achievement for each child.

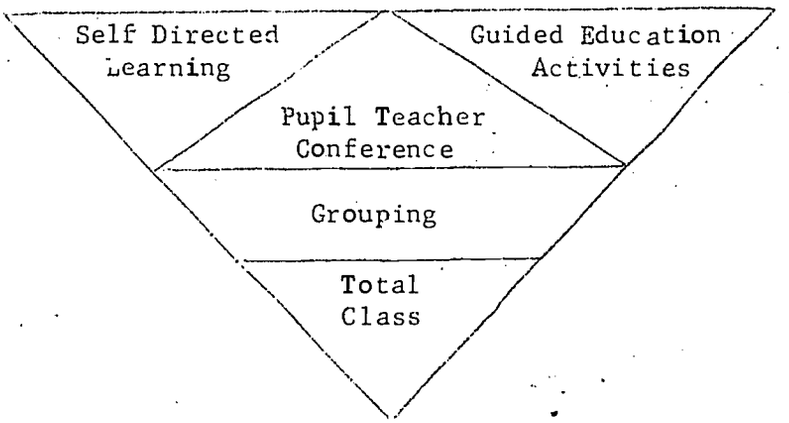
Statement of Educational Philosophy (continued)

6. Definitive and comprehensive records of achievement.
7. An educational environment for effective learning.
8. Development of responsibility and initiative on the part of pupils.

The Fountain Valley School District further believes that genetic and environmental factors cause children to vary widely in rate and process of learning and in ability to think abstractly. The Fountain Valley School District recognizes this fact and adjusts its curriculum and classroom organization accordingly, permitting maximal development of the individual pupil through:

1. Continuity of learning.
2. Small class size.
3. Curriculum Materials and Resources.
4. Comprehensive facilities.
5. Flexible grouping classroom organization.

Individualization of instruction should not be equated with individual teaching or tutoring. It is recognized that a completely personalized sequence of learning experiences is not feasible and perhaps not desirable in school. Realistic adjustment to differences within a classroom requires both small group and individual instruction be carried out.



The inverted pyramid illustrates the evolving pattern of classroom organization adopted by Fountain Valley School District schools...its purpose is to guide pupils beyond mass instruction, to the development of independent and creative learning skills.

Research and experience tell us that when a group of children is organized for individualized instruction, certain differences appear as compared to procedures which emphasize mass instruction.

1. The need for greater emphasis upon individual and small group instruction becomes more apparent.

Statement of Educational Philosophy (continued)

2. Instruction begins at many levels and is paced at a rate appropriate for each child's abilities.
3. The slow child is less often placed in the demoralizing position of slowing down the group.
4. The very bright and the very slow are generally less conspicuous because each child can more easily find his own optimum working level.
5. Pupils become more self-directed, which is so necessary for the development of independent learning.

The Fountain Valley School District has accepted, as basic to its classroom organization, the flexible grouping of pupils. This means that each class would have the span of chronological ages commonly represented by at least two grade levels. This method of ungrading is a significant factor in effectively meeting individual needs of pupils. We can, in this way, insure that teachers do not have to overcome structural obstacles which unnecessarily stand in the way of what they seek to do for children.

Research has shown that flexible grouping of pupils with emphasis upon individualized instruction promotes the following:

1. Children tend to develop better attitudes toward school, are more accepting of each other, and tend to be highly motivated in their work.
2. There is greater acceptance of pupil differences on the part of parents, pupils and educators.
3. A wider range of ages brings with it the enrichment of a wider range of experiences.
4. Each child, regardless of ability, is encouraged by successful experiences at his own level.
5. Learning is more continuous because a portion of each class may work in the same room with the same teacher for a second year.
6. The rapid learner is guided toward creative exploration and mastery of basic content beyond the level of his grade.
7. Students acquire the traits of individual initiative and responsibility.

In the accomplishment of the foregoing objectives, we believe the flexibly grouped school is designed to implement a theory of continuous pupil growth. Since the differences among children are great, and since these differences cannot be substantially reduced, school structure must facilitate continuous academic, physical, emotional and social growth of each pupil.

It shall always be the policy of the Governing Board, and their employees, to strive for constant improvement in the educational program; to achieve optimum development of the learner; to provide an efficient and effective school management consistent with proper expenditures of public funds. To these ends the Governing Board pledges itself to remain responsive to the residents of the Fountain Valley School District.

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FILMS

"Individualizing Reading Instruction in the Classroom". Two Reels, 16 MM, black and white, sound. Produced by Bureau of Publications, Teachers, College, Columbia University Press. Script material by Irene Vite, supervision by Alice Miel. Activities related to individualized reading instruction on a day near the end of May in Mrs. Vite's first grade classroom.

FILM STRIPS

The following film strips, with script available on a record, are available through the California Association for Childhood Education by ordering from Mrs. Sayde Lewis, 1755 Bel Air Avenue, San Jose 26, California:

"A Good Day in First Grade"
"A Good Day in Fourth Grade"
"A Good Day in Sixth Grade"