DOCUMENT RESUME

ED 098 522   CS 001 441

TITLE   Reading Centres in Secondary Schools--A Guide;
                Contact 2.
INSTITUTION   South Australia Education Dept., Adelaide.
PUB DATE   Jul 73
NOTE   36p.

EDRS PRICE   MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS   Motivation; Program Guides; *Reading Centers;
                *Reading Diagnosis; *Reading Programs; *Reading
                Tests; Secondary Education; *Teaching Methods

ABSTRACT
                In this guide, the various factors necessary in a
secondary level reading center are discussed in two sections.
"Testing and Diagnosis" explores group screening tests, reading
tests, student selection, diagnostic testing, the basic skills list,
the Informal Reading Inventory, and posttesting. "Methods and
Motivation" covers student motivation, teaching methods, physical
atmosphere, timetables both within the school and within the center,
the program basis (including decoding and comprehension difficulties
and survival skills), individualized instruction, additional teaching
suggestions, and evaluation. Eight appendixes consist of basic
resources, "The Basic Skills Check List," "The Informal Reading
Inventory" (including a copy of the test), "The Individual Record
Sheet," "Public Relations in Preparing for the Program," a
bibliography, an example of a teacher program, and an explanation of
Silent Sustained Reading. (JM)

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"READING CENTRES IN SECONDARY SCHOOLS -

A GUIDE"

CONTACT 2

July, 1973

Education Department
Adelaide
South Australia

TESTING AND DIAGNOSIS

In setting up a reading program, it is necessary to have a well-organised testing procedure.

The steps suggested are:
- (a) Screen testing
- (b) Selection of students
- (c) Diagnosis of specific problems of this selected group. Remediation (this is looked at under "Methods and Motivation")
- (d) Post Testing

(a) Screen Testing

This is a procedure by which the teacher can discover an approximate overall picture of reading abilities within a school, year or sub-group, and pinpoint those students who probably need remediation. It is a starting point for assessing the range of reading ages within the school and can supply all of the staff with information which is vital for selection of texts, materials and teaching methods appropriate to a given group, in any subject area.

Which tests?

It will be necessary to use a group test because time will not permit the use of individual screen tests for an entire school population. The best group screening tests are the GAP Reading Comprehension and GAPADOL Reading Comprehension Tests, prepared by J. McLeod and J. Anderson, published by Heinemann Educational Australia Pty. Ltd., River House, 24 River Street, South Yarra, Vic. 3141. (We recommend them reluctantly, because although they will do a rough job of screening for poor readers, they have proved unreliable in an average population.)

A kit contains 25 tests of each of two forms, plus a teacher's manual (Cost of pack is $5.00). They may be obtained direct from Heinemann, or through the usual book stores. Standard Book Supply carry stock.

The GAP test measures reading ages from 7.3 to 12.6. It is published in two parallel forms, B (Blue) and R (Red), which allow for screen testing at the beginning of the program, and post testing at the end of the year. A disadvantage of the GAP test is that it does not allow for upward mobility - the discovery of marked improvement during a program, or the initial awareness of reading abilities beyond a 12 year and 6 month limit. However, it is more sensitive in the lower ranges than GAPADOL.

The GAPADOL test measures adolescent students from Reading Ages 7.3 through to 16.10, although it has proved to be insensitive below an R.A. of 10.5. It is also published in two forms, G (Green) and Y (Yellow), and is therefore convenient for pre and post-testing.

Both tests use the Cloze Technique (fill in the blanks from contextual clues) in a series of short passages. They can be administered by a class teacher (following precisely the instructions given in the manual) during a 45 minute period, and are easily marked. A table is provided to allow for easy conversion of scores into reading ages.

Other sources of useful screening information

In addition to information from screening tests, you may select your students by a teacher referral system. Generally, teachers are aware of students who are not functioning in class, although they may not be sure of how to evaluate the student's reading ability.

The scores from S.S.C. English and Otis I.Q. tests may be an indication of a student's reading ability. A low I.Q. score is not necessarily an indication of low intelligence, but may be an indication of a reading problem, while an S.S.C. English score of -1.5 or less should be investigated.

(b) ## How to select your students

After the preliminary information has been gathered, decide which students to test diagnostically.

We suggest:

(1) Don't attempt to work with more students than you will have time to help

(2) Begin with first year students where motivation is easier.

(3) Don't attempt to begin a program unless at least half of your teaching time can be devoted to it, and unless you have a permanent room or area.

(4) Have no more than five students in each group.

(5) Groups should remain constant and be taught at least three times a week.

(6) Make your first year a success. Beginning with very poor readers (below R.A. 8) will require one to one teaching. Progress may even then be slight. Initially it will be more realistic to work with students slightly below the level of functional literacy.

(c) ## Diagnostic Testing

You will need a group or individual diagnostic test(s) that focus on the decoding or comprehension skills that require further instruction.

The Basic Skills Check List (see Appendix B) is a useful 5 minute test to isolate a few of a student's decoding weaknesses. If a student has an R.A. of 9.5-10.5 or less, he is below what is referred to as functional literacy and lacks many or most specific decoding skills. This means in practice that he is so unable to cope with unfamiliar words that general survival skills, such as

reading telephone directories, road maps, street directories etc. are beyond him and he will not be able to function as a competent adult in our world (see Developmental Reading Handbook pp. 12-13 and pp. 47-49). For such a student, the Basic Skills Check List is essential. However, beginning reading teachers are urged to administer this test to all students being diagnosed as much valuable information can be gained from it.

Basic Skills List

Consists of single letters and nonsense words presented in isolation. Nonsense words are used to ensure that you are testing the student's decoding rather than his sight word vocabulary (see Developmental Reading Handbook p.11). This test gives information about AREAS of weakness, but is not a complete check of these areas. For example, only one or two of the long vowel sounds are presented, rather than all of the vowel sounds possible. If a student is able to read all of those presented, it is likely that he has mastered the others in that area. If, on the other hand, he has difficulty with those presented, you will want to test him with a complete checklist. An essential reference book "Phonics in Proper Perspective" - Heilman, Arthur W. (See Bibliography - Appendix F) will provide information on such a list.

The skills are presented in the following order: (but mastery of these skills is not necessarily sequential)

(1)   Knowledge of letter names
(2)   Knowledge of letter sounds (consonants)
(3)   Long vowel sounds
(4)   Short vowel sounds
(5)   Blending - the ability to integrate sounds
              - a simple consonant-vowel-consonant
              - a complex syllable integration
(6)   Consonant Diagraphs - combinations that make one sound,
                   ch, sh etc.
(7)   Sight words - irregular phonic units
                    - regular phonic units which occur frequently
(8)   Prefixes - common beginnings of words
(9)   Suffixes - common word endings
(10)   Syllabication rules - every syllable has a vowel sound
                    - divide between double consonants
                    - affixes form a separate syllable
                    - words ending in a consonant + le
                      usually have consonant to begin
                      the last syllable
(11)   Compound words
(12)   Phonic spelling of short vowels
(13)   Phonic spelling of long vowels
(14)   Write the alphabet

The Informal Reading Inventory (I.R.I.)

Further information on the student's reading is necessary.
We need to know

(1) His instructional reading levels
(2) The Hierarchial comprehension skills.
(3) Speed (oral and silent)
(4) Word attack in context
(5) Emotional response to reading

We suggest an I.R.I. as a means of obtaining this information.
The I.R.I. is a series of graded reading passages labelled as
levels 1, 2 ... 8, with each level corresponding to a grade in
reading difficulty, and yet with a content interest relevant to
secondary students. "The technique is an informal one in that
specific methods are not standardised, and no norms have been
established for performance to be compared with what other
students can do. Instead, evaluations are made in terms of
absolute standards. A child's performance is judged against
virtual perfection, rather than compared with what the majority
of children might do if given the same job." ("The Reading
Curriculum" - Melnik and Merritt, University of London Press,
p.468.)

The student reads the passages orally or silently and answers
a series of comprehension questions on each passage. The answers
are recorded exactly and the time for reading (silent and oral)
is noted.

One experimental form of an I.R.I. and information about scor-
ing and interpretation is included as Appendix C.

Why use an I.R.I.?

The teacher needs to know the student's independent level
(the highest book level at which the student is totally at
ease, his comprehension excellent, his reading fluent); the
instructional level(s) at which a student needs and can profit
from instruction; and his frustration level (the lowest book
level from which a student cannot be expected to learn, even with
instruction. Work at this level should be avoided.)

A Problem

One of the disadvantages of I.R.I. testing is that each, from
administration to evaluation, takes between 45 and 60 minutes.
You may find yourself unable to devote this much time to individual
diagnosis, although we recommend that the beginning reading teacher
work with few enough students initially, to be able to administer
an I.R.I. to each student.

(d) ## Post Testing

Use the alternative form of the original screen test to
evaluate a student's progress during the year, plus evaluation
of progress by subject, class and reading teachers.

METHODS AND MOTIVATION

Motivation:

It is difficult to separate the process of motivation from the methods used in the program. Motivation is a function of

(1)   the methods used and activities offered
(2)   the arrangement of the room and facilities therein
(3)   the attitude of the teacher to the student and his program
(4)   the quality of the relationships developed
(5)   the opportunities provided for success
(6)   the attitude of school staff, parents and students to the program

Initially, students may be motivated to attend the centre if, during the individual diagnostic testing, the teacher makes positive contact and offers help (quite often students are willing to admit that reading is a long standing problem; don't persist if the student appears reluctant). He will probably have a very negative self concept. A positive, warm interview during diagnosis will start the program well; a teacher's enthusiasm for the program will carry it on. If the child feels free xpress himself, feels secure with the teacher and is giv   ense of achievement, then he will be, naturally enough, encouraged to learn at his best. There is a point in letting students show what they are good at.

Methods:

Before starting the reading program, the teacher must decide upon its general orientation, and then look at the needs of each child, in terms of what problems diagnostic testing revealed, and what survival skills are needed by that particular student.

Example A - (Student C.A. 11.6, R.A. 8.3, 1st year)
His most urgent needs are for phonic and word attack skills. (1½ to 2 years will probably be necessary to successfully remediate this student.)

Example B - (Student C.A. 14.6, R.A. 8.3, 3rd year)
He will leave school in 6 months and needs less phonics and more practical survival skills, such as reading train/bus timetables, signs, road maps, telephone directories, income tax forms etc., and to survive in the classroom, dictionary skills, spelling, help with novels etc. at appropriate reading level.

Teachers' approaches will vary but we suggest that every remedial reading program will include the following elements:

(1)   Phonics (sound/symbol relationships)
(2)   Spelling by sounds
(3)   Sight word vocabulary
(4)   Writing
(5)   Reading stimulating books (within his reading age)

(6) Survival skills (see p. 9)
(7) Comprehension skills (direct instruction)
(8) Language enrichment activities (plays, films etc.)

Physical Atmosphere

Having decided upon the general orientation and specific areas of need for each student, the reading teacher then needs to work on the organisation of the room and the timetabling for the centre (within both the school, and the centre itself).

The physical appearance and organisation of the room used for reading will do a lot to communicate that this is a pleasant place to be and that this place is free from the pressures that make most classrooms a living hell for the non-achieving student. You will need to arrange the room informally and pleasantly, and to make it as unlike a traditional classroom as possible. Cushions, carpets, comfortable chairs, trapezoidal tables, an aquarium, animals and many books, magazines, comics displayed temptingly on spinners or shelves (not a row of spines as in a library) will help to create an atmosphere of warmth and informality.

Normally, you will be offering several activities simultaneously, so you will need to think of your room as a mini-open space unit with areas set aside for the full range of activities offered. If you want students to read informally, you could do with cushions on a carpet next to the display of books (spinners and bookshelves are mobile); if you decide to use typewriters for the improvement of co-ordination and spelling and as a motivational device, you will need an area with tables and chairs of correct height, and where other furniture can provide a sound buffer; if you plan to hold individual conferences you will need a space which is private and yet accessible. You will want to arrange the physical plant to meet the needs of your school and the students you will see. We refer you to Contact I, 1973, for descriptions of various reading centres already in operation.

Timetabling

Having selected a group of students who have special needs, and planned a line of approach, you must consider several factors very carefully:

(1) Should you timetable students into a program regardless of their wishes or the wishes of their parents?

(2) When timetabling has been taken into account, with how many can you effectively cope?

(3) Have you done enough initial P.R. work to begin a program, knowing that the staff are behind you? (See Appendix E for suggested line of attack.)

An example of a teacher program is included as Appendix G.

Within the school timetable

Only after you have contemplated all of these factors should you finalise your student numbers and begin the task of time-tabling your group.

For an effective program to develop, a student should be seen in the reading centre at least 3 times per week, and ideally, on a daily basis. The sessions should be of at least 30 minutes duration from the actual time of arrival, until the time for departure. If the overall timetable does not allow for such flexibility, you have the important task of convincing the student and subject teachers that his time is better spent in the reading centre and that one lesson from each of a number of subjects could profitably be made available for the program.

To help communicate the student's timetable, when it is finally agreed upon, and to involve students in the process, a timetable form to be signed by the class and subject teacher can be a useful aid. Frequent progress reports or conferences between the reading centre teacher and teachers in subject areas are a necessary link in the chain of P.R.

Timetabling within the centre

A combination of total group (5 students), sub-group and individual work forms the basis of most programs. One or two total group instruction sessions per week are worthwhile to develop group unity, and to cover areas of instructional needs which are common to all students. It seems most effective to keep these sessions shorter than 10 minutes, because attention spans are short, and listening skills under-developed, and provide a wide degree of diversity within each period of contact.

An example - about 7 minutes instruction about dictionary skills might be followed with a competition involving a cross word puzzle with dictionary references, or finding words in a dictionary, alphabetising games etc.

More motivation and variety is possible where short quiet exercises are interspersed with more stimulating activities. One such quiet exercise, vital to every session in the reading centre, is a period of Silent Sustained Reading, in which a student practises reading at his independent level for increasing periods of time. (See Appendix H for further discussion)

Within the reading centre it may be useful to group two or more students according to specific skill areas, year levels, instructional reading levels, reading age or even on the basis of a friendship. Using peer group interests can be a most useful form of motivation, both in an academic and social sense, particularly if it can help overcome an initial reluctance at the whole idea of a reading session.

With some student groups, particularly if they are all at a first year level, election of group captains who are responsible for group behaviour, and/or room monitors who can make sure that

all materials have been put away at the end of the lesson, can be a useful motivational tool.

To facilitate the movement of students within a room, the use of student schedules, folders, a master plan board or group plan may be helpful.

The Basis of a Program

Once you have tested your student, organised your grouping, completed your diagnoses and developed your centre, the most difficult problems still remain.

It might be useful to consider the three skill areas with which you will be concerned, and the sources of accessible information available to you, the teacher. To delineate three areas such as - decoding, comprehension, and survival skills, is to be simplistic, for they merge and overlap, but for the purposes of this exercise, it may be helpful.

Decoding Difficulties:

For specific help with decoding difficulties we refer you to the table of contents in "Locating and Correcting Reading Difficulties", Eldon E. Ekwall (See Appendix F), and "Phonics in Proper Perspective", Arthur Heilman. The skills guide in "Readers Digest Reading Skills Practice Pads" and "Cracking the Code" (S.R.A.) might be useful in a few situations.

If a student does not know consonant sounds, you may refer to chapter 12 of Ekwall for a discussion of the problem, some recommended learning activities and games to help with the motivation. Remember that the student must be taught the skills which he does not know, but skill drills alone are not enough to ensure that he will become a reader. The final test is not only that he can read books, but that he does.

Comprehension Difficulties:

Once your student has gained sufficient decoding skills and you have placed the student in his book level as a result of your I.R.I. testing, it is likely that you will discover that he does not understand what he reads. As with decoding skills, some comprehension skills must be taught. Most available work sheet material merely tests whether he understands, but does no teaching. See Ekwall chapters 17, 18, 19 for a discussion of this skill area.

As the student becomes more comfortable reading books and practises reading _daily_ at his independence level, his ability to think about and remember what he has read will develop. _Do not assume that the student will read at home_; you must provide practice time in the reading centre.

Survival Skills

The following will be necessary if the student is to survive in a secondary school.

The focus for this area of reading skills is the purposeful reading for retention of information, as opposed to reading for enjoyment. Both are equally important facets of a reading program.

The following list of survival skills should be considered. It is not arranged in any order of priorities:

- following directions
- dictionary skills
- getting to know the parts of a book, glossary, index, synopsis, maps etc.
- using encyclopaedia, maps
- library skills
- developing a flexible reading rate dependent on the type of book, and the purpose in reading it
- how to study (SQ3R method)
- listening skills

Following directions and dictionary skills may be among the first skills to be taught in the reading centre. We refer you to Ekwall and the Skill Guide of Readers Digest Advanced Reading Skill Practice Pads for discussion and ideas on approaches to these skills. The student workbook of S.R.A. Kit IIIB has an excellent discussion on how to teach SQ3R study methods.

Individualised Instruction:

The very nature of remediation lends itself to some individualised instruction, allowing the student to work at his own pace on his areas of weakness. The diagnostic information you have will tell you precisely what he needs to do.

You may prefer to organise by contract teaching. In a conference with you while other students are working on assigned material, the student may make a contract with you to do a specific amount of work in a specific period of time. Short term contracts of one week allow the student positive feed-back on goals reached and build a progression in his mind of what he is learning. Small steps he has accomplished will convince him that he is becoming an achiever! Be sure to contract enough to keep him busy but not more than he can successfully complete in the time allowed. Don't be discouraged if the student finds it difficult to accept responsibility for his own learning initially - he's probably never had an opportunity to try before!

A good way to begin contracting is to allow the student to begin working in an area where he feels he needs help (hand-writing?) or you may prescribe work for him. Allotting some time for self-selection when his contract is completed will motivate him to finish on time (Friday is "free day" if contract is finished) and will begin building a responsible self image.

A brief conference with each student weekly allows him "special" and uninterrupted time with you in which you discover how he is progressing, i.e. what book is he reading? Is it the same one he was reading last week? What difficulties or successes (always mention the successes) is he having with assignments and contracts? By developing an adroit questioning technique you can discover the student's comprehension level in his book and prescribe for weaknesses. Individualised teacher-made activity cards geared to interest and developed in success-assured steps are useful.
    Covered in plastic, these cards can be reused and an activity card file built for future use. Self-correction (answers available upon completion on the back of the job card) enables the student to get immediate reinforcement or re-learning.

A Few Final Considerations:

The following are suggestions which will, hopefully, aid the teacher in being successful with any of the above programs. The most basic assumption of any reading program must be that nothing succeeds like success. The student must not be allowed to fail in his reading. To aid the teacher in this task the following suggestions are offered.

1. Know that every student who walks into a reading centre can learn to read. Let the student know you expect him to learn.

2. Each task segment, or activity should be no longer than 10-15 minutes. Remedial work is very intense.

3. Pace - keep ahead of the student - shift to a new task while he is still going well on the old task. Have more than he can do in case you go more quickly than expected.

4. Always attempt to finish a lesson on a successful note. Leave them smiling.

5. Allow for "off days".

6. Arrange tasks so that one leads to another and something learned in one area is used in another. Example: phonic elements are spelled and used in a story or on the typewriter.

7. Tape yourself at work in the classroom - check to see how many positive things you say to each student. Negatives have little value in the reading centre.

8. Learn to read your student. Become familiar with his classroom habits, body posture and small gestures which indicate that he is getting tired or upset.

9. Find out what he likes and will work for. This means finding his brand of "carrot" and learning how far he will stretch to get it.

10. <u>Evaluation</u> - Grades have no relevance in a reading centre. The only valid criteria are:

- the continued voluntary attendance of the students
- students reading books
- evidence of trensfer of success to activities outside of the reading centre - comments from parents and teachers.
- post testing results at the end of a year (see Diagnosis and Testing section)

The temptation to assess or send home grades for such a program would be fatal.

11. Set a goal for the week, hopefully to include some work in phonics, some in writing and some in reading.

12. Begin your program with those who are willing to work. Draw in reluctants later on.

Above all, have realistic expectations of your program. Your students will have had such a history of failure and disinterest that you cannot expect total immediate success. What you will enjoy is the experience of getting close to students and seeing small signs of students, who have been underachievers, having success and discovering a new aspect of themselves.

Try to make contact with other reading teachers. Discussions with them will help to put failures and problems in perspective and to spark off fresh thought about how to improve your programs.

If you strike problems, don't throw your program away; be flexible but retain continuity and be prepared to work through a few bad periods. With some input from other reading teachers, from your own reading about the topic and support from the staff of your own school you will be able to treat problems as an indication of the need for change and not as the end of the world.

APPENDIX A - BASIC RESOURCES

Teachers with experience in reading centres suggest the following materials could be useful for centres, depending on the size of the room and the existing school problem -

Furniture

(a) trapezoidal tables, chairs - available on furniture requisition

(b) a filing cabinet - furniture requisition

(c) magazine racks - furniture requisition

(d) display/pin boards

(e) book display stands (spinners) - available from

   (i) Miss Pegi Williams,
      E.S. Wigg & Sons,
      65 Grenfell Street,
      Adelaide.

       or

   (ii) T.A. Cronin & Sons,
      63 Magill Road,
      St. Peters.

Prices range from $7.20 to $50.00 depending on the type of unit required.

(f) second hand lounge chairs for silent reading area.

(g) cushions

Books

(a) "Trend".   25 titles currently available from Cheshire at $1.00 per book. Four more titles are to be published later this year. A teachers handbook is also available.

(b) "Bowmar Incentive Reading programme". There are 18 books in the series ($3.95 each) and two picture dictionaries. The books are expensive but popular.

(c) "Patchwork Paperbacks".   There are 6 books in the series at $1.00 per book. Publishers are Cassell.

(d) "Tin Tin Adventure series".   These are comic books published by Hicks Smith, 225 Swan Street, Richmond, Victoria. The hard cover books cost approximately $2.20 - some paperbacks are available for less than $1.00. There are 18 books in the series.

(e) "Topliners".   36 in the series at $0.90 per book. Published by Macmillan. Excellent for reluctant readers but too advanced for dependent readers.

APPENDIX A (Contd.)

<u>Other Books that could be useful.</u>

(f) "Carousel Series". At least 30 paperbacks in the series rang-
ing in price from $0.65 to $0.95.

(g) "American Readers Digest Series". Paper back books. Published
by the Readers Digest Assoc., 86 Stanley Street, East Sydney,
N.S.W. 2010.

(h) "Scholastic" Books. (Selected by reading level, not as a kit).
Available from H.J. Ashton & Co., C/- Mr. Haslam, 10 William
Street, Hawthorn. Reading ages are indicated for books.

(i) "Man in Motion Series". Four in Series - Wheels, Wings, Waves,
Winter. These books (best for reluctant readers) cost approx.
$3.00 each and are published by McGraw Hill. They have a
magazine format.

(j) "Charlie Brown" and "Peanuts" cartoon collections.

(k) <u>Magazines and Comics</u>

Motor, Outdoors, Boating, Electronics, Fashion etc. These are
valuable added materials and generate student interest.

(l) Dictionaries, Atlases, Telephone Directories, Thesaurus
Road Directories.

(m) <u>Skill Practice Sheets</u>

"Basic Skills Workbook" (Scott Foresman), "Readers Digest Skill
Practice Pads" 1-3 plus the Advanced Pad, "Phonic Drill Sheets"
(Hegge, Kirk and Kirk).

(n) "Be a Better Reader Series". Nila Banton Smith - 16 books,
approx. $50. (Standard Books).

(o) "In Other Words" - a junior Thesaurus - Vol. 2. H.J. Ashton.
Approx. $4.90.

(p) <u>Games</u>

"Shake-words" (Dominie) $1.25
"Phonic Rummy" 5 games in the series, approx. $2 per set
(Dominie)
"Tutor Systems" (J. Swaab & Co., 209 Belair Road, Torrens Park)
Books 65¢ each, boards $3 each.
"Scrabble" $5 approx.
"Anagrams" game - adapt rules to suit needs of class, approx.
$4.25

(q) Dr. Seuss Books - available readily. $2 approx.

<u>Other Materials</u>

(a) Typewriters - limited numbers of used typewriters are available
from Mrs. Kay, Commerce Inspector. Servicing of these is a
responsibility of the school.

(b) Cassette recorders - one fairly sophisticated recorder for taping and a number of smaller cassette recorders (plus cassettes) for individual student use.

(c) Two channel listening post or an audio master - enables a number of students to listen to a pre-recorded program without disturbing other students. Prices for such units vary from $7.00 to in excess of $100.00, depending on type required. Head sets will be needed.

(d) Language Master - available from 16 MM and other companies. Prices vary from $120.00 to $199.00.

(e) Scholastic Scope transparencies and duplicating masters. Available from H.J. Ashton & Co. There are 8 booklets in all. Books 1-5 at $4.50, and 6, 7 and 8 at $9.00.

(f) Distar II Recycling Book. S.R.A. Rep. (3 months wait) $20.

(g) Overhead projector and screen.

N.B. Not all the equipment listed above may be necessary or suitable for every situation. Many more books are available - only the ones found most useful are listed here.

An English requisitions list will again be circulated to schools in 1973. Remedial reading material (including some of the books listed) will have a high priority.

APPENDIX B - "THE BASIC SKILLS CHECK LIST"

(a) The Student's Copy

                              (Space for student name)   (date)

1. b f g k m p r t c v h w s x j g y d z l n

2. b f g k m p r t c v h w s x j g y d z l n

3. nate   cebe   faip   moag

4. sab   gik   nud   bef   nog

5. stog   flog   blog   drog   strog   smog   spog

6. mong   phop   chop   thop   whop   shop

7. what   that   in   the   there   was
    found   right   would   don't

8. mot
    unmot   immot   remot   demot   exmot   transmot
    amot   admot

9. bog
    boged   boging   bogest   bogly   boget
    bogness   bogtion   bogsion

10. presemtur   pammurly   moatle
    obtenfab   lemorative

11. basketmeat   broomfeather   headmouse

12. _____

13. _____

14. _____

    _____

APPENDIX B (contd.)

(b) <u>Teacher's Record Form</u> - it is recommended that a tape recorder
be used in administering the test.

<u>Knowledge of letter names</u>

1. *What are the names of these letters?*

b f g k m p r t c v h w s x j g y d z l n

<u>Knowledge of letter sounds</u> (consonants)

2. *Give the sound which each of these letters make.*

b f g k m p r t c v h w s x j g y d z l n

<u>Long vowel sounds</u>

3. *Read the following words. They do not make real words.*

nate   cebe   faip   moag

<u>Short vowel sounds</u>

4. *The following words do ~ot make sense. Read them as you
would normal words:*

sab   gik   nud   bef   nog

<u>Blending - the ability to integrate sounds</u>

5. *Read the following:*

stop   flog   blog   drog   strog   smog   spog

<u>Diagraphs - combinations of letters that make one sound</u>

6. *Read the following nonsense words:*

mong   phop   chop   thop   whop   shop

<u>Sight words</u>

7. *Read the following words:*

what   that   in   the   there   was
found   right   would   don't

<u>Prefixes</u>

8. *This is "mot" - teach "mot". Now read the following
words:*

unmot   immot   remot   demot   exmot   transmot
amot   admot

Suffixes

9. *Teach "bog" - this is "bog" - now read the words below which begin with bog:*

   boged   boging   bogest   bogly   boget
   bogness   bogtion   bogsion

Syllabication

10. *Indicate by marking where you would divide the following words:*

    presemtur   pammurly   moatle   obtenfab   lemorative

Compound Words

11. *Indicate by marking where you divide the following words:*

    basketmeat   broomfeather   headmouse

Spelling by sound - short vowels

12. *Write these words as best you can.*

    bif   suf   cag   jot

Spelling by sound - long vowels

13. *Write these words as best you can.*

    deet   rife

Alphabet

14. *Write the alphabet.*

APPENDIX C - "The Informal Reading Inventory"

A copy of an I.R.I. is included in this appendix, but as this
is not a standardised test, this example is intended only to
introduce the reader to the ideas involved, and is in fact not yet
evolved in its final form. You are free to use the examples, but
are urged to improve upon them as you become more experienced and
can see ways of doing so.

References made to the I.R.I. by Ruth Strang in "The Reading
Curriculum" edited by Amelia Melnick and John Merritt will give
further discussion and advice on the construction of such tests.

(a) How to administer:

Two copies of the I.R.I., one for the student (often
backed with cardboard and plastic covered) and a more
detailed one for the examiner, will be needed. In the
examples which follow, only examiner's copies have been
included but a dotted line indicates the point at which the
student's copy finishes.

The student is asked to read a passage orally, usually
beginning two years below his Gapadol reading age.
Each deviation from completely fluent reading is marked
according to the code which has been included later in this
Appendix, and comes from "Locating and Correcting Reading
Difficulties" Eldon E. Ekwall.

In addition, his reading speed is noted on the examiner's
copy. It is suggested that you tape record the reading for
replay, to ensure accurate marking.

Then the student is asked the comprehension questions and
his exact response is recorded. It is useful to observe the
student for signs of nervousness and/or frustration while
administering the test. If a student is struggling through
the first half of a passage after 30 seconds, you may assume
that he is at frustration level. If he exhibits symptoms of
tension (twisting hands, facial contortions, etc.) after the
first passage, or if he is making one error in every ten words,
assume frustration.

You might ask the student to read every other passage
silently, then record his speed time which will also give you
a guide to his reading level, and check the speed guide given
in this appendix.

Continue administering the passages in order of difficulty
until the student reaches frustration level (one error in ten
words) or until he is able to answer only 50% of the compre-
hension questions.

<u>READING INVENTORY</u> - <u>ORAL</u>   Date:_____

<u>LEVEL 1</u>   Adapted from 'Cold at Five' by Saud Morgan. Trend Books.
F.W. Cheshire Pub. Pty. Ltd., Melbourne.   124 words.

"Hey, look at that kid! That's no way to kick a
football!"

Rick is standing by the living room window. He can see
some boys kicking a football around in the street. One
boy grabs the ball. He turns and kicks it. Rick grins.
"That ball won't go far," he says. The boys run to get
the ball. Rick is still looking at them. He is thinking.
He needs new footy boots. His old ones are too small now.
"You don't need footy boots when you're just kicking a
ball around in the street," Rick thinks. But when you
play for a club you've got to have footy boots. Good ones,
too. If I don't get those boots I'll be out of the club.

Time:_____ Sec:_____

1. What is Rick thinking about?_____

2. What does <u>club</u> mean in this story?_____

3. Rick sees a boy grab the ball. What is the next thing the boy does?
_____

4. Is he older or younger than the players in the street?_____

5. Point to the place in the story that tells why the boy thinks he
needs new footy boots_____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6	Inversion	
	Total Errors	

COMPREHENSION ERRORS		
1.	Recall of Main idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition_____	(98-100%)	_____ (94-97%)	_____ (0.90%)
Comprehension_____	(90-100%)	_____ (72-90%)	_____ (0-50%)

Notes:_____

LEVEL 2   Adapted from "some Trannie That" by Lawrie Seawell.
Trend Books.   113 words.

    I opened my eyes and turned over in bed and yawned.
My bedroom window was open. I could feel the sun hot on
my face. I felt warm and sleepy. I turned over on to
my side and shut my eyes again. You see, it was Saturday
so I knew I could stay in bed for a while. I was just
dropping off to sleep when someone opened my bedroom
door. I pulled the sheet over my face. "Get out!",
I mumbled. "I'm asleep."

    Someone laughed and grabbed the sheet and pulled it.
I pulled the sheet too, keeping it over my face. "Get
out", I shouted. "It's Saturday. I'm not getting up yet."

Time:_____Sec:_____

1. What is this story about?_____

2. What does it mean to <u>mumble</u>?_____

3. What did the person in the story do after he woke up and remembered
    it was Saturday?_____

4. What was the person trying to do who opened the door?_____

5. Point to the words in the story that tell how the boy felt when he
    woke up_____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total errors	

COMPREHENSION ERRORS		
1.	Recall of Main idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition	_____ (98-100%)	_____ (94-97%)	_____ (0-90%)
Comprehension	_____ (90-100%)	_____ (72-90%)	_____ (0-50%)

Notes:_____

_____

21.

LEVEL 3   Adapted from "Cry on a Foggy Night" by Tony Scanlon.
Trend Books.   130 words.

     A couple of tough-looking kids were standing at the
door when I finally arrived, panting. I pushed past
them and ran down the steps. You go down a couple of
steps into this big crumby-looking room. The whole place
looks as if it could do with a good scrubbing.

     Marjie was sitting in the corner by the coffee
machine. Boy, she looked really pleased to see me. A
small bunch of hoods were standing beside her. "Come
on, bird," one of them was saying. "I bet you can dance
real good. The boys won't like it if you don't dance
with me." He grinned back over his shoulder at his
mates. He looked a real nasty type. You know - hair
greased down all over the place, and his jeans were skin-
tight.

- -

Time:_____ Sec:_____

1. What was happening in this story?_____

2. What is a <u>hood</u> in this story?_____

3. The person telling the story finally arrived. What did he do then?

4. Why was Marjie glad to see the person who is telling the story?_____

5. Point to the word one of the hoods called Marjie_____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total errors	

COMPREHENSION ERRORS		
1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition	(98-100%)	(94-97%)	(0-90%)
Comprehension	(90-100%)	(72-90%)	(0-70%)

Notes:_____

_____

<u>LEVEL 4</u>   Adapted from 'Coffee at Charlie's' by Bettina Bird.
Trend Books. 145 words.

Rain was falling from a black sky. The wind was howl-
ing around the tall buildings and over the small broken-
down houses that crowded each side of Bell Street. The
street lights made yellow pools on the wet footpaths.
Suddenly the door of one of the houses flew open. A boy
came racing out on to the street. A man stood in the
light of the open doorway. "Get out, or I'll belt the day-
lights out of you!" And the boy ran across the road and
down the street without once looking back. Then the door
banged shut, and the only sounds in the street were the
boy's running footsteps and the howling wind. The boy
ran on until he came to the big block of flats on the
corner of Bell Street. His eyes were cold and hard as he
locked back at his home.

Time:_____ Sec:_____

1. Think of a title that would let someone know just what this story is

   about _____

2. What did the man mean by "belt" when he said, "Get out or I'll <u>belt</u> you?"

   _____

3. List 2 things the boy did after he ran out the door_____

   _____

4. Were the man and the boy related?_____

5. Point to the words that describe how the houses on Bell Street

   looked _____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS		
1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition	(98-100%)	(94-97%)	(0-90%)
Comprehension	(90-100%)	(72-90%)	(0-90%)

Notes: _____

_____

LEVEL 5   Adapted from 'Snow at Tataru' by Talbot Crameri. Trend
Books.   116 words.

The gang talked in low voices. It would not do for any-
one to overhear their plans. This was their secret and no
one else must know about it. And Gary, shining-eyed, quiet-
ly gave orders which would be carried out in the middle of
the night.

As they talked, the excitement in their faces grew.
"Now remember what I've told you," said Gary, leaning
closer to Malcolm and Mark. "We don't want anything to go
wrong, do we?"   The boys' faces flushed and their eyes were
sparkling brightly - but they did not know what lay ahead.

Perhaps Gary would not have sounded quite so eager if
he had known what the night held in store for him!

Time:_____ Sec:_____

1. What were the boys in the story doing?_____

2. What other word could you use in this sentence: "The boys' faces were
    flushed?_____

3. List the names of the three boys as they appear in the story

    _____

4. Did things work out as they were planned?_____

5. Point to the place that tells when Gary's orders would be carried out

    _____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS		
1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition	(98-100%)	(94-97%)	(0-90%)
Comprehension	(90-100%)	(72-90%)	(0-50%)

Notes:_____

_____

LEVEL 6   Adapted from 'Nordy Bank' by Sheena Porter.   139 words

I was sitting immediately behind him. Then, almost before I knew what was happening, my right hand picked up one of those big corner-stones from the hearth and swung it up into the air, above his head. It would have killed him. I knew it was going to.

Of course it was my hand, on the end of my arm, but it didn't seem to belong to me at all. It was doing what somebody else wanted it to, and not me. It was a most peculiar feeling, but I wasn't at all frightened - I was just angry. I grabbed the stone with my left hand and threw it hard down the bank, and then Griff woke up. He came and tucked his head under my arm; you know how dogs do, when they are feeling very affectionate.

Time:_____ Sec:_____

1. Tell in one sentence what this story is about_____

_____

2. What kind of feeling is a <u>peculiar</u> feeling:_____

3. What happened just before Griff woke up?_____

_____

4. At whom was the stone going to be thrown?_____

5. Find the word in the story that tells which hand was used to throw

   the stone down_____

DECODING ERRORS

1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS

1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition	(98-100%)	(94-97%)	(0-90%)
Comprehension	(90-100%)	(72-9 %)	(0-50%

Notes:_____

_____

LEVEL 7   Adapted from 'Elephant Bill' by J.H. Williams
            136 words

       I have sat up with several elephants throughout the
night, purely to find out when they did sleep, and for
how long. The time is never the same, but it is always
at that eerie hour when even the insects stop their
serenades.   It never lasts longer than half an hour if
the animal is fit, but while it lasts he sleeps very
soundly. For an hour previously the elephant stands
absolutely motionless without feeding. There is not a
flap of the ear or a swish of the tail. It seems as
though he were intently listening for any sound. Then
he seems satisfied that all is well, and down he goes in
a slow, silent movement, as if overcome by some unseen
jungle God. In bright moonlight it is a most beautiful
but uncanny sight.

Time:_____ Sec:_____

1. What is the main idea of the paragraph?_____

2. Define eerie_____

3. Tell the procedure the elephant goes through as he prepares to sleep.
_____

4. Why does the elephant wait to sleep until even the insects stop
   their serenades?_____

5. Point to the place that tells how long the elephant usually sleeps.
_____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS		
1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition_____	(98-100%)_____	(94-97%)_____	(0-90%)
Comprehension_____	(90-100%)_____	(72-90%)_____	(0-50%)

Notes:_____

_____

26.

LEVEL 8   Adapted from 'The Incredible Journey' by Sheila Burnfcld.
140 words.

The old dog ate, crunching the bones ravenously with
his blunt teeth. Even as his companions watched him, a
miraculous strength slowly seeped back into his body. He
dozed for a while, a feather hanging from his mouth, then
woke again to finish the last morsel. By nightfall he
was able to walk over the soft grass at the side of the
track, where he lay down and blinked happily at his
companions, wagging his pitiful tail. The Labrador lay
down beside him, and licked the wounded shoulder.

An hour or two later the purring cat joined them, care-
lessly dropping another succulent morsel by his old friend's
nose. This was a deer mouse, a little creature with big
eyes and long hind legs like a miniature Kangaroo. It was
swallowed with a satisfying gulp, and soon the old dog slept.

Time:_____Sec:_____

1. Devise a newspaper heading for this story_____

2. What is a morsel?_____

3. List the sequence of events that occurred after the cat joined the dogs.
----

4. Using the facts from the story, what explanation would you give for
the old dog's recovery?_____

----

5. Locate the description of the deer mouse_____

DECODING ERRORS		
1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS		
1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

	Independent	Instruction	Frustration
Recognition_____	(98-100%)_____	(94-97%)_____	(0-90%)
Comprehension_____	(90-100%)_____	(72-90%)_____	(0-50%)

....s:_____

(b) <u>How to Score</u>

<u>Oral Diagnosis</u>:

These are the errors that have been agreed upon:

(1) repetition - the repeating of a word or phrase

(2) substitution - saying one word instead·of the one in print

(3) insertions - inserting a word or words or adding an affix

(4) pronunciation - examiner pronounces an unknown word for the student

(5) omission - omitting a word, phrase, or affix

(6) mispronunciation - saying a word in a manner which is definitely incorrect and not the result of defective speech or colloquial pronunciation

(7) punctuation - phrasing in which punctuation is definitely misread or added.

(Robert McCraken. <u>The Teaching of Reading - a Primer</u>)

Each of the above errors is counted equally. Counting hesitations is too unreliable; however because they slow a student's speed they will be recognised in the evaluation. Remember that the type of error determines what the student needs to be taught, but in finding his instructional level, the number of errors, not the type, is significant.

To diagnose the student's word attack skills in context, you should list all the errors made, and alongside write what the student should have said (e.g. if the student said "kind" for "kid" write "kind-kid"). Common error patterns that aid in diagnosis are vowel errors (long instead of short), conjunctions, sight words, consonant blends and contractions of words. Try to notice whether these errors occur at the beginning, middle or end of words. A good practice is to group all error data from the I.R.I. and look for patterns.

<u>A Code for Marking which may be useful</u>
(taken from Ekwall - "Locating and Correcting Reading Difficulties")

(1) Encircle all omissions.

(2) Insert with a caret (∧) all insertions.

(3) Draw a line through words for which substitutions or mispronunciations were made and write the substitution or mispronunciation over the word. Determine later whether the word missed was a substitution or mispronunciation.

(4) If the student reads too fast to write in all mispronunciations, the teacher draws a line through the word and writes a "P" over the word for partial mispronunciation or a "G" for gross mispronunciation. There will be no need for this if the student is being tape-recorded.

(5) Use a wavy line to indicate repetitions.   ⌇⌇⌇

(6) Mark inversions in the same way as substitutions and later determine whether the mistake was really an inversion or a substitution.

(7) Use an arched line to connect words where the student disregarded punctuation.

(8) Use bracekts ( ) to enclose the words for which the pupil needed help.

(9) Make a check (✓) over words that were self-corrected.

Example:

TOM DROVE HIS ∧*new* AUTOMOBILE TO THE (COUNTY) FAIR. HE ~~SAW~~ *was*

NO (PLACE) TO PARK. HE DROVE UP AND DOWN ~~BETWEEN~~ *among* THE

ROWS OR CARS. ~~FINALLY~~ *Finly* HE ~~DECIDED~~ *ded* TO GO HOME.

To make error counting objective and precise, six rules are used
(Taken from McCracken)

(1) Count only one error at any one place in the reading. Many times a student will make more than one type of error at one point in the story. For example, he may omit a difficult word, re-read and mispronounce the omitted word, re-read again and pronounce the word correctly. All of this should be counted as one error.

(2) Count as one error if a student corrects an error, even if he repeats other words in making the correction.

(3) Count as one error the omission of more than one word of consecutive print.

(4) Count as one error the addition of two or more words consecutively.

(5) Count as one error if the child makes a second error caused by his forcing grammatical agreement. For example, a child who substitutes "he" for "they" will probably add an "s" to the verb, reading "he wants" for "they want". The same thing happens when a male proper name is read as female. Later the pronoun "he" is sometimes read as "she", or "him" as "her". Count as one error even if the errors are several words or sentences apart.

(6) Count as one error the mispronouncing of a proper name or difficult word if the word appears more than once in a 100 or 150 word selection, and is mispronounced two or more times. For example, students will sometimes read "Bill" as "Billy" consistently. Count as one error if a proper name has two or more words in it and both are mispronounced. Count errors on simple words each time they occur. For example, if "a" is substituted for "the" three times, count three errors.

Speed

Suggested minimal speeds for reading:

Passage level	Words per minute	
	Oral	Silent
1	60	60
2	70	70
3	90	120
4	120	150
5	120	170
6	150	240
7 and above	150	300

See the conversion table which follows for information to supplement this.

(c)   Comprehension and Defining of Vocabulary

Conversion Tables to determine the level at which a child reads

SKILL	FRUSTRATION LEVEL	INSTRUCTIONAL LEVEL		INDEPENDENT LEVEL
		(questionable)	(definite)	
error ratio*	1/10 or worse	1/11 to 1/19	1/20 to 1/39	1/40 or better
comprehension and defining vocabulary in context	50% or worse	51% to 69%	70% to 89%	90% to 100%
speed	Silent reading speed is definitely slower than oral (15 or more words per minute)	(1) Any speed less than the listed minimums, or (2) oral and silent reading speeds are about the same	(1) Speed exceeds minimums and (2) silent speed exceeds oral speed by 15 or more words per minute	(1) Speed exceeds minimums and (2) silent speed is double oral speed

*   Error ratio - the number of errors : the number of words read;
e.g. three errors in reading 96 words yields a ratio of 1/32 (instructional
level); seven errors in 96 words yields a ratio of 1/13 (instructional
level); twelve errors in 96 words yields a ratio of 1/8 (frustration level).

Apply the following rules in evaluating a child's reading performance
when using the standards in page one.   These are applied at each book
level or to each book which is checked.

(a)   To rate a child's reading as independent on a passage or level
EVERY test score must rate as independent.   If seven scores rate

as independent and one as instructional, the performance is rated
as instructional. This means the child is almost, but not quite,
at the cutting point for independence.

(b)   If ONE test score rates as frustration on a passage, the child's
reading at that level is rated as frustration, regardless of the
quality of the other scores.

(c)   If one-half or more of the scores fall under the questionable
half of instructional level, the performance on a passage is
rated as frustration level.

(d)   If a child makes a better score when reading from a higher level,
the higher score is accepted as valid and the lower score is
disregarded. For example, if after silent reading a child comprehends
95% of the material at 6th level, but only 60% at the 4th or 5th level,
we would conclude that the 60% score was invalid.

· **APPENDIX D** - "The Individual Record Sheet"   **BEST COPY AVAILABLE**

Whatever means of assessing problem areas, the following may prove useful in the recording of information for reference purposes. They are adaptations based on the work of Ekwall and Neale.

INDIVIDUAL RECORD SHEET

Name:_____ Sex_____ Age_____
    Surname   Christian

Date of Birth:_____ Examiner_____ _____ Date_____

English Teacher_____ Class Teacher_____

Hearing_____ Eyesight_____

Attitude toward school_____

Attitude toward reading_____

TESTS ADMINISTERED:

IQ_____   I.R.I._____
                                        Indep.   Instr.   Frust.

S.S.C. English_____   Gapadol _____

SUMMARY OF I.R.I.

Pas-sage No.	Decoding			Comprehension			
	Total No.of Words	No. Correct Words	%	Total No. of Answers	No. Correct Answers	%	Time (Sec.)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

DECODING ERRORS

1.	Mispronunciation	
2.	Omission	
3.	Insertion	
4.	Substitution	
5.	Repetition	
6.	Inversion	
	Total Errors	

COMPREHENSION ERRORS

1.	Recall of Main Idea	
2.	Vocabulary in context	
3.	Sequence	
4.	Inference	
5.	Recognition of Detail	
	Total Errors	

Comments
_____
_____

APPENDIX E - "Public Relations in Preparing for the Program"

Although many schools will provide an enthusiastic climate for the work of teachers attempting to help students to develop reading proficiency, the staff and parents of a school will need to be given some understanding of the nature and size of the problem in their school, and of how their help is needed in confronting it.

(a) The Staff

The programs of some schools have not met with the deserved support because the remainder of the staff have not been given a full picture of the need for and possibilities of such a program. Their attitude will be reflected in the students' attitude to the centre, and determine in large measure its atmosphere, a factor upon which success at secondary level depends so much.

Finding a room or area within the school, finance for the project, willing release of students from across the subject areas, involvement of staff other than "specialists", an awareness of readability of texts being used, and the creation of an appropriate motivating atmosphere will all determine the measure of success, and demand the willing co-operation of a total staff. Ultimately your program will depend on the involvement of staff other than yourself, and this preparation of your "case" to be discussed fully within the staff, after enlisting the support of senior staff, is a most necessary step. At such a meeting, information on reading ages, texts being used, and the importance of a positive attitude amongst the students should be presented.

(b) The Parents

The enlistment of parent co-operation is of vital importance to your efforts. Suspicion and resentment bred by your revelations of their child's "inadequacy", may well further damage both the student and your program. A letter explaining the school's reasons for setting up such an opportunity, or an address to parent bodies, can turn open hostility into eager and willing involvement. It is suggested that no child be forced to work in such a program for more than a trial period of say, two or three weeks, and that a letter of invitation be issued to the group which most need assistance in reading. Without a positive attitude, and a sense of involvement, more harm than good will come of a "captive" approach.

In a few schools, parents have become involved in many aspects of the reading centre, with provision of finance, furniture and carpeting, and sometimes, where the nature of the school lends itself to such a possibility, and where a confident and experienced teacher is present to phase them in with a discreet preparation program, in working in the reading centre. Senior students, sensitive to the aims of the remedial program, may also prove useful in some cases.

APPENDIX F - A Bibliography

(a) Books vital to the teacher:

(1) "Locating and Correcting Reading Difficulties"
        Ekwall, Eldon E. - Merrill Publishing Co. (Prentice-Hall)
        Cost approx. $2.75 - available Standard Book Supplies.
        Limited numbers immediately, bulk due in October.

(2) "Phonics in Proper Perspective"
        Heilman, Arthur W. - Merrill Publishing Co. (Prentice-Hall)
        Cost approx. $2.35 (paperback) - available Standard Book
        Supplies. Limited numbers available, bulk order October.

(b) Other Important Titles:

(1) "Hooked on Books - Program and Proof"
        Fader and Elton, Berkley Publishing Co. $4.90.
        Available Standard Book Supplies.

(2) "How Children Fail"
        Holt, John. $1.20
        Penguin. (Readily available)

(3) "Informal Reading Inventories" Ruth Strang. Published in
        "The Reading Curriculum". Ed. Merritt and Melnik.
        Open University Press. $4.00 (paperback).
        (Available at Dominie Book Supplies)

(4) "The Essentials of Teaching"
        Bateman, Barbara. Dimensions Publishing Co. 1972
        $

(5) "Building Handwriting Skills in Dyslexic Children"
        Ed. Arena, John.   Academic Therapy Publishing Co.
        $4.95 (paperback).
        Available at Dominie Book Supplies.

(6) "Modern Innovations in the Teaching of Reading"
        Moyle D. and L.   Unibooks 1972
        University of London Press $2.60
        (Readily available)

(7) "Reading - which Approach?"
        Southgate V. and Roberts G.R.
        University of London Press. $4.50.
        Readily available.

(8) "Readability"
        Gilliland, J.
        University of London Press. $2.75
        Readily available.

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APPENDIX G

EXAMPLE OF A TEACHER PROGRAM

DAY	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8
M	BB – p CJ – p CC – ss DS – r		JJ – p JJ – t	Gr.1 – p 2 – w 3 – ss				
T			JJ – p JJ – l (15 mins. each)	Gr.1 – w 2 – ss 3 – p ssr				
W		BB – ss CJ – ss CC – r DS – r	JJ – r oral JJ – r silent		Gr.1 – ss 2 – p 3 – w			
TH		BB – r CJ – r CC – p DS – p mini lesson p	JJ – ss JJ – free					
F		BB open CJ CC DS self select if all tasks done	JJ – p JJ – t		Gr.1 2 3 mini lesson ssr			

CODE:
- p = phonics
- w = writing
- ssr = silent sustained reading
- r = indiv./gr. reading
- ss = study skills
- c = comprehension
- t = typing

Ex. 1 – individuals working on contract. (See periods 1 and 2).

Ex. 2 – extreme problems scheduled for one to one ratio (See period 3).

Ex. 3 – 3 groups in larger class. 3 – 5 students in each group. (See periods 4 and 5).

APPENDIX H - S.S.R. - WHAT IS IT?

> A structural method whereby everyone in the room
> practises reading silently for the length of time
> you, the teacher, determines.

Silent Sustained Reading assumes that silent reading is more significant than oral reading and that a student must practise reading in context just as he must practise any other skill which he learns to do well. Simply filling in work sheets and doing skill drills is not sufficient! It is an important supplement to the reading program, requiring no special skill or equipment.

The following six rules should be rigidly followed to establish the reading pattern:

1. Each student must read silently - or else he may not interrupt anyone else who is involved in S.S.R. Your expectation that he can and __will__ read during this time will help establish the schedule. In other words - the "or else" can be as mild or as strong as necessary to ensure that he reads - and does nothing else.

2. The teacher __must__ model reading and permit no interruption of his own reading. Too often students are told reading is important, but they never see their teachers reading. The program will fail __unless you model__! After establishing the reading pattern it may not be necessary to model.

3. A timer is used so that the reluctant reader does not spend his time clock watching. Watch the students to see how long they can sustain themselves and increase the time as they increase their sustaining power. Establishing the pattern may take three or four days or several months, depending on the reluctance of the class.

4. Initially, there are no reports or records or you will discourage the reluctant reader. After the schedule has been established, it will flow naturally into comprehension assignments etc.

5. The student self-selects what he reads (magazines, comic, newspaper, book) but he must keep whatever he selects for the entire S.S.R. session. (This keeps the reluctant reader from running back and forth and changing material.) Initially, I suggest that the student begin reading "too easy" material (at his independent level) or that he play the "5-finger game" in which he puts down a finger for every word he does not know on the page. If all five fingers are down at the end of the page, the book is too hard for him. If the student has difficulty, or refuses to select his own material, select a book for him, followed by a series of questions to be answered. The next day he will be encouraged to self-select!

6. You may use S.S.R. with large numbers of students. (I have used it with 80 at one time.) It may be difficult to begin with only three or four students because they feel free to ask for your attention.