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ABSTRACT

This document contains a discussion of a sound reading program by Dr. J. Clair Morris; comments on the concept and teaching of reading by Vola Hancock; and reports from the exemplary schools visited by the Utah State Reading Advisory Council, including Lowell Elementary School, Webster Elementary School, East Elementary School, North Elementary School, Escalante Valley Elementary School, Grant Elementary School, Joaquin Elementary School, and Liberty Elementary School. Eighteen recommendations of the Utah State Board Advisory Council are also included. (LL)

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Utah State Reading Advisory Council Report on Right to Read

April 1975

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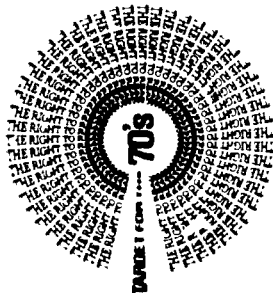
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Components of a Sound Reading Program

According to research, reading programs are best which include a wide variety of methods and techniques to compensate for children's individual growth rates and learning styles. A well-balanced reading program should include the following components:

1. A parent education program should be developed to enable parents to learn how to provide many perceptual experiences for pre-school children before they begin formal schooling. These activities should include experiences which enable children to see, hear, smell, taste, and touch the real world. These activities are true reading readiness experiences. All parents should read to young children as well as do personal reading which is visible to children. The importance of this activity cannot be overemphasized.
2. The school experience should continue to provide a wide variety of sensory experiences in kindergarten, first and second grades to enable children to accumulate the perceptual building blocks which can be used by the learners for later conceptual experiences. Children should go on field trips and have a room environment which provides content for oral discussions and for the writing of stories which are dictated by children.

Children soon learn how to read stories which they have authored by dictation. Later on they can read with comprehension about the things which they have felt, tasted, heard, touched, and seen.

Dr.

3. Classrooms should be reading laboratories. Such classrooms include an attractive reading center stocked with a wide variety of programmed readers, magazines, basic trade books which are on a variety of interest levels. For example, a classroom should include readers for third, fourth, and higher grade children in the room who can read books. Classrooms should include sign-up charts, experience charts which include the children's activities. Such charts should be frequently changed. Classrooms should have a variety of non-print media such as talking books, films, filmstrips should be encouraged to check out for home and family use.

a Sound Reading Program



Dr. J. Clair Morris

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3. Classrooms should be reading laboratories. Such classrooms should include an attractive reading center which is stocked with a wide variety of newspapers, programmed readers, magazines, basic readers, and trade books which are on a variety of reading and interest levels. For example, a second grade classroom should include readers on first, second, third, fourth, and higher grade levels if there are children in the room who can benefit from such books. Classrooms should include door charts, sign-up charts, experience charts, and assignment charts which include the children's names and their activities. Such charts should be frequently changed. Classrooms should also include a wide variety of non-print media such as tape cassettes, talking books, films, filmstrips, etc. Children should be encouraged to check out these media for home and family use.

4. The teacher should use a variety of methods in reading instruction which should include phonics, context clues, structural analysis, sight method, configuration clues, and picture clues.
5. The classroom organizational structure should include large groups, small fluid groups, and individual activities.
6. The teacher should be very active as a facilitator of learning. She should seek for mastery by students of reading skills, rate, and comprehension. This mastery comes from diagnosis and prescription by a teacher. This teacher is acutely aware of the affective domain and therefore humanizes her reading instruction.
7. Instruction in reading should continue during the intermediate, junior, and senior high school grades. Intermediate, junior high, and senior high school teachers should prove competency in the teaching of reading, especially teaching reading in content areas. If competence is not present in the teaching of reading, inservice projects should be implemented.

Reading Comments

The value of reading rests in the transmittal of concepts, feelings and understandings. The central purpose of reading instruction is to develop the capacity to receive communication from written symbols. The symbols used in the process of reading are the means used for transferral of ideas. The understanding that comes from these symbols is based upon the experiences and the value system of the reader. The mere decoding of words is of little value. The real value of reading comes from being able to understand the intent of the ideas transmitted.

Russell Stauffer gives us these ideas:

The noblest skill we can give a reader is the freedom to examine his own thinking, to raise his own questions, to seek answers diligently and boldly, to analyze and act . . . A citizen must be able to read and to judge what he reads. He must read widely and frequently. He must judge the value of what he reads against his own experience and the experience of others. His mind rather than his memory must be trained so that for him learning to read and to make educated decisions will be a continuing process.

Reading is a man's bulwark against loneliness, his window on life, his unending delight. Reading gives access to life's robe and miter. It provides a bishop's crook. It brings yesterday and tomorrow into now.

In 1970 a survey was made of Utah's third grade students as to their ability to read. The survey showed that these students were above the national norm in word attack skills, but fell below the national norm in comprehension.

Other research tells us that:

1. Children as well as adults are
2. Each individual has his or her learning.
3. Each has his or her own cultural mental background.
4. There is no one way to teach children.
5. No one set of materials will all learners.
6. The responsibility for learning is to the learner.
7. Teachers then become facilitators.
8. The teacher is the key to the program. The highest form of compliment a teacher can receive is to be called a good teacher. She is one who shares with others the best of good practices whenever she can find them of their source.

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Vola Hancock

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1. Children as well as adults are different.
2. Each individual has his or her own mode of learning.
3. Each has his or her own cultural and environmental background.
4. There is no one way to teach reading to all children.
5. No one set of materials will fill the needs of all learners.
6. The responsibility for learning must be shifted to the learner.
7. Teachers then become facilitators of learning.
8. The teacher is the key to the success of programs. The highest form of commendation a teacher can receive is to be called an eclectic teacher. She is one who takes advantage of good practices whenever she can, regardless of their source.

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A good teacher can make a success of any program if allowed and encouraged to find its strengths and to gather from all sources to overcome its weaknesses. New teachers and teachers who have less success need to be helped to develop a self-concept that will help them become resourceful and alert to new and better ways to teach and to gather ideas and approaches from the successes of others to develop their own style. Teachers, too, are different and they should be encouraged to develop their own approaches in keeping with the needs of students. Administrators and supervisors, in their diligence to build their own status in education, should use caution in imposing their own style upon others.

Good administrators wisely build on the qualities of those with whom they work and obtain valuable materials that will spark the imagination and develop skills of the students in their charge.

We must remember that no one really gains success on his own, and certainly not by the failures of others. Only by the composite efforts of all concerned can the educative process be successful. Each of us needs to be alert to the feelings and successes of others.

It takes the cooperation of all to achieve success in reading instruction. Reading is a part of most academic learning. Different types of reading skills play a part in most learning. Reading is more than a sound-symbol relationship. It involves thinking.

Let's not forget that media has a play in reading. In the Language Conference the speakers pointed out that media must be used, not ignored; undervalued. All of us must become involved since it is a valuable teaching tool and not let it take the place of reading. Nor can we let it set the standard discipline."

The challenge for all of us is to develop reading programs from the beginning and to continue with the educational process includes all phases of reading instruction. The definition of reading found in the Utah Education paper adopted by the Utah State Board of Education.

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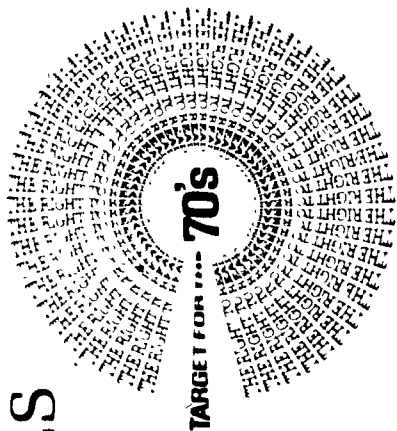
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Let's not forget that media has a vital role to play in reading. In the Language Arts Regional Conference the speakers pointed out that, "Media must be used, not ignored; understood, not patronized. All of us must become involved with media since it is a valuable teaching tool, but we must not let it take the place of reading and writing. Nor can we let it set the standards for our discipline."

The challenge for all of us then is to expand our reading programs from the beginning introduction and to continue with the educative process which includes all phases of reading expressed in the definition of reading found in the reading position paper adopted by the Utah State Board of Education.

REPORTS FROM EXEMPLARY SCHOOLS VISITED BY THE UTAH STATE READING ADVISORY COUNCIL



Salt Lake School District

Lowell Elementary
Webster Elementary

Iron School District

East Elementary
North Elementary
Escalante Valley Elementary

Nebo School District

Grant Elementary

Provo School District

Joaquin Elementary

Murray School District

Liberty Elementary

Lowell Elementary School, Salt Lake City
Principal - LeRoy M. Nelsen

Lowell School is one of the seven Salt Lake City Schools in which the Title I program is concentrated. Advantages of this program are numerous and all designed to meet the particular educational needs of the children being served. The goals of this program are to increase the academic achievement level of all eligible project participants; to improve their functioning as responsible, self-regulating individuals, to create an awareness of and an appreciation for cultures other than their own; and to involve parents in the education program.

It is the feeling at Lowell that we have developed a particularly successful reading program. There is a basic text used along with various supplementary books and materials that are most effectively utilized. The success of the reading program is based upon the cooperation of the entire staff with the Title I reading specialist being the key person. Everyone on the staff must realize that reading to be successfully taught must be taught "hard" by each individual concerned.

Title I, through the increase in competent personnel, equipment, materials and supplies, makes it easier to reach more children. Record keeping, which is essential to the success of the program is simplified and is not an overwhelming burden. Reading can then be taught on a truly individual basis. PAR charts, workbooks,

and other pertinent material can be taken with the child from class to class and from child to teacher. There is no question as to whether a child is reading or which skill is being mastered.

In addition to personnel, equipment and supplies, it is imperative that the staff have an enthusiastic, positive attitude toward reading and be willing to put forth the effort required to make the program a success.

Following is how the reading program is carried on with the personnel available at Lowell School of the Title I program.

The kindergarten has an extended day program through to 1:30 p.m. This allows the parents to visit student's homes in the afternoon while the children leave.

Emphasis is placed on the development of reading skills. There is considerable development in the cognitive, affective and psychomotor areas. To offer individualization, the teachers have developed small groups in which children work daily in reading. These contain material packaged to meet specific behavioral objectives.

With the help of aides that are trained in the kindergarten, the program has been successful that children have become independent readers with good management skills.

Salt Lake City

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supplies, it is imperative that teachers have an
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reading and be willing to put forth the effort
required to make the program a success.

Following is how the reading program is carried
on with the personnel available through provisions
of the Title I program.

The kindergarten has an extended day which runs
through to 1:30 p.m. This allows the teachers
to visit student's homes in the afternoon after
the children leave.

Emphasis is placed on the development of pre-
reading skills. There is considerable curriculum
development in the cognitive, affective, and
psychomotor areas. To offer individual instruc-
tion, the teachers have developed a curriculum
in which children work daily in "learning boxes".
These contain material packaged to meet specific
behavioral objectives.

With the help of aides that are assigned to each
kindergarten, the program has been successful in
that children have become independent learners
with good management skills.

The Reading Specialist in the Lowell School helps regular classroom teachers diagnose the needs of target children and design programs for them. In addition, the following are ways she helps maintain an effective reading program.

- Conducts in-service meetings and serves as consultant
- Works with fourth grade target children at times other than with reading or math
- Keeps student progress records
- Monitors and models teaching techniques
- Schedules pull-out teachers in cooperation with classroom teachers
- Provides in-service for the scheduled teacher aides
- Diagnoses, prescribes and tests students when necessary
- Tests for placement of all new students
- Maintains materials file for teachers' use with target children
- Helps with tutorial program aide

Additional certified teachers and classroom aides are available to carry out prescriptions in the classrooms, either in groups or individually. They also accomplish the following:

- Share responsibility for the continuous progress and development toward grade level achievement of Title I target children
- Work closely with classroom teachers to diagnose and prescribe individual needs of target children
- Work with individual target children and small needs groups in and out of the classroom

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Enrich and reinforce with extended activities
the concepts the target children will receive
in the classroom in math and reading
Focus on improving the self-images of students
Plan with the classroom teacher for the skills
instruction of the target children

An opportunity for students to help each other is
offered in the tutoring program. Fifth and sixth
grade students assist kindergarten, first and
second grade students with basic reading skills.
Students tutor on a one-to-one basis. A certi-
fied aide in each Title I elementary school super-
vises the program and trains the tutors.



TITLE I PULL-OUT TEACHER HELP IN INDIVIDUAL INSTRUCTION

READING SPECIALIST WORKS WITH TARGET CHILD MEETING INDIVIDUAL NEEDS



TITLE I PULL-OUT TEACHER ENRICHES AND REINFORCES WITH INTENDED ACTIVITIES

Webster Elementary School, Salt Lake City
Principal - Steve Borovatz

In the classroom, values held or perceived to be important by the teacher are the most dominant factors in what is taught and how it is presented to the student. This is true even if the teacher does not fully understand the importance of his/her own value identification to the education process of the students.

The goals of reading activities should be to enable children to read more efficiently and to enjoy reading. The specific objectives of the reading program should be to help each pupil achieve in reading. This can be accomplished by identifying positive needs; setting realistic goals; establishing a teaching program for word recognition mastery, comprehension skills, critical thinking and study habits; promoting a desire to read for pleasure; and evaluating the progress continuously.

Reading instruction should fit the needs of individual children and should be based on their achievement. As a result of a sequential program of reading, the child should be able to read and understand a variety of materials. If reading activities are made meaningful and interesting, the child should learn to read different kinds of things for different purposes. Reading experiences should help him to be successful in reading textbooks, research materials, newspapers and magazines. He should learn how to read for information as well as for pleasure. If the purpose of reading is to enable the child

to read only from a basal reader, get all about reading instruction.

PROGRAM ANALYSIS - Grace Dolce

At Webster School, we work under the assumption that children from disadvantaged backgrounds have intellectual capacities for learning. They are commonly believed to be disadvantaged in the behavioral sciences program. However, due to a great extent, counteracting the effects of poverty. Therefore, instructional methods and approaches to teaching are important to the intellectual development of the disadvantaged child.

To many disadvantaged youths, reading is a long obstacle course. Significantly, it may lead to repeated failures. Reading is often one of aggressiveness and apathy. As the primary social agent, the school must accept responsibility when children fail. The school must make every effort possible to remove the barriers and provide opportunities for success. Achievement for the youth being a source of accomplishment for the teacher and a measure of managerial competency for the school.

At Webster School, we believe that the disadvantaged can learn and succeed in reading. We believe that the best approach is to help them have a sense of professional achievement and to help them become so knowledgeable in their content and in helping children.

Salt Lake City

to read only from a basal reader, then let's forget all about reading instruction.

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PROGRAM ANALYSIS - Grace Dolce

At Webster School, we work under the basic assumption that children from disadvantaged homes have intellectual capacities far greater than they are commonly believed to have. Developments in the behavioral sciences prove that the school can, to a great extent, counteract the effects of poverty. Therefore, instructional programs and approaches to teaching are extremely important to the intellectual development of the disadvantaged child.

To many disadvantaged youths, schooling may be one long obstacle course. Signs all along the way lead to repeated failures and the reaction is often one of aggressiveness, hostility, or apathy. As the primary socializing and teaching agent, the school must accept its own failure when children fail. The school must make every effort possible to remove the obstacles and to provide opportunities for success, a sense of achievement for the youth being taught, a sense of accomplishment for the teachers, and a sense of managerial competency for its administrator.

At Webster School, we believe that the disadvantaged can learn and succeed in school. We believe that the best approach to help teachers have a sense of professional achievement is for them to become so knowledgeable in curriculum content and in helping children learn how to

learn that they can look at children as Binet did, as "fields for cultivation."

Like Bruner, we believe children are always ready. We believe in the teaching of structure, or the basic concepts, in reading instruction. Once the structure is learned, individual facts may be forgotten since they are easily reconstructed into the system. The disadvantaged youth, more than other children, need basic tools and basic concepts that can be transferred from one idea to another. They need problem solving techniques that are flexible; they need "short cuts" and the mastery of structure in such.

The instructional materials we use at Webster aid in avoiding dead ends. Reading activities, materials, and above all, classroom management are planned so that one experience leads into another. Teaching and learning tasks emphasize logic and sequence; the step-by-step tasks of both teacher and learner are explicit and are small enough that both experience achievement and a sense of worth. For the disadvantaged learner, this method is extremely important because past experience has been disorder and lack of sequential planning. A scientifically planned program maximizes success and reverses the failure cycle.

This year at Webster School, kindergarten and first grade students are screened upon teacher request for possible learning disabilities by using the Meeting Street Screening Test. Based upon these findings, a personalized prescriptive program in gross and finer motor skills, visual and auditory perception skills, and oral language skill is developed. We are in the process of refining this phase of our program.

The variety of instructional materials teach the complex process of reading on a phonetically regular linguistic framework programmed in logical, small steps. Components are clearly, comprehensively coordinated to teach reading within the framework of our instructional goals. Each child works at his own classroom environment, thereby managing room management of crucial importance. Title I reading specialist's task is to monitor of each child's progress at the end of each week. A system has been devised whereby students are regrouped weekly according to the teacher can teach the basic concepts, spelling, and dictation skills, oral comprehension skills, and creative writing and evaluation skills in three sessions every day in short-time periods. While the teacher is actively teaching to one group, the others are divided into one working independently on a complex task, the other working actively in a group in a more physically active experience - i.e., spelling game, reading activities, write or read. The groups rotate after twenty minutes making possible for the teacher to teach each group by teaching to the top of the group and reviewing to the lowest. Reading instructional techniques

Periodic evaluative check-ups for progress are made by the Reading Specialist. Analysis of word recognition errors, spelling, word meaning, reading for comprehension errors is made and re-

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The variety of instructional materials used to teach the complex process of reading are based on a phonetically regular linguistic sequence programmed in logical, small steps. All components are clearly, comprehensively and creatively coordinated to teach reading basally within the framework of our instructional objectives and the Salt Lake City School District reading program goals. Each child works at his own rate in his own classroom environment, thereby making classroom management of crucial importance. It is the Title I reading specialist's task to keep track of each child's progress at the end of each week. A system has been devised whereby the children are regrouped weekly according to needs, so that the teacher can teach the basic decoding, spelling, and dictation skills, oral reading and comprehension skills, and creative writing skills and evaluation skills in three smaller groups every day in short-time periods (15-20 minutes). While the teacher is actively teaching skills to one group, the others are divided into two groups, one working independently on a carefully planned task, the other working actively in pairs or as a group in a more physically active language experience - i.e., spelling games, timed oral reading activities, write or read a story, etc. The groups rotate after twenty minutes, thereby making possible for the teacher to actively teach each group by teaching to the top student in the group and reviewing to the lowest, using updated reading instructional techniques.

Periodic evaluative check-ups for every child are made by the Reading Specialist. A careful analysis of word recognition errors, spelling/dictation, word meaning, reading for meaning and comprehension errors is made and recommendations to

the teacher for remediation are made. Re-evaluation is made after reteaching is accomplished. The cycle is then repeated with a new material being taught each week based upon the students' weekly progress.

Both teachers and students are actively working at a given task based on previously set goals with a change of pace or task every twenty minutes. At all times the teacher keeps in mind sound child development practices and reading methodology in general.

Because the disadvantaged children are using basically the same programmed instructional materials throughout the primary grades, we know exactly what the child has been taught, where he is on the continuum, and what he needs to learn so that he can successfully accomplish the independent work task at his own rate. If the student is absent, he can resume where he left off and have no gaps in his personal program.

Conferencing is an important part of our program. It is important, if the program is to be successful, that we know and meet the learners' needs as they see them as well as the way in which the teacher sees them.

Instructional materials such as Young America Basic Reading and Ginn 360 are used for students to meet their learning mode.

All this requires careful pre-testing, assessing and analyzing, planning and prescribing, post-testing and evaluating, and programming and gathering materials. Friday afternoon planning time provides this opportunity.

The results this year are very good. A number of students in kindergarten through grade with a score of less than 100 on the evaluative instruments administered by the Specialist and/or her aide is 10. All tests are kept on file by the Reading Specialist. Observation of our students at work shows that by far the majority are happy and are experiencing success in reading.

It is our expectation that students will use their intellectual capacities to their full potential. Armed with the basic skills to read, they will experience reading success.



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The results this year are very gratifying. The number of students in kindergarten through fourth grade with a score of less than 90% accuracy on evaluative instruments administered by the Reading Specialist and/or her aide is less than 5%. All tests are kept on file by the Reading Specialist. Observation of our students at work will prove that by far the majority are happy, learning, and experiencing success in reading.

It is our expectation that students will develop intellectual capacities to their greatest potential. Armed with the basic skills of learning to read, they will experience reading to learn.



Grace Dolce, Reading Specialist, checks students' reading progress



Student reads to Grace Dolce, Reading Specialist

East Elementary School, Cedar City
Principal - Robert L. Stratton

The staff at the East Elementary School in Cedar City is very pleased with the help that has been received from about forty different mothers who have been coming to school and serving as volunteer aides. These aides are mothers who have children enrolled in the Cedar City East Elementary School. They serve as helpers to the regular classroom teachers during the reading period each school day.

This program was initiated a few years ago when the first grade teachers at our school decided they would like to have some additional help during their reading period to work with the children in their classrooms.

They contacted some of the mothers of the students who attended their classes and asked them to come to school an hour each day and listen to children read. Many of the mothers were willing to help, so a schedule was prepared indicating the day and the hour each volunteer was to come. The parents followed the schedule and the teachers received the desired help. This program proved to be very successful. The parents and teachers developed a good working relationship. As a result the role of the parent aide was expanded and the program was carried into the next school year.

The teachers in the second and third grades soon saw and heard of the great help the parent aides were to the first grade teachers in their school.

They requested the same services. The principal and the Parent Teachers Officers organized a committee to organize their group, and prepare to provide each teacher in the grades parent aides during their each school day. Since this time have been serving as aides to classroom reading aides the parents listen to check papers, record children's test down children's stories, make explanations, illustrate stories, tell stories, listen, help keep records, and type stories and poems.

Another important product that this program has brought to our school is the relationship between the school and the parents. Because so many parents have been involved and have had an opportunity to be informed, they are much better supporters of the school program. They know that the teachers at our school are working hard to teach the children to be good readers and good students.

If the shortage of school dollars continues, the size of classes and reducing the amount available to help the children in the classroom might do well to consider the use of parent aides as a possible solution to the problem.

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They requested the same services. Soon the school principal and the Parent Teachers Association Officers organized a committee to contact parents, organize their group, and prepare a schedule that would provide each teacher in the first three grades parent aides during their reading class each school day. Since this time, parents have been serving as aides to classroom teachers. As reading aides the parents listen to children read, check papers, record children's thoughts, write down children's stories, make experience charts, illustrate stories, tell stories, read to children, help keep records, and type up children's stories and poems.

Another important product that the parent aide program has brought to our school is an improved relationship between the school and the home. Because so many parents have been in our school and have had an opportunity to become better informed, they are much better supporters of our school program. They know that the teachers at our school are working hard to teach their children to be good readers and good students.

If the shortage of school dollars is increasing the size of classes and reducing the teacher time available to help the children in school, one might do well to consider the use of volunteer parent aides as a possible solution to this problem.

Two children are assisted by a volunteer mother.



A mother listens while a child reads to develop comprehension skills.



Parents act as aides to expand and enrich reading program.



North Elementary School, Cedar City
Principal - O. Kent Hulet

We (the staff) of the North Elementary School, believe that each child is an individual who has individual needs, fears, frustrations, strengths, likes and dislikes. We recognize that:

1. No two learners achieve at the same rate.
2. No two learners achieve the same using the same study techniques.
3. No two learners solve problems in exactly the same way.
4. No two learners possess the same repertoire of behaviors.
5. No two learners possess the same pattern of interests.
6. No two learners are motivated to achieve to the same degree.
7. No two learners are motivated to achieve the same goals.
8. No two learners are ready to learn at the same time.
9. No two learners have exactly the same capacity to learn.

As we recognize the individuality of the child, we must build our educational programs to meet the needs of the individual. To do this we must believe that a good program revolves around social living that will enhance the worth and dignity of the learner. As the program is planned we must remember that:

1. Every individual has an innate, God given thrust for growth--for self-realization.

He reaches out for learning that will enhance the self realization of his potential.

2. The individual knows what he needs it.
3. The individual under his control from the environment that and can use advantageously.
4. Each individual is unique, own pattern of development; growth; each responds to a in his unique idiosyncrasy.
5. The control of continuity within the individual.
6. Commitment is at the heart of the process. Without positive learning becomes limp and

A few of the many ways that individual needs can be met would be:

1. To encourage self-selecting experiences.
2. To encourage the provision of tools and materials.
3. To encourage children to permit them to act on the environment.
4. To encourage differentiation.
5. To encourage teachers to be members, rather than as a authority.
6. To encourage all children to express themselves in speech, writing and drawings.
7. To encourage interaction: to work together, help each other and share.

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He reaches out for learning experiences
that will enhance the self and lead to
realization of his potential.

2. The individual knows what he needs and when he needs it.
3. The individual under his own power selects from the environment that which he needs and can use advantageously.
4. Each individual is unique; each one has his own pattern of development and rate of growth; each responds to a given situation in his unique idiosyncratic manner.
5. The control of continuity of learning is within the individual.
6. Commitment is at the heart of the learning process. Without positive commitment, learning becomes limp and barren.

A few of the many ways that individual differences can be met would be:

1. To encourage self-selection of learning experiences.
2. To encourage the provision of a wide variety of tools and materials.
3. To encourage children to make decisions and permit them to act on these decisions.
4. To encourage differentiated assignments.
5. To encourage teachers to operate as a group member, rather than as a central power figure.
6. To encourage all children to express themselves in speech, writing, and bodily movements.
7. To encourage interaction: children work together, help each other, they talk, plan, and share.

8. To encourage small group activities.
9. To encourage space and freedom to move.
10. To encourage on-going experiences that have meaning for children out of which they raise questions, formulate hypothesis, assemble data, etc.

Reading

The basic program of reading throughout the North Elementary School is based on a language experience approach. Each student is given numerous opportunities to read each day. In the primary grades much of the material they read is from experience charts. That is, the child's statement is recorded on charts, work sheets, or some other visual method, then he and his classmates have an opportunity to read it on several occasions.

An extensive reading readiness program is introduced in the kindergarten and used in each grade thereafter, until the individual is ready to read. This includes such standard procedures as, left to right eye movement, visual discrimination, letter and numeral recognition, some word recognition, etc. It is not anticipated that a child will learn to read in kindergarten.

Students in the first, second, and third grades find the complete environment of the room an invitation to read. As the child approaches his room there is a "door chart" to greet him. This "door chart" may invite the student to an on-going experience inside the room. It may be a seasonal poem, an introduction to an activity

for the day, a birthday greeting to a child, or one of any number of suggestions to read.

Once inside the room, the child consults the daily task charts to see if there is anything to do one of the chores for that day, feed the bird or fish, clean the guinea pig, water the flowers, etc. The child checks each day on these charts to help build his vocabulary.

News and sharing stories are provided by the children. At first, the child tells the story as the child dictates. Then, with spelling help, writes his own story. The stories are posted, read orally by the author and read individually by the class throughout the day.

Many other charts, bulletins, talking murals, etc., are located at various points around the rooms and hallways to invite reading.

Listening centers, with talking strips, recordings, etc. are available in each classroom.

A variety of books is an important part of the classroom where every child is encouraged to read orally to the teacher, student, or a parent each day. Books are also used extensively as soon as the child develops sufficient skill to do so.

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for the day, a birthday greeting to an individual
child, or one of any number of exciting invita-
tions to read.

Once inside the room, the children hurry to the
daily task charts to see if they have been chosen
to do one of the chores for that day, such as feed
the bird or fish, clean the guinea pig cage,
water the flowers, etc. The language is changed
each day on these charts to help build a greater
vocabulary.

News and sharing stories are prepared each morning
by the children. At first, the teacher writes the
story as the child dictates. Later, the child,
with spelling help, writes his own story. These
stories are posted, read orally to the class by
the author and read individually by the students
throughout the day.

Many other charts, bulletins, labeled realia,
talking murals, etc., are located in vantage
points around the rooms and halls of the school
to invite reading.

Listening centers, with talking stories, film-
strips, recordings, etc. are available and used
in each classroom.

A variety of books is an important part of each
classroom where every child is expected to read
orally to the teacher, student teacher, college
student, or a parent each day. Silent reading is
also used extensively as soon as the child
develops sufficient skill to do this.

As a part of the Right-to-Read program the classes now have cassette recorders, filmstrip machines, and the necessary software to take home on a library loan basis.

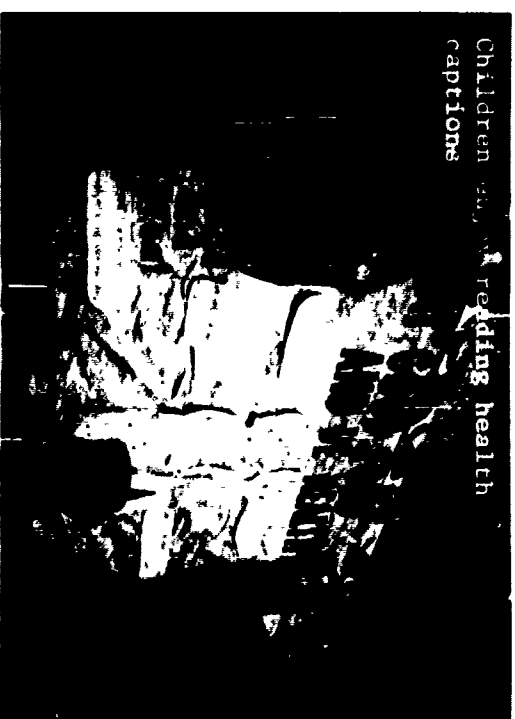
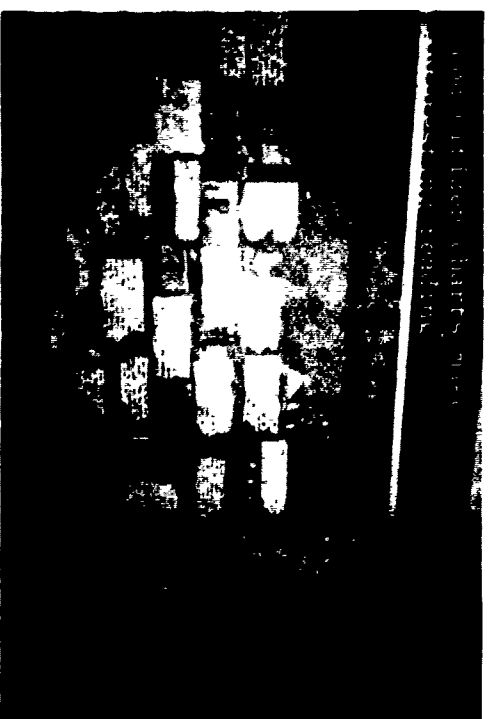
Many of the U-Sail pharmacy bank language arts materials are also included in the multiple approach to reading on all grade levels throughout the school.

The fourth, fifth, sixth grades are organized in an ungraded team-teaching program. This allows the students to be placed in need groups so that maximum effort can be given to the individual's reading needs.

Each reading session is broken up into a variety of reading activities that includes skill building, oral reading, independent reading, reading in the content area, etc.

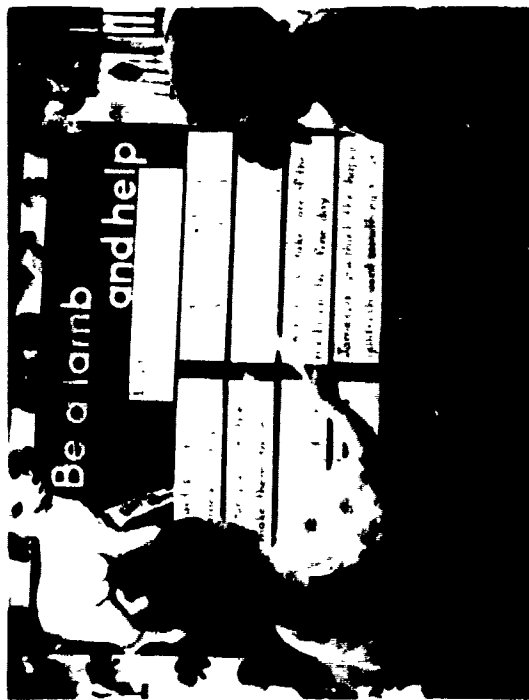
We find that the students of the 4th, 5th, and 6th grades have reading abilities that spread from second grade level to twelfth grade level. To meet the challenge of teaching reading to this wide span of levels, it is necessary to have a very broad and varied program.

There is a great amount of detail regarding the reading program that has not been discussed but it would be impossible to touch on all the facets of this complex subject in such a short article. However, the enclosed pictures may help to explain other parts of the reading experiences of the North Elementary School.



Children and reading health
captions

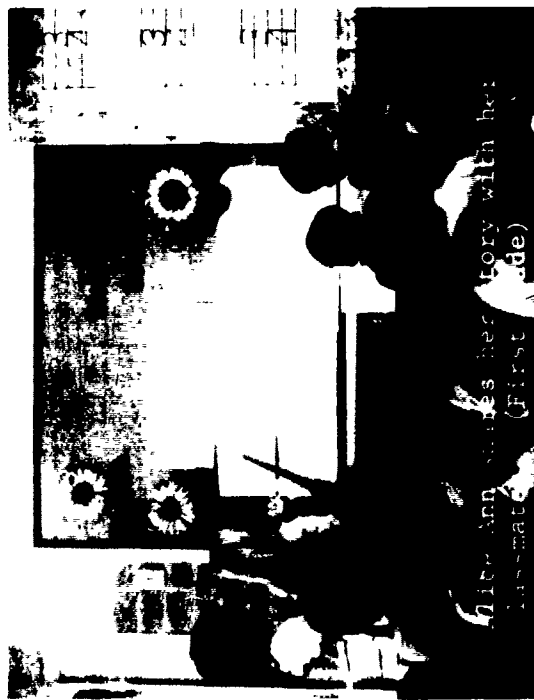
Toni, LaNaya, Gregory, read the Helpers' Chart for the day. (First Grade)



Children enjoy reading in the Media Center



Mrs. Garfield, reading mother helps Marty in oral reading period. (Third Grade)



Mrs. Ann shares her story with her classmate. (First Grade)



Mrs. Halversen helps students read orally in her first grade.



Eric and Kim read a Talking Mural about Spring. (Second Grade)

First grade youngsters enjoy making words with plastic letters



12

Escalante Valley Elementary School, Beryl
Principal - Paul Radmall

The Escalante Valley School in Western Iron County is concluding its third year as a Right-to-Read School. This project began January of 1972 when this four-teacher school was given a federal grant for the purpose of organizing an exemplary reading program. The guidelines of the grant provided that strong emphasis was to be given to staff training. However, the principal, Paul Radmall, and his staff had the freedom to design a reading program which they felt would meet the needs of the students.

The population in the Escalante Valley area is comprised of Indians, both Piute and Navaho, migrant farm workers, resident farm workers, and a few land owners. The population is widely scattered in a large valley irrigated by pump wells. There are a few modest homes in the area; however, most families reside in substandard housing.

The school includes 84 students, grades pre-school (four-year-olds) through grade six. Four and five-year-olds are grouped as are six and seven-year-olds. Grades three, four, five, and six are combined to form a mini-pod featuring an open space intermediate unit with differentiated staffing (two teachers and one aide). Of the 84 students, 14 are Indians.

A continuous in-service training program has been conducted at the school. Some consultants have

been sent to the school from the Right-to-Read office. Other consultants from the state have contributed their services to the in-service program.

The main thrust of the reading program is a language arts approach with a carefully structured to help in reading competency. The students have written stories, and books. The books have been circulated from the school library. One hundred books have been produced by the students and have been the most popular in the school library. A small volume of books was compiled and printed last school year. The parents and businesses in the scattered area have contributed the money to have the books printed.

Another unique feature of the program is the use of multi-media to stimulate reading. Small tape recorders and filmstrip projectors were loaned to the students to use at home. Many books were produced on cassette tapes which the children can take from their library. Filmstrips of books can be read or tapes for listening to books.

Twenty-one mothers have traveled to the school each week to listen to the children read. This has certainly given evidence of the progress of the children in the school as the farms are scattered and the only town is twelve miles from the school.

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stories, and books. The books have been bound and
circulated from the school library. Over one hun-
dred books have been produced by the student au-
thors and have been the most popular items in the
school library. A small volume of poetry was com-
piled and printed last school year. Individuals
and businesses in the scattered farm community
contributed the money to have the pamphlets
printed.

Another unique feature of the program has been the
use of multi-media to stimulate an interest in
reading. Small tape recorders and light-weight
filmstrip projectors were loaned to children for
use at home. Many books were purchased with
cassette tapes which the children could check out
from their library. Filmstrips with captions to
be read or tapes for listening were also available.

Twenty-one mothers have traveled many miles each
week to listen to the children read. This has cer-
tainly given evidence of the community involvement
in the school as the farms are widely scattered
and the only town is twelve miles away from the
school.

Teachers at the school working with Mr. Radmall are: Gwena Roberts, pre-school and kindergarten; Rue Thella Ipson, first and second; Marvin Bracken, third and fourth. Mr. Radmall teaches fifth and sixth grade.



Principal Radmall and some of the students from Escalante Valley Elementary at Beryl, Utah

Grant Elementary School, Springville
Principal - Waldo Jacobson

The graded school system as we know it, has been based on the assumptions that (1) boys and girls of a particular age should learn a certain set of facts, (2) all boys and girls learn at approximately the same speed, and (3) an accepted method of instruction is appropriate for all the students. Since the turn of the century when this philosophy prevailed, we have found these basic theories to be much less valid than we had supposed.

We know that all students should not move at the same pace, that we should not slow down the fast ones since we cannot speed up the slow ones. What waste and frustration result when we do. Everyone has his special strengths and weaknesses, abilities and capacities. We progress from moving forward and not from holding back in an attempt to equalize everything. Each child should be permitted to move forward freely, constructively as well as he can.

The Grant School in Springville is attempting in earnest to organize in such a way that each child will receive what he needs, not just what someone decided his age group needed. Instruction is individualized so that no child is asked to do what he is unable to understand nor held back from learning studies he is able to master. Responsibility is taught in a systematic way and the children are allowed the freedom of choice which they are mature enough to accept. Teaching environs range from highly structured groups which receive most of their guidance from a

teacher, to those groups which have the responsibility to seek guidance from the teacher. Various types of groupings are used, ability groups, interest groups, and heterogeneous groupings as well as heterogeneous groupings at various times. All arrangements are made to change and change as often as the need

As the Grant School teachers grow, they strive to achieve maximum learning from a year-round school. They found that long vacations interrupt the continuity of continuous progress in learning. Short vacations can be beneficial to our students, but long ones cause us to forget what has been learned. We must then be spent in re-learning. We have an uninterrupted, year-round school. Boys and girls take their vacations during the year as their parents desire.

We are now in the second year of a year-round school. About 89% of the regular school children attended part or all of the 45 days of the summer. The teachers, administrators, and students agree that the year-round school is a great success. The year-round program will continue next year.

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Various types of groupings are used including
ability groups, interest groups and specific need
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various times. All arrangements are very flexible
and change as often as the need arises.

As the Grant School teachers grew in ability to
achieve maximum learning from all students, they
found that long vacations interrupted the flow
of continuous progress in learning. Short vaca-
tions can be beneficial to our learning ability
but long ones cause us to forget and much time
must then be spent in re-learning. Therefore,
uninterrupted, year-round school was initiated,
and boys and girls take their vacations throughout
the year as their parents desire.

We are now in the second year of the year-around
school. About 89% of the regular enrollment have
attended part or all of the 45 additional days in
the summer. The teachers, administrators, par-
ents and students agree that this concept of the
year-round school is a great success. The same
program will continue next year.



Students check reading skills with teacher.



Youngsters enjoy tree house for recreational reading.



Audio-visual experiences help to develop reading skills.

12

Joaquin Elementary School, Provo
Principal - John Bone

The Joaquin Elementary School has a student body of approximately 300 students. The student body consists of regular students, kindergarten through 6th grade, also students who have learning disabilities, emotional disturbances and/or the educable mentally handicapped. On the average, there are between 45 to 50 of these special students, ranging in age from kindergarten to 7th grade level. The student body is also made up of numerous foreign students who many times do not speak English as they begin their educational pursuits at Joaquin Elementary. These students come from various countries including-Iran, Taiwan, Pakistan, Argentina, and Hong Kong.

It is our feeling that students attending Joaquin Elementary have a unique and rich experience. We feel this is because they receive a very rich curriculum. There is a faculty that humanistically relates to each student. The students themselves have the opportunity to relate to many different types of children. It is our feeling that the school has a unique opportunity for the integration of handicapped, regular, and foreign student population.

The Media Center at Joaquin is the center of learning where materials, equipment, and instruction are available for the advancement of each individual. The media coordinator and teachers plan a cooperative program to enable children to learn to utilize all media to better perceive and understand themselves and their world.

Reading from the printed page is a constant objective in the elementary curriculum. However, at Joaquin Elementary, printed media has moved over to photographic and electronic media in the learning process. By employing all these resources, both written and electronic, each individual student can develop the ability to communicate more effectively.

Children are given training and experience in one or more of the following communication subjects: hand-made color slides, puppets; photograms; black-and-white photography; story project; 35mm color slide project; producing sound filmstrips; television production (writing, directing, films and editing). These skills are taught in communication classes to increase competency in written and visual language.

Some students have had restricted verbal language development. The experiential literacy training offers them a way to say things in another way. Once a student realizes that he can communicate successfully, it is a beginning to increase confidence and power, it is a beginning to transfer from the visual to the more traditional verbal.

Non-conforming students with emotional problems but who experience difficulties in the structured class organization adapt well. They find challenge in their own creative expression. The program works especially well for the disadvantaged and those having difficulty disciplining themselves to accept authority. Forming positive relationships

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(writing, directing, films and acting). Basic
skills are taught in communication in an attempt
to increase competency in written, oral and
visual language.

Some students have had restricted opportunity for
language development. The experience of visual
literacy training offers them an opportunity to
say things in another way. Once a student real-
izes that he can communicate something of signif-
icance and power, it is a beginning to the impor-
tant transfer from the visual reading and writing
to the more traditional verbal language schools.

Non-conforming students with enriched backgrounds,
but who experience difficulties in highly struc-
tured class organization adapt to this program and
find challenge in their own creating. The pro-
gram works especially well for the creative child,
the disadvantaged and those having problems in
disciplining themselves to accepting school and
forming positive relationships in this structure.

Yes! We believe that experience in Media can help students become more competent in the traditional language skills.



The use of Language Master Reading Machines in the classroom has increased the reading skills of many students. Raquel Korth and Judy Tsai, students at Joaquin Elementary School demonstrate the proper way to use the reading machine.

The organization of live T.V. productions is now a reality at Joaquin Elementary School. The installation of closed circuit video tape in the school has enabled students to learn about making professional T.V. productions.



Daniel Beckert and Roger Baumgartner, Joaquin Elementary School students, Provo, Utah practice photography skills taught to them in a special projects class designed to sharpen visual awareness.



Liberty Elementary School, Murray
Principal - Lyle C. Tuckfield

Music can be a universal language to small children--to everyone! In the second grade class at Liberty School where Miss Labrum and Miss Ledgard team teach in the Language Arts, music brings a special understanding and depth of feeling all its own. Children become sensitive to music and its various moods. They begin to feel and want to participate--to be a part of it! Each child is able to feel as well as create his own rhythms and tempo. A catchy tune is fun when he knows the words to go with it.

By visual perception and by sound, children watching the words on the chalkboard as they read, they then begin to fit those words to the notes that belong with them! They're singing along and reading together. Music is a beautiful way to teach syllabication and accent. Students are active in class discussions about the meaning of songs and new words. These students have learned note values--whole, half, quarter, triplets, and rest values. They are able to play rhythm instruments as they read the rhythm notes. Several students can play the autoharp and pick out notes on the piano.

In addition to reading with music the skills are taught in a basic reading series, but with a new and exciting approach. There are from 20 to 30 minutes of music reading each day. In addition the students have friendship reading with another child, as the teacher circulates to listen and

help each one. During reading are working individually on skill units of work. Students also having period of their own to enjoy paper articles of their choice. having so much fun that many days "when are we going to have reading says, "we are reading." "But they've answered. One thing they look through their music books pick out rhythms and tunes. They are excited when they find a song to

To compliment the reading program, in the team of two, teaches writing, and spelling to these language spelling and penmanship quite individualized. Each child the children in a group and the reinforced by working in learning. spelling program is completely each child working on his own level. ling program is completely personal child working on his own level. systematic, beginning with consonant vowel sounds, long vowel sounds (beginning and ending), patterns in prefixes and finally to non-phonetic. ling and language are then tied closely. The skills taught in reading are carried over into language. As new concepts are taught--capital letters, punctuation marks, commas, quotation marks in speech, they are used in spelling. The program is divided into two weeks. When a child has mastered one concept

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Drum and Miss Ledgard
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help each one. During reading periods students are working individually on skills in prepared units of work. Students also have a silent reading period of their own to enjoy books or newspaper articles of their choice. Students are having so much fun that many days they have asked, "when are we going to have reading?" The teacher says, "we are reading." "But this is fun!" they've answered. One thing they love to do is look through their music books to see if they can pick out rhythms and tunes. They get really excited when they find a song they recognize.

To compliment the reading program the other teacher, in the team of two, teaches the language, writing, and spelling to these same students. The language spelling and penmanship program has been quite individualized. Each concept is taught with the children in a group and then the skills are reinforced by working in learning centers. The spelling program is completely personalized with each child working on his own level. This spelling program is completely personalized with each child working on his own level. This spelling is systematic, beginning with consonants and short vowel sounds, long vowel sounds, blends (beginning and ending), patterns in prefixes and suffixes and finally to non-phonetic words. Spelling and language are then tied together very closely. The skills taught in spelling are carried over into language. As new language concepts are taught--capital letters, periods, question marks, commas, quotation marks, and parts of speech, they are used in spelling. The language program is divided into two week blocks of time. When a child has mastered one concept, he moves

Tone Bells in Reading? Yes--Why not?



forward to the next. While he is learning new skills, he is constantly reviewing old ones.

A file folder is kept by each child. This is checked by the student and teacher together. Each child knows exactly where he is on his own learning continuum and what he needs to do. The assignments in the folders are given to help children in weak areas.

There is a creative writing center, listening center and spelling center. The listening center is made up of hundreds of tape recorded stories and records. There are four copies of each story to enable the children to follow as they listen. Many activities have been developed to go along with these stories. It is particularly helpful in providing sequence and creative writing.



Miss Ledgard helps second graders with listening skills



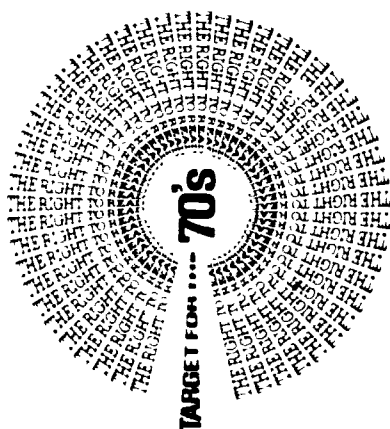
Reading in the loft or beneath it, is fun.



Music is highly motivating and supportive to the language arts program



Miss Labrum makes teaching reading through music an exciting experience



RECOMMENDATIONS

OF THE

UTAH STATE READING ADVISORY COUNCIL

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RECOMMENDATIONS OF THE UTAH STATE
READING ADVISORY COUNCIL

After careful deliberation and visitation of several outstanding reading programs in Utah, we (the Utah State Reading Advisory Council) recommend that:

1. Performance-based certification for teachers who work directly in the teaching of reading should be implemented.
2. The Instructional Media Division of the Utah State Board of Education should continue to pursue its objective of keeping media centers open, with all of the diversified instructional materials and equipment to be used on days and evenings year round. We further recommend that the Utah State Media Division encourage the check out of kits and/or packets of books to families for greatly expanded periods, especially during vacation recesses.
3. The community school concept be adopted, where possible, and that all resources from schools be made available to the public with proper controls established by each district.
4. Parent volunteer aides be used in schools as has been recommended by P.T.A.'s RISE Project to assist qualified teachers, and that parents become personally involved in the reading act so that by their example more children will be encouraged to read.
5. Paraprofessional volunteers, peer student volunteers, parent volunteers, paraprofessionals and aides be used as regular certificated professional aides in the classroom.
6. More effective pre-service and in-service training for teachers, aides and paraprofessionals be provided by the Utah State Board of Education. The following recommendations are made by the Utah State Board of Education.
 - a. In-service training for reading should be stressed for all K-12 teachers be stressed. It was made that training might include:
 - (1) Performance based evaluation.
 - (2) Application to the classroom.
 - (3) Instructions based on individual teachers.
 - (4) Encourage teachers to develop their own programs and materials for the classroom.
 - (5) Provide opportunity for teachers to share.
 - (6) Provision for recertification and remuneration.
 - b. Reading Fairs be organized in cooperation with the Reading Advisory Council promote the Utah State Board of Education, PTA Councils, and local reading groups.

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5. Paraprofessional volunteers, peer volunteers, student volunteers, parent volunteers, and paid paraprofessionals and aides be used to assist regular certificated professionals in the classroom.
6. More effective pre-service and in-service training for teachers, aides and paraprofessionals in teaching reading be provided by universities and school districts supporting the recommendations of the Reading Advisory Council. More specifically the following recommendations are made to the Utah State Board of Education.
 - a. In-service training for reading instruction for all K-12 teachers be stressed. A suggestion was made that training might include:
 - (1) Performance based evaluation.
 - (2) Application to the classroom.
 - (3) Instructions based on individual needs of teachers.
 - (4) Encourage teachers to develop individual programs and materials for his/her own classroom.
 - (5) Provide opportunity for teacher sharing.
 - (6) Provision for recertification credit or remuneration.
 - b. Reading Fairs be organized in cooperation with Reading Advisory Council promoted by the State Board of Education, PTA Councils, Society of

Superintendents, School Administrators, Classroom Teachers Association, and etc. for the purpose of sharing

- (1) Exemplary teaching methods and materials
 - (2) Ideas and motivational successes.
7. A system device be set up whereby Utah State Board of Education, Professional Reading Organizations and Federal governing agencies share current and important information concerning reading legislation and programs.
 8. Clinics for parents be provided to help them understand children's learning processes, and to help them appreciate the impact on children of an early learning environment and experiences which effect their ultimate reading success.
 9. Involvement of agencies, such as Chamber of Commerce, Senior Citizens, Jaycees, Scouts, the Media, U.E.A. and industry, that serve the public be utilized by soliciting their support in using their skills and talents in reading programs.
 10. Visual screening beyond the Snellen eye test be administered to all students--during pre-school, primary, intermediate and junior high school. People with vision impairment or a physical disability that prevents their reading normal print (temporary, or permanent)

be informed about the "talkin" that is available through the Commission. (Community School help in informing.)

11. Audiometric screening be administered to children at pre-school, primary and junior high levels.
12. Local and national newspapers provide all reading classes, from grade school throughout the state. Then, newspapers be used in classrooms.
13. Reading programs through Utah be individualized by employing methods using a wide variety of non-graded materials including magazines, small groups based on individual needs, the individual approach to reading, self-selection of material, and other techniques that focus on each child's abilities and potential.
14. Student's interest, self-awareness, and motivation be placed above process or product. Materials or guides will be used to develop sensitivity and perception.
15. Young children should be given sensory and vicarious experiences during their formal decoding and reading introduction to reading.

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be informed about the "talking book" service
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11. Audiometric screening be administered to all
children at pre-school, primary, intermediate,
and junior high levels.
12. Local and national newspapers be utilized in
all reading classes, from grades 2 through 12
throughout the state. Then, non-English news-
papers be used in classrooms where appropriate.
13. Reading programs through Utah should be indi-
vidualized by employing methods that include
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ers that focus on each child's needs, interests,
and potential.
14. Student's interest, self-awareness and progress
be placed above process or program. Programs,
materials or guides will be used with humanity,
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15. Young children should be given many rich sen-
sory and vicarious experiences prior to and
during their formal decoding and skills build-
ing introduction to reading.

16. The Adult Basic Education Department investigate the development of materials and teacher training programs appropriate for adult illiterates and promote opportunities to utilize these materials and program.
17. A random sample reading survey be made during 1974-75 which would be given at 3rd, 6th, 9th and 11th grades. Skills of analysis, critical and creative thinking, vocabulary, word attack, comprehension, and reference use be surveyed.
18. The Utah State Reading Advisory Council should be continued as it is at present organized.