A STUDY OF NINTH GRADE REMEDIAL READING PROGRAMS

A Thesis

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by

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The importance of remedial reading in the language arts program is becoming more apparent each year, for students achieve and develop in proportion to their ability to read and comprehend. Remedial reading pupils may be defined as those who fail to meet standards based on their own potentialities: any pupil who is not working up to his ability is a remedial pupil. Remedial help for most pupils can be given in the regular class work; but special reading classes should be organized for pupils who are retarded two or more years below their grade level and who have average or above intelligence. To teach these classes the teachers need a variety of interesting reading activities of gradually increasing difficulty, and specific suggestions on reading tools and techniques.

I. THE PROBLEM

Statement of the problem. The purpose of the researcher in this study was (1) to consult the ninth-grade remedial reading teachers in the five high schools of the Evansville School Corporation and determine the problems common to all; (2) to make a study of the remedial problems of many other school systems throughout the country;

(3) to read outstanding authorities and secure their solutions to these problems; and, from the conclusions drawn, (4) to determine what available tools and techniques are most valuable for the Evansville School Corporation's ninth-grade remedial reading program.

Importance of the study. "Scores made on reading tests show that from 25 to 40 per cent of the pupils who enter high school are reading below the ninth grade level."[1] In the average modern school system, probably 10 to 15 per cent of the pupils are deficient enough in reading to warrant help in special reading classes.[2] To teach reading in the secondary school has become a necessity because success in practically all areas of school life is highly dependent upon skillful reading habits, which constitute about 85 per cent of "ability to study."[3] Reading is an integral part of everyday living since the printed word is one of the chief means of communication. However, the teaching of

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[1] William S. Gray, "Is Yours an Effective Reading Program?" University of Kansas Bulletin of Education, 12:47, February, 1958.

[2] David H. Russell and Etta E. Karp, Reading Aids Through the Grades (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 3.

[3] Lillian S. Gray and Dora Reese, Teaching Children to Read (New York: The Ronald Press Company, 1957), p. 271.

reading in the secondary school is fairly new, and few teachers feel competent in this endeavor.

It is not true that all children learn to read at the same time, in the same way, or at the same rate. The very complexity of the reading process indicates that different approaches are necessary for different children. Some never will read, but some merely need encouragement, individual attention, and the proper environment for reading.

In 1880 only 3 per cent of the youth entered high school.[4] The compulsory education laws of today demand that pupils stay in school who formerly would never have entered high school. Consequently, more and more pupils enter high school with a very low reading proficiency. By the time retarded readers enter high school, however, perhaps for the first time in their school career they are feeling the need to learn to read because social pressure is becoming keen. As Fay has said, reading readiness is a practical part of all phases of reading instruction at all levels.[5] Skill must be developed to a given level and background

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[4] Ibid., p. 272.

[5] Leo C. Fay, "Reading in the High School," What Research Says to the Teacher, No. 11 (Washington, D.C.: National Education Association, September, 1956), p. 12.

information must be strengthened before a pupil is ready to advance to a higher skill in reading. Reading instruction must be an organized procedure.

Many critics say that the secondary schools should not be concerned with the non-reading pupils, but few would advocate that they be kept back indefinitely. During his early teens, the interests and needs of the pupil are quite different from those the elementary school is organized to meet. "The basic needs of the non-reading pupil, as a person, are the same as those of any other pupil of his age and maturity."[6] Secondary schools should be organized to meet the needs of all the pupils, for in today's society it is of utmost importance to educate not only the superior and normal students, but also the handicapped and the retarded. In a few years these young people will vote, pay taxes, serve in the military, operate automobiles, marry and raise children. How can this nation hope to survive if an education is not afforded every child to prepare him to be a worthwhile citizen?

Small schools seldom offer remedial reading in special classes. It is evident that the majority of the

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[6] Harrison Bullock, Helping the Non-Reading Pupil in the Secondary School (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 55.

remedial teachers in the larger school systems are relatively untrained, although most of them are expert teachers. Their knowledge of how to teach reading, in most cases, has been gained entirely through experience. Few universities offer training in remedial reading techniques, and few states provide any type of certification in this specialized field. Dever has stated that remedial reading should be a field in which master teachers qualify only when they have had several years of teaching experience, a specified number of hours of formal training, and certification in the field of reading instruction.[7]

However, until specialized personnel are available in this growing field, there is drastic need for existing teachers to receive practical suggestions that can be used effectively in the average remedial classroom. Much can be learned about the most desirable tools and techniques from recent investigations, experiments, and a survey of the opinions of authorities. Any phase of life that has such a profound influence on the total growth of the child cannot wait for specialists; it merits the careful attention of all teachers now.

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[7] Kathryn Dever, Positions in the Field of Reading (New York: Bureau of Publications, Teachers College, Columbia University, 1956), pp. 17-19.

II. PROCEDURE USED IN THE STUDY

Construction of questionnaire. This study was based upon the problems common to the teachers of ninth-grade remedial reading in the Evansville School Corporation. The problems most frequently submitted by the five high schools were concerned with the following: (1) teacher training, (2) diagnosis, (3) student selection, (4) motivation, (5) the wide variations of interest, potential, and reading level within a class, (6) materials with high interest and low reading levels, (7) effective teaching techniques, (8) audio-visual aids and mechanical aids, (9) room and storage facilities, (10) clinical and psychological services, (11) time for counseling and preparation, (12) grading, (13) size of classes, (14) communication with parents, and (15) cooperation from other teachers and the administration.

Source of data. Questionnaires were sent to fifty of the country's larger school systems; thirty-seven replied, representing thirty-three different states. Not only did the schools complete the questionnaire, but many sent helpful materials, lists of methods, booklets, courses of study, etc.

Of extreme value were two days spent by the researcher in the St. Louis Public Schools, observing one-half day at the South Grand Reading Clinic, visiting remedial classes in three of the regular high schools--Roosevelt, Central, and

Beaumont--and observing the remedial organization and classes in Hadley Technical High School, where the majority of the students were retarded. The most valuable part of this experience was seeing Dr. Kottmeyer in action, for he developed the system as it operates today and has written many of the materials used there.

Results of study. Upon weighing the findings of this study, the researcher made recommendations as to the organization of remedial programs, the tools, and the techniques that seemed most suitable for the remedial classes of the five Evansville high schools. After a series of meetings with three other remedial teachers, during the month of June the researcher wrote a Course Guide for English IA and IIA to become effective as of September, 1959.

Since the Evansville community seems to be about average as to needs, facilities, and problems in the teaching of remedial reading, this study and the resulting recommendations should be of benefit to other school systems of similar structure and size.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter Two presents data and findings from the various authorities concerning solutions to the previously mentioned problems in the teaching of remedial reading to

ninth-grade pupils. Data and findings of the returned questionnaires from school systems throughout the country are discussed in Chapter Three.

The results of this study appear in Chapter Four in the form of recommendations made by the researcher and a general course guide for remedial reading which could be incorporated in most remedial systems.

CHAPTER II

REVIEW OF THE LITERATURE

Never before has interest in reading been so intense as it is today; there has been a spectacular development of world-wide efforts to eliminate illiteracy.[1] The reading field has a wealth of outstanding authorities who have written numerous books and articles on the reading problem in the modern high school although only a minority of the high schools provide specialized reading classes. Seldom does the individual classroom teacher provide for wide differences in reading levels within a specific class, and in an eleventh grade history class a reading range of ten to eleven grade levels can be expected. Reading retardation is a world-wide, not just an American problem; for remedial reading services are available in Norway, Sweden, and England, which are countries with exceptionally high literacy standards.[2]

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[1] William S. Gray, The Teaching of Reading: An International View (Cambridge: Harvard University Press, 1957), p. 1.

[2] Leo C. Fay, "Reading in the High School," What Research Says to the Teacher, No. 11 (Washington, D.C.: National Education Association, September, 1956), p. 4.

I. THE HISTORY OF READING INSTRUCTION

Although reading has been taught more than 4,000 years, one of the distinctive marks of progress during the last few years has been the extension of systematic guidance in reading into the high schools.[3] No longer do the secondary teachers feel that it is entirely the elementary teachers' responsibility to teach reading. Three recently accepted facts are responsible for this change: (1) growth in reading is a continuous process lasting a lifetime; (2) each successive period of development demands a new and higher competence in reading; and (3) acquirement of the more mature aspects of reading is greatly facilitated through appropriate guidance.[4]

Several authors[5] have given interesting accounts of the drastic changes that have occurred through the years in the teaching of reading. For a better understanding of the reading techniques used today, which will be discussed later, it may be well to look briefly at the

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[3]Gray, op. cit., p. 22. [4]Ibid.

[5]Lillian Gray and Dora Reese, Teaching Children to Read (New York: The Ronald Press Company, 1957), pp. 32-41; Nila Banton Smith, Historical Turning Points in the Teaching of Reading, Teachers' Service Publications, No. 1 (Chicago: Silver Burdett Company, 1952), pp. 1-7; and Edward William Dolch, Methods in Reading (Champaign: The Garrard Press, 1955), pp. 119-25.

history of instruction in reading.

At the beginning of the teaching of reading in this country, the New England Primer was "the book" and was full of religious emphasis; the last thing that was gained from reading in this day was thought. The alphabet-spelling method thrived for over two-hundred years while the students spelled out their lessons orally. During revolutionary times the blue-backed speller contained some rules, and phonetics were being introduced. Horace Mann broke this spell with the introduction of the word method, a great improvement, and the condemnation of oral reading.

However, Mann's method lacked independent attack on new words, and the pendulum once more swung too far in the direction of nothing but rugged phonics. Consistent memorization of isolated lists of phonetic families was completely separated from true reading for meaning. Such poor results were yielded by this last method that educators once again shied away from any form of word analysis.

An interesting description was made by Dr. Joseph Rice[6] in summing up a typical reading lesson taught about 1892. He stated that he heard the lesson and saw the

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[6] Nancy Larrick (ed.), Reading in Action, International Reading Association Conference Proceedings (New York: Scholastic Magazines, 1957), p. 15.

students' heads swinging as they were taking required exercises during their reading instruction. This was routine work which had no connection with sounds and actual reading for meaning. For the next forty years the study of reading involved merely the skills employed in reading texts aloud that had been practiced, practiced and practiced. Deficiencies in silent reading and comprehension found in testing World War I veterans resulted in Thorndike's Reading as Reasoning, which urged silent reading skills as the major objective: reading, finding answers, and summarizing ideas.

There have been many turning points in the progress of reading instruction, and evidence reveals that another reading revolution is underway. Experience warns that teachers must not go overboard again on any one technique, for that mistake has been made too many times. Radical programs of reading instruction are dangerous.

In recent years the teaching of reading has been on the upswing. Oral and silent reading, phonetic and word-phrase-sentence methods have all been employed in the teaching of reading, depending upon the child. Authorities know that children can learn to read by almost any method,[7]

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[7] Gray, op. cit., p. 19.

but that the same method does not work for every child. No one method is considered best. Many and contrasting techniques are needed to start the child on different roads to mature reading, methods which employ both contextual meaning and the skills of word recognition.

II. UNDERSTANDING THE RETARDED READER

"Education for 'all the children of all the people' is one of the important ideals of American democracy."[8] Although progress is steadily being made toward it, realization of this ideal is as yet far in the future. School people are now seeking to provide suitable training to encourage all pupils to continue school. However, the lower level student is not being reached. There is a much larger percentage of drop-outs among the poor readers and a much larger percentage of good readers among the graduates.[9] Most of the drop-outs surveyed in Penty's study indicated that the subjects they disliked most involved reading, and in most cases no special help had been given to the reading

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8 Harrison Bullock, Helping the Non-Reading Pupil in the Secondary School (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 1.

9 Ruth C. Penty, Reading Ability and High School Drop-Outs (New York: Bureau of Publications, Teachers College, Columbia University, 1956), p. 20.

problems of the slower students.[10]

The slow-learning child. A clear distinction should be made between slow-learning children and pupils who are only retarded, for in too many remedial reading classes both of these types of pupils are found. The first type is the slow-learning pupil of low potential who reads poorly in relation to other children but, in a good school situation, will read as well as can be expected. There is a limit to what can be done for him, and he does not belong in a regular remedial reading class. The second type belongs in the remedial reading class; he is the retarded reader who has the potential to read up to his age but has failed to do so. This study is mainly concerned with the second type, who have the potential for learning to read, but for some reason or another are retarded and need special help. Low grades and poor achievement do not always indicate a slow learner, and high school is not too late for them to be helped.

Although the slow learner of limited potential does not belong in the remedial reading program to which this study is devoted, he will not be wholly ignored. To make remedial reading classes what they are supposed to be, a

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[10] Ibid., p. 29.

place must be found for the slow learner; this is therefore one of the problems that concerns the remedial program.

Many authorities defined the slow learner as one whose I.Q. is between 75 and 90, which is the main difference between the slow learner and the retarded reader, whose I.Q. is 90 or above. The outward characteristics are very similar and the differences can be distinguished only through painstaking testing and diagnosing. A common misconception about the slow learner is compensation: he will excel in something and counteract his slowness. However, he is usually slow or average at most things and not exceptional at anything. Kough has stated that the slow learner is below average in practically all aspects of development.[11]

All pupils, even the slow learners, must be taught to read, write, spell, solve problems, and speak as fluently as they are capable, limited though they may be. "The slow learning child needs a curriculum that is reduced in scope, and needs more time to learn."[12] A special program adjusted

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[11] Jack Kough and Robert Dehoan, "Helping Students with Special Needs," Secondary School Education, 2:141, May, 1957.

[12] Leo C. Fay, Improving the Teaching of Reading by Teacher Experimentation, Bulletin of the School of Education at Indiana University (Bloomington: Division of Research and Field Services, 1958), p. 34.

to their needs, interests, and limitations should be offered. Until this is accomplished, many schools will dump into the remedial reading classes these slow learners without potential who do not fit in with the purpose of the remedial program.

Featherstone presented these comments concerning this problem: (1) there is no way an academic curriculum, which is all that is offered in many smaller schools, can be made to suit the needs of the slow learner; (2) it is impossible to change the existing curriculum enough to meet the needs of the slow learners without changing standards of marking, grading, promotion, and graduation; and (3) it is not possible to develop a curriculum for slow learners after the pattern of the subject-organized curriculum.[13] If a program to suit the needs and interests of the slow learner were set up, they could be salvaged and made more worthwhile citizens, even though they could not be expected to excel.

The retarded reader or non-reader. Retarded readers, sometimes referred to as non-readers, have not learned to read after years of reading instruction. Casual observation

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[13] William B. Featherstone, Teaching the Slow Learner (New York: Bureau of Publications, Teachers College, Columbia University, 1951), pp. 99-100.

will not suggest any reasons why they have not learned to read, for they have average or above I.Q.'s, a normal mental age, and often a high arithmetic score. They do have the potential to learn to read.

Teaching non-readers is regarded as one of the most important and most troublesome problems in the secondary schools. Non-readers learn in quite the same way as other students. They imitate, experience, experiment, generalize, think, and reason, transferring from past experience to meet an immediate situation.[14] These unfortunates have witnessed constant defeat, are considered nuisances by many teachers, are rejected by their famililies, and suffer a bewildering assortment of maladjustments by the time they reach high school. A common visible evidence of this is symptomatic antisocial behavior in the form of daydreaming, stealing, cheating, fighting, truancy, etc.[15]

With the exception of rebellion, there is basically little difference between the non-reader and other students. They frequently appear lazy; their laziness, however, may be the result of educational maladjustment, of their

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[14] Ibid., pp. 7-8.

[15] Harry J. Baker and Bernice Leland, In Behalf of Non-Readers (Bloomington, Illinois: Public School Publishing Company, 1940), p. 38.

inability to do what is expected of them. Often the problems of the non-reader arise from his being judged by average standards and being given no rewards, only punishment. "Much more emphasis must be placed on what he can do than what he cannot do."[16]

Often the non-reader is hostile to school and to teachers, and it is not uncommon for him to display such behavior as withdrawal or loud agressiveness. Helping him to relax and forget the frustrations and tensions that have built up over the years helps him to belong. Success helps the defeated more than anything else, for they need a balance between success and failure.

There are undoubtedly connections between juvenile delinquency and non-readers.[17] Pupils with potential who are retarded in reading seem to rebel more. In many cases it is impossible for pupils who are continually on the defensive and suffer from inferiority complexes to develop well-balanced personalities and good citizenship.[18]

If pupils do not learn because of lack of native capacity, such as the previously mentioned slow learners, then it is wrong to assume that they will ever catch up.

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[16] Kough and Dehoan, op. cit., p. 144.

[17] Baker and Leland, loc. cit. [18] Ibid.

However, if their failure to learn is caused simply by lack of skill or by some sensory defect, they may catch up if given proper environment, motivation and guidance.

Causes of reading disability. Although it has been convenient to dub retarded readers as dullards, the facts reveal that from 60 to 80 per cent of these pupils have normal or superior intelligence.[19] They have the capacity to learn, but desirable learning conditions have not been developed for them. Why pupils of normal intelligence are retarded is not easily determined, for there are no two cases exactly alike and no two cases are caused by the same set of circumstances. Factors causing reading disability may be within the child himself; or the home, school or community may all be responsible. "If every child could have the benefit of a good developmental program throughout his schooling, the number of difficulties would be drastically reduced."[20]

Causes of reading disabilities might be broadly classified as physical, emotional, intellectual, and

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[19] Emmett Albert Betts, Foundations of Reading Instruction (Chicago: American Book Company, 1946), p. 33.

[20] Leo C. Fay, "Reading in the High School," What Research Says to the Teacher, No. 11 (Washington, D.C.: National Education Association, September, 1956), p. 27.

educational. One of the over-all causes of low reading skill is low mental capacity, but it is assumed in this study that to be eligible for remedial reading, the pupil should have capacity to achieve. Only through keen observation, standardized testing, and physical examinations can reading difficulties be detected. Emotional and educational causes are often more difficult to determine.

Prominent among physical causes are visual deficiencies, auditory defects, lack of muscular coordination, glandular disturbances, speech defects, and poor general health. Some physical traits that probably contribute to reading disability but whose effect on reading has been overestimated are left-handedness, mixed dominance, and lack of dominance.[21] The much-blamed reversal error, instead of being a principal cause of reading disability as it was once thought, is only responsible for 10 per cent of reading difficulties.[22]

"The emotional development of the individual continues from birth to death."[23] Good environment at home and in school

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[21] Guy L. Bond and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 101.

[22] Betts, loc. cit.

[23] Emmett A. Betts, "Social and Emotional Readiness for Reading," Educational Administration and Supervision, 30:67, February-March, 1944.

is extremely influential in achieving desirable emotional development. Closely correlated with emotional development is reading readiness, which includes the emotional, physical, and mental readiness of the student to learn to read. Lack of readiness is caused by lack of maturity and experience and by undeveloped physical skills. Lack of poise and of the desire to succeed along with nervous instability are signs of emotional immaturity. Other environmental difficulties may include unhappy associations in the home, irregular school attendance, and an uncultured background.

"Social and emotional adjustment loom large among the many interrelated factors in readiness in reading."[24] Emotional instability and social maladjustment are both the causes and the results of reading deficiency. Children live by their attitudes, which result from experiences and constitute their state of readiness. If a child has had unfavorable reading experiences, his dislike for reading is natural and is to be expected. It is the school's job to develop social and emotional adjustment and desirable attitudes. Parental understanding is also necessary.

"Other things being equal, children develop interests and social competency to the degree that they are given intelligent guidance."[25] Therefore, the school is partly

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[24] Ibid., p. 68. [25] Ibid., p. 156.

responsible for social misfits and socially acceptable individuals. "The commonest explanation for reading problems is 'poor teaching.'"[26] Poor teaching involves lack of individual instruction, lack of sufficient reading materials, ineffective methods, failure to promptly diagnose and treat symptoms of reading difficulties, and failure to teach the basic skills for independent reading habits.[27] Boys comprise from 60 to 80 per cent of the retarded readers.[28] Boys are more often retarded for several reasons: books used in teaching reading in the grades do not challenge the interests of boys as much as girls; girls use reading as recreation more than boys; and since few men teach in grade school, some boys are inclined to consider reading "sissy" and are not as easily convinced by a woman teacher that reading is important.

Needs of the adolescent. Reading is closely interrelated with the personal development of the adolescent. Since reading is not an isolated skill and is concerned

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[26] Maurice D. Woolf and Jeanne A. Woolf, Remedial Reading (New York: McGraw-Hill Book Company, 1957), p. 11.

[27] David H. Russell and Etta E. Karp, Reading Aids Through the Grades (New York: Bureau of Publications, Teachers College, Columbia University, 1951), pp. 8-9.

[28] Emmett Albert Betts, Foundations of Reading Instruction (Chicago: American Book Company, 1946), p. 29.

with the whole child, this study must be concerned with the needs and interests of the adolescent.

DeBoer has said that although the adolescent cannot control his physical development, his attitude toward it is an important factor.[29] Appearance is extremely important during adolescence for, above all else, comes his acceptance by his parents and his peer group. Assuming an acceptable sex role in the adult world requires mature judgment and character. During this period the adolescent is also struggling to develop a set of values and a faith in living while, at the same time, building confidence by working to measure up to adult standards.

The needs of the adolescent have been listed in this order by Witty: (1) adjustment to peers, (2) achievement of independence from family, (3) selection and preparation for occupation, (4) achievement of social responsibility and loyalty, and (5) development of self.[30] Only when these needs are reasonably met is the adolescent happy.

Understanding the needs of the adolescent helps in understanding why the retarded reader is so often maladjusted.

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[29] John DeBoer, "About Reading and the High School Student?" The English Journal, 47:271-73, May, 1958.

[30] Paul Witty, "Reading Success and Emotional Adjustment," Elementary English, 27:281, May, 1950.

Russell has found in a survey that emotional difficulties are frequently reported among youth who have experienced failure or extreme retardation in reading.[31] Russell also said when reviewing another study that the main difference between retarded readers and normal readers is their personality adjustment.[32]

III. TRAINED PERSONNEL

Who should teach reading in the high school? According to Causey every teacher should be a teacher of reading. In a study he found that the following teachers were most frequently responsible for specialized reading instruction in schools: the English teacher, the reading teacher, the counselor, the director of reading programs, and the regular classroom teacher.[33] In a study Smith found that 78 per cent of the teachers contacted could not refrain from expressing their annoyance at slow students.[34]

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[31] Howard McClusky, "Mental Health in School and College," Review of Educational Research, 19:405-12, December, 1949.

[32] David Russell, "Reading Disability and Mental Health," Understanding the Child, 16:24-32, January, 1947.

[33] Oscar S. Causey (ed.), The Reading Teacher's Reader (New York: The Ronald Press Company, 1958), p. 162.

[34] Nila Banton Smith, "Classroom Teacher's Responsibilities to Retarded Readers," Education, 77:548-49, May, 1954.

In a survey made by Dever[35] it was found that most of the reading teachers were employed by one special school to perform full-time reading instruction in that school. Extra time was alloted in many cases for them to work with other teachers, to diagnose, and to do individual counseling. In classes they usually worked with small groups or individuals. It was the opinion of most of those interviewed in this survey that the remedial teacher's job is to cooperate with the whole school program and that the principal should do his utmost to protect the integrity of the remedial program.

Remedial teachers perform a specialized service and extra school duties should not be assigned to them. Most authorities say that not more than four periods a day should be devoted to actual classroom teaching. It is of questionable value to continue the assignment of remedial teachers in a school where the teachers' time is going to duties outside the reading field.[36]

Since high school reading is a new field, educational preparation and certification are yet to be set up and required in most cases. The personal qualifications needed

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[35] Kathryn Dever, Positions in the Field of Reading (New York: Bureau of Publications, Teachers College, Columbia University, 1956), pp. 11-14.

[36] "Secondary School Leaflet," Philadelphia Public School System.

by an outstanding remedial teacher are patience, good personal appearance, pleasantness, enthusiasm, good health, sympathy, and tact.[37] In Dever's study it was found that most teachers of remedial reading had completed advanced degrees, nine-tenths having a Master's Degree.[38] However, few had taken any specialized instruction in the reading field.

Gustafson's report[39] on the Oakland, California, plan of training teachers seems to be an acceptable plan for many systems. A reading consultant has demonstration classes for teachers to stimulate interest in the teaching of reading. Workshops are conducted in the high schools with teachers actually working, under the guidance of the reading consultant, with students who appear to have considerable potential. It is reported that under this training plan teachers are gradually becoming well prepared to teach remedial reading, and that the other teachers in the system have become more aware of their responsibility for teaching reading in their particular subject.

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[37] Dever, op. cit., p. 17. [38] Ibid., p. 15.

[39] Myrtle Gustafson, "Practical Plan for Helping Retarded Readers in Secondary Schools," California Journal of Secondary Education, 30:196-99, April, 1955.

Group meetings of remedial reading teachers and supervisors within a school system are the most popular means used for in-service training. "Group meetings once or twice a week have, in our experience, been more successful than those which meet less often."[40]

Teachers should be sensitive to the symptoms and causes of poor reading and should not hesitate to ask for professional help from the school nurse, counselor, and psychologist, who should be as much a part of the reading program as the librarian. "One of the important goals in counseling is to help the disturbed client to like, accept, and respect himself."[41] Audio-visual personnel are indispensable to the program because of the tremendous effectiveness of records, films, projectors, etc.

The majority of the schools offering remedial reading help employ a regular remedial teacher. Some schools are fortunate enough to have a highly trained remedial supervisor; however, several letters received from the schools contacted by the researcher stated that they had been trying to find a qualified supervisor but had not been successful.

A few schools utilized the services of a coordinator

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[40] Woolf and Woolf, op. cit., p. 363 [41] Ibid., p. 273.

who worked with a faculty reading committee, and the reading committee trained the teachers in their school in techniques of reading instruction. In these schools there was no full-time remedial reading teacher. Secondary school teachers can learn much from the procedures and techniques used in teaching reading in the elementary schools. Many principals pointed out that their best possibilities for good remedial teachers were intermediate grade teachers.

In spite of the importance of the reading program to the total school system, it is shocking that very few colleges offer courses to educate teachers in the techniques of teaching reading. A quotation from Fay said:

> A discussion concerned with high-school reading could hardly be complete without pointing out the serious need for more adequately preparing teachers in this skill area. Until teachers can approach instruction with insight into the 'reading problem' and with a degree of confidence as to how to proceed, high-school reading programs will probably remain relatively ineffective. Is it not time to stop playing ostrich? Colleges and universities can no longer pretend that no problem exists by the simple process of ignoring it.[42]

IV. PROGRAMS IN REMEDIAL READING

Only a minority of the schools offer remedial reading help in special classes. Reading programs vary according to

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[42] Fay, op. cit., p. 29.

the size of the school, the type of community, the abilities of the pupils, the curriculum offered, the attitudes and skill of the teachers, the size of the staff, and the consultant help available.

Russell has stated that the remedial program simply applies the procedures of each of the following at lower levels than the indicated grade placement, using materials and activities to suit the child: (1) the developmental program with directed and independent reading; (2) the functional program with the daily reading of newspapers, magazines, etc.; (3) the work-type study program with library and study skill instruction; and (4) the enrichment program.[43]

According to another authority, every reading program should include developmental reading for all students, corrective reading for students with minor reading problems, and remedial reading for students who are severely retarded.[44] Blair said that "remedial teaching, of course, has as one of its chief functions the remedying or removal of the effects of originally poor teaching and poor learning."[45]

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[43] Russell and Karp, op. cit., pp. 1-2.

[44] William S. Gray and Nancy Larrick (ed.), Better Readers for Our Times, International Reading Association Conference Proceedings (New York: Scholastic Magazines, 1956), p. 31.

[45] Glenn Myers Blair, Diagnostic and Remedial Teaching (New York: The Macmillan Company, 1956), p. 13.

Recommendations for the secondary reading program presented by Fay are: (1) direct teaching of reading in high school is valuable; (2) teachers should give reading guidance in all subjects; (3) two different approaches are needed for pupils with severe limitation in reading--adjustment of school programs for those without potential for doing better and a remedial program for those with potential; (4) other language skills other than reading should be emphasized; and (5) teachers' readiness should be achieved.[46]

According to most authorities, there are several types of remedial programs under way in schools, not only in reading, but in other subject areas. It is impossible to discuss all the different reading plans reported, nor would it be profitable; therefore, only some of the most frequently used plans will be described.

Following the theory of the St. Louis plan, Bullock stated in effect that upper grades and high school is a little late to be worrying about reading problems for many students.[47] Reading problems are usually noticeable at the

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[46] Leo C. Fay, Improving the Teaching of Reading by Teacher Experimentation, Bulletin of the School of Education at Indiana University (Bloomington: Division of Research and Field Services, 1958), p. 50.

[47] Bullock, op. cit., p. 41.

third grade level when the non-readers are beginning to seem like misfits. Too many schools believe in "passing on" the pupils. If they were retained in the third or fourth grades, many of the problems that arise later would never become severe. Few retarded readers reach high school without having been exposed to remedial help of some kind, with methods varying according to the training and judgment of the teacher. Phonetic analysis seems to be one of the things stressed in most remedial help in the grades.

Several frequently used remedial plans have been discussed by Dolch.[48] The reading class plan, according to Dolch, helps only a small number of students and does not solve the reading problems of the school. As a rule, membership in these classes is voluntary. The second plan he discussed was the individual plan or small group plan where students are taken from study halls for special help. A third plan consists of a special section of English where students with reading difficulties are placed to get some extra remedial help along with their regular work.

The fourth plan described by Dolch, the every teacher plan, has been encouraged by several other authorities and seems to be most valuable to a greater number of students.

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[48] Edward William Dolch, Methods in Reading (Champaign: The Garrard Press, 1955), pp. 347-52.

> It is clear that special effort should be made to improve reading in the various subject areas of the high school and college, and that renewed emphasis should be placed upon certain problems which are common to most subjects . . . .
>
> A significant beginning has been made in attacking these problems by classroom teachers who stress the special vocabulary of their subjects and who provide diversified reading materials to meet individual needs . . . .[49]

"Classroom teachers in all subjects involving reading and at all levels say that words and concepts are the biggest single problem they face in helping their students read content materials."[50] Every teacher can improve reading in his subject area using homogeneous grouping, varied classroom reading materials, and differentiated assignments.[51] "Teachers in the content fields in the high school are also providing a variety of reading experiences at different levels of difficulty."[52]

A criticism sometimes given is "high cost for few pupils" in the remedial classes. However, the Oregon State

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[49] Nelson B. Henry (ed.), Reading in the High School and College, Forty-Seventy Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1948), p. 25.

[50] Gray and Larrick, op. cit., p. 90. [51] Ibid., p. 141.

[52] Henry, loc. cit.

Department of Education is behind remedial reading to the extent that it reimburses the schools for much of the excess cost, paying half the salary of remedial teachers.[53] The University of Oregon is one of the few that certify remedial teachers, and the state of Oregon requires that remedial teachers be especially trained. In the Eugene reading program only pupils of normal mental age are allowed in remedial work, which is an elective course, and the classes are kept down to twenty students.[54]

Many systems at present have enacted a compromise program of reading, setting up two or three remedial classes for severely handicapped readers. These classes are "filling in" temporarily, and they leave much to be desired. Of course, this is the first step to instigating a good remedial program. It is the general consensus that a remedial program for retarded readers is not enough in either grade or high school, but a developmental program is needed for all students throughout their years of schooling.[55]

For retarded readers who do not respond to remedial techniques as they should, clinical help is needed. In only

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[53] Ruth Beacon and Lloyd Gillett, "The Eugene Reading Program," The High School Journal, 39:185-86, December, 1955.

[54] Ibid., pp. 186-88. [55] Henry, loc. cit.

a few systems is there a clinic for this purpose. Besides providing specialized personnel and equipment, a clinical system also provides an excellent proving ground for training new remedial teachers for the system. In St. Louis, for instance, teachers may sign up to spend one year in one of the five reading clinics, after which time they return to their schools and work with other teachers to improve the over-all reading program. It is interesting to note that a prerequisite for becoming a principal is spending a year in the reading clinics.

Another system that seems effective has a faculty reading committee that works with a reading specialist to plan, put into operation, and oversee a remedial program involving all the teachers in the subject-matter fields. The committee members, since they are better trained than other teachers, are responsible for recommending audio-visual aids, equipment, materials, etc.

There is little doubt of the effectiveness of teaching remedial reading in the secondary schools. "Wherever a deliberate and well-planned attempt has been made to improve the reading abilities of pupils, definite and permanent results have been obtained."[56]

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[56]Blair, op. cit., p. 10.

Brink[57] has described some practices that are general throughout the country. He pointed out that one-half the existing remedial programs were started the six years previous to 1949 with the responsibility for the programs centered on the English departments. Credit is usually given for the classes, and they are distinguished from the regular classes simply by listing on the schedule. As a rule, remedial reading is offered to ninth or tenth grades, and the median number in the classes is twenty.

Wolhaupter has found in a study that (1) there develops a desire to learn to read for the first time among many high school students; (2) there is a great need for trained teachers; (3) all teachers must accept the responsibility to teach more than subject matter; and (4) there are many reasons why secondary school students need a planned reading program.[58] The reading deficiency is probably one of the main reasons that 50 per cent of the high school students drop out before graduating, for they find it impossible and feel out of place.[59]

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[57] W.G. Brink and P.A. Witty, "Current Practices in Remedial Reading in Secondary Schools," School Review, 57:260-66, June, 1949.

[58] Hazel L. Wolhaupter, "You Do Teach Reading--If . . ." The High School Journal, 39:131-32, December, 1955.

[59] Bullock, op. cit., pp. 55-56.

Consequently, it is clear that more widespread provision of remedial reading programs is an immediate need.[60]

V. DIAGNOSING READING PROBLEMS

Reading is not an isolated skill, but a complex ability closely interrelated with the over-all personal development of the individual. "Physical well-being, emotion, thought, mood, experience, rate of general maturation, and similar factors are all involved in reading growth."[61]

Pupils differ widely in reading ability, but few teachers realize the astonishing range of differences that may exist in one class. Since the schools group pupils according to chronological age, there are likely to be eight or nine reading levels in the ninth grade. Even though students score at the same grade level, they will vary in the nature of their difficulties and needs. The purpose of education should not be to bring every pupil up to the norm but to help each one to read up to his full capacity. Individual differences will be increased, not diminished, by quality teaching.

Diagnosing is no doubt the most important and the

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[60] Henry, op. cit., p. 26.

[61] DeBoer, op. cit., p. 271.

most difficult job in remedial teaching.

> Unfortunately, complete data on the progress of youth in reading have never been secured. The most objective evidence available consists of individual scores on reading tests and the average scores of groups at successive grade levels. To a large extent these records indicate attainments at specific times and not trends in progress over a period of years. The need is urgent for records of sequential development of reading ability as measured both by tests and other valid measures of progress . . . .[62]

The remedial program has received generous help, however, in the form of tests which are available to meet three needs: (1) selecting individuals for remedial work, (2) selecting reading activities suited to the individual's reading difficulties, and (3) evaluating reading improvement. Although authorities agree that testing materials have been plentiful, there is a need for a better testing program to measure reading capacity. The level which students can be expected to achieve has been a perplexing problem.[63]

Since the grade equivalent of a student's mental age has been accepted by many as an indication of reading expectancy, the administration by a competent tester of an individual intelligence test not requiring any reading is the most reliable means of estimating a pupil's rate of mental growth. The Revised Stanford-Binet Measure of

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[62] Henry, op. cit., p. 38. [63] Larrick, op. cit., p. 120.

Intelligence is probably the best available measure of the school child's mental ability, but only a specially trained person can successfully give this test; however, it does have the advantage of yielding a mental age, or an M.A. score.

Since this test is not practical for the average high school situation because of cost and personnel requirements, the common practice is to use group tests, which have been known to underestimate a child's I.Q. as much as twenty points.[64] Because a written test presupposes a common level of reading ability among the students, the poor reader is penalized on a group intelligence test. Therefore, the I.Q. is of value only when it is compared to former I.Q. scores and used along with other observations to help find the causes for reading behaviors. No one test score can be used entirely as a measure of potential. In determining the appropriate curriculum materials for the remedial student, the M.A. should be used rather than the I.Q.[65] The grade equivalent as determined by the Durrell-Sullivan Reading Capacity Test is preferred by many.

When the reading expectancy level has been reached, a standardized reading test should be given to determine the

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[64]Sherrick Fisher, "Significance of the I.Q.," Phi Delta Kappan, 40:258, March, 1959.

[65]Kough and Dehoan, loc. cit.

student's actual reading level. How much his present reading level is below his reading expectancy determines the handicap. There are numerous standardized reading tests that are satisfactory. "Among the most useful for high school and college classes, we believe, are the Diagnostic Reading Tests published by the committee on Diagnostic Reading Tests, Incorporated," wrote Woolf.[66] The Iowa Silent Reading Test is beyond a doubt a much-used test in the secondary schools; its one disadvantage is that it takes two periods to complete it. However, it does test more phases of reading than do other tests.

The criterion for eligibility for remedial instruction is usually the difference between the reading age and the mental age, for a pupil with a high M.A. and low R.A. needs help and can profit from remedial work. The M.A. is an indication of what a student can do, and it should be realized that with poor readers the I.Q. is unreliable. Teacher judgment has to be employed here, but if the student displays a willingness to work, an I.Q. below 90 is sometimes a good risk. It is not unusual to obtain a much higher I.Q. score from a student after a year's remedial work. This does not necessarily mean that his I.Q. has been raised, but it does indicate that an improvement in reading ability has given

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[66] Woolf and Woolf, op. cit., p. 85.

him an advantage in taking a written I.Q. test. Harris suggested that more than one year's difference between the mental age and reading age at the high school level is indicative of retardation in reading.[67] Strang has written:

> A student is commonly described as retarded if he is one year or more below the grade "norm" as measured by a standardized reading test. This view of retardation is based on the false notion that all the students in a class should be reading at or above the grade average or "norm." Such uniformity is impossible. A variation of several years in reading age within any grade is normal.
>
> The truly retarded readers are those whose reading responses and learning potentialities show a marked disparity. Their reading development is out of line with their total development. Their possibilities for personal development through reading exceed their present performance . . . .[68]

Most authorities follow the recommendation that a remedial student should have an I.Q. of 90 or above and be retarded two or more years.

Remedial teachers need the help of specialized school services in obtaining more complete information on and understanding of their remedial pupils. It is frequently necessary to refer certain pupils to medical, psychological, or counseling services for special diagnosis and help. The

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[67] Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1956), pp. 199-200.

[68] Henry, op. cit., p. 225.

cumulative records in the school office, which should contain a complete school record on each student, are of great value in revealing troubles that might be hampering the reading process. The use of these records does not eliminate the need for a special testing program. Reviewing former test results which appear on the cumulative records is valuable. Consistently low scores in reading comprehension and arithmetic reasoning are especially significant. If several I.Q. tests have been taken over a period of time, a fair idea of the true I.Q. can be determined. If, over a period of time, standardized test scores in reading comprehension show a reasonably consistent relation to the pupil's chronological age, such scores may be taken as an indication of the pupil's mental age.[69]

Harris has presented some facts revealed through research that might be helpful in diagnosis: (1) the correlation is high between good problem-solving and good reading ability; (2) the recognition of words is necessary to both reading and spelling; (3) reading and penmanship are closely allied; (4) reading and composition are each dependent upon the other; and (5) meaningful response is the core of

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[69] Featherstone, op. cit., p. 14.

the reading process.[70]

The Monroe Index[71] of reading ability consists of the average of the chronological and mental ages and the arithmetic-computation age which in turn is compared with the pupil's reading age. Presumably the measurement of arithmetic-computation age is not influenced by reading skill, as mental tests usually are.

In diagnosing a reading case, it is a good procedure to administer a test of oral reading ability to observe weaknesses and bad habits in the pupil's reading, such as reversals, finger pointing, tension, substitutions, poor phrasing, omissions, lack of word attack, etc. In recent research a moderately high relationship has been found between reading comprehension and the ability to pick out key words in selections,[72] and oral reading reveals any lack of quick understanding. Other weaknesses that should be observed are lack of training in phonics, poor sight vocabulary, and visual and auditory deficiencies.

Visual deficiencies can be tested by the Keystone

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[70] Albert Harris, op. cit., pp. 5-8.

[71] Marion Monroe, Children Who Cannot Read (Chicago: University of Chicago Press, 1932), pp. 14-15.

[72] Theodore L. Harris, "Implications for the Teacher of Recent Research in High School Reading," The High School Journal, 39:195-96, January, 1956.

Visual-Survey Telebinocular Test and by the use of the Ophthalmograph to photograph eye movements. Inexpensive tests that the teacher may use are the peephole test, looking through a hole in cardboard to note student's eye movements, or the mirror test, looking from behind the student into a mirror lying on the student's book to count fixations and regressions. For a hearing test the Audiometer is used. Whipple's Manual of Mental and Physical Tests described two tests for hearing, the Watch-tick test and the Whisper test.

A few authorities have indicated that they believe that left-handedness and poor speech development are traits of slow readers.[73] However, the extent to which hand and eye dominance contribute to reading handicaps is not clear.[74]

Interest inventories are sometimes used to locate students who do not like to read and who seldom read, for they are seldom efficient readers in spite of the reading scores. By using a graded set of books for oral reading and for comprehension checks, the teacher can double check on the reading level. Making few fixations and regressions during silent reading is an indication of proper eye movements

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[73] Blair, op. cit., pp. 61-62.

[74] Arthur I. Gates, The Improvement of Reading (New York: The Macmillan Company, 1947), p. 107.

and good reading. If the eye movements are not proper, it does not mean that training the eye movements should be included in remedial work, for they are only a symptom. Bullock suggested that it is better to sample the reading ability of non-readers with Reader's Digest Skill Builders than to use a standardized test unless a grade-level score is needed for the records.[75]

Since teacher judgment is often poor, Blair has suggested that a listening comprehension test administered by the teacher provides the best possible means of measuring the potential reading ability of the student.[76] Harris has suggested using the Durrell and Sullivan Reading Achievement Test along with the Reading Capacity Test, which are parallel in content and difficulty.[77]

Making case studies is not practical for the average remedial teacher because of the time it involves. However, every remedial teacher would find it profitable to make one case study when time is available.

The tests available are too numerous to mention here. However, Harris' How to Increase Reading Ability[78] and Gates'

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[75]Bullock, op. cit., p. 12. [76]Blair, op. cit., p. 120.

[77]Albert Harris, op. cit., pp. 301-2.

[78]Ibid., pp. 577-91.

TABLE I

DIAGNOSIS FOR TREATMENT*

Does the student possess:	
Visual skills	(such as acuity, fusion, muscular imbalance, etc.)
Auditory skills	(such as acuity, memory span, discrimination, etc.)
Vocabulary	(sight or recognition; hearing or understanding)
Comprehension skills	(words, phrases, sentences, larger units)
Oral reading	(accuracy, fluency, and comprehension)
Specific comprehension skills	(such as the ability to predict outcomes, to organize, to evaluate, to get the main thought, etc.)
Word attack skills	(ability to use contextual, structural, phonetic, and configurational clues)
Speed and flexibility of reading	
Spelling ability	
Attitudes	(especially toward himself, school, and reading)

*Once it has been determined that a pupil is retarded in reading, the next step is to analyse his reading skills before remediation is attempted. Above are presented those skills to be evaluated.

NOTE: Information for this table was taken from:

Donald Cleland, "The Seriously Retarded Reader," The High School Journal, 39:240, January, 1956.

The Improvement of Reading[79] have excellent chapters on testing, listing various tests and describing their advantages and disadvantages. It is important to keep in mind the advantage of the test which measures non-verbal areas, such as the Minnesota Paper Form Board, the California Intelligence Test, the Pintner General Ability Test Series, the Durrell-Sullivan Capacity Test, etc.

Testing helps decide whether a child really belongs in remedial work and measures his progress after remedial training, but perhaps most important, testing helps the teacher determine the disabilities and prescribe the proper treatment.

VI. ORGANIZATION OF CLASSES

The main purpose of remedial classes is to give the pupil individual help. "The present common practice of putting children into small groups for instruction in reading is an efficient compromise."[80]

Burton has emphasized that the grouping of an individual class must first of all depend upon the particular class and its needs.[81] Some authorities believe that

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[79]Gates, op. cit., pp. 41-52. [80]Fay, op. cit., p. 24.

[81]William H. Burton, Reading in Child Development (Indianapolis: The Bobbs-Merrill Company, Inc., 1956), p. 512.

grouping within a class according to ability does not solve any problem for anyone except in the elementary school and that all remedial instruction in the secondary school should be administered in regular classes.[82] Ideally, the subject-matter teachers should provide a variety of reading materials in their subjects and teach the reading techniques and vocabulary related to their subjects. Harris has noted that some of the main problems of group instruction within classes are those of scheduling activities, finding teacher helpers, handling a wide variety and a large quantity of materials, and making allowances for flexibility in grouping.[83]

For years there has been controversy over whether groups should be heterogeneous or homogeneous. Bullock has indicated that it is generally agreed that having a class of pupils who are homogeneous in all respects is impossible, but that there must be a practical limit to the range of abilities if pupils are to work together profitably.[84] In the majority of the remedial classes grouping is done according to reading levels for most of the work. At times regrouping should be done temporarily to satisfy specific

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[82] Ruth E. Reeves, "An Experiment in Improving Reading in Junior High School," The English Journal, 47:15, January, 1958.

[83] Albert Harris, op. cit., p. 122.

[84] Bullock, op. cit., p. 59.

needs; for example, students might be grouped by their interests in recreational reading or phonic games. Regardless of how grouping is done, the students must be socially compatable and reasonably homogeneous in physical maturity. Individual instruction to permit each pupil to master skills at his own rate should also be provided.

Harris has recommended that there be not just one possible grouping within a class, but a combination of several organizational possibilities to fit different situations.[85] Harris also said that on the secondary level the most effective procedure is to have only two groups in one class: both groups may work simultaneously, one working independently while the teacher works orally with the other.[86]

For remedial teaching to be most effective, there must be whole-class activities, individual reading groups, interest groups, and any other groupings for which there is a need. Gray said that the most successful reading programs are those with the combination of heterogeneous and homogeneous grouping plans.[87] There is evidence that progress in reading is accelerated by practice and instruction in special groups.[88]

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[85] Albert Harris, op. cit., p. 113. [86] Ibid., p. 128.

[87] Gray and Larrick, op. cit., p. 32.

[88] Henry, op. cit., p. 231.

VII. GRADING AND CREDIT PROCEDURES

In most cases the authorities indicated that remedial classes meet one period each day five days per week. Since these classes are, in most cases, required of the retarded readers instead of the regular English, full credit for each semester's work is given and the credit counts as a required English credit toward graduation. More and more schools are dividing their classes into at least three levels; The St. Louis system may be cited as an example. Students usually stay in one level during their four years of high school for most of their work; a ninth-grade remedial pupil remains in remedial English throughout high school. Of course, this always brings up the question of whether the remedial students deserve a high school diploma or not. Some school systems, including the Indianapolis system, issue several different types of diplomas, depending on the course of study followed.

Generally, the remedial students are graded under the same system as other students; however, some schools do not permit them to receive more than a C grade because of the nature of the course. A few authorities have said that they should not be graded, that a written report should instead be sent to the parents periodically. Another system calls for a double standard for grading: a regular grade

based on what the student has accomplished as compared to his capability is sent home on his grade card, and a lower grade based on school-wide standards is put on the permanent school record. Featherstone thinks that the slower students should be graded according to ability and promoted in required courses if they have done their best.[89]

"Grading procedures should be consistent with the goal of trying to give these youngsters some success experiences," states Kough.[90] If graded with the average students, no doubt many remedial students would fail miserably. How can a teacher justify giving a remedial student a D or an F when he has worked up to his capacity, perhaps working much harder than the straight A student? The consensus is that they should be graded as to their individual effort and capacity, and that they should be encouraged to compare their progress only with their past record. Although some argue that this is unrealistic since these students will compete with everyone after school years, others feel that a degree of success is needed to give these students some security and a better learning climate.

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[89] Featherstone, op. cit., pp. 29-30.

[90] Kough and Dehoan, op. cit., p. 152.

VIII. THE FUNDAMENTALS OF READING

Fortunately a better understanding of human growth and development has led to an increased knowledge of the reading process. More sound theory is used today in teaching reading, for it is known that learning to read is a continuous, gradual process and that certain basic skills must be learned before the student can successfully proceed to higher-level skills. No longer is learning to read the haphazard process that it used to be.

To better understand just what is involved in learning to read, it should be helpful to summarize Gray's explanation of why reading is difficult for some children. First, the reading process is a "complex perceptual task"[91] which requires a left to right eye movement, keen visual discrimination, and clear focus. Second, since reading requires the ability to think abstractly, many children with normal intelligence need continuously repeated instruction in its fundamentals.[92] "Another characteristic of the reading process is that it is learned,"[93] and last, "reading is an interpersonal experience"[94] which requires a relationship

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[91] Gray and Larrick, op. cit., p. 120.

[92] Ibid., p. 121. [93] Ibid.

[94] Ibid., p. 122.

between the reader and the author.

The modern school has placed less emphasis on reading for its own sake; however, it makes far greater use of reading as a tool than the schools of yesterday.[95] Evidence also exists that retardation among pupils who achieve at or above their grade level is as great as among those who achieve below that level.[96] Since high school teachers have recently begun to accept the fact that reading must be a part of their responsibility, emphasis is beginning to change from subject matter to a consideration of the pupil.

As described by Harris, the principal stages of reading are (1) reading readiness, (2) learning to read, (3) rapid development of reading skills, (4) wide reading, and (5) refinement of reading.[97] By high school age students should be ready for the fifth stage; however, the growth of the individual is an irregular and continuous process and reading is a function of total growth. There is a certain development in each child before which it is futile to try to teach him to read.

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[95] Albert Harris, op. cit., p. 4.

[96] Emmett Albert Betts, Foundations of Reading Instruction (Chicago: American Book Company, 1946), p. 28.

[97] Albert Harris, op. cit., pp. 14-15.

As Bullock has pointed out:

> As a concept, reading readiness is not only recognition of the fact that children learn to read at different rates and times, but also an attempt to discover and to catalog the various factors which are necessary to a child before he can learn to read.[98]

The retarded reader is often poorly adjusted, difficult to motivate, and very limited in the powers of concentration and retention. The attitude of both teacher and pupil is extremely important. Reading has usually been an unpleasant experience for the non-reader; he has had little practice in reading, and he not only reads poorly, but he feels a failure. Harris has suggested the following motivating factors: (1) the pupil needs to feel liked, appreciated and understood; (2) success experiences are needed as a basis to overcome inferiority complexes; (3) interesting reading materials should be used; and (4) the learner should understand his own reading problem and help plan his activities and record his own progress.[99]

Robinson has given these three fundamental principles for helping retarded readers: (1) utilization of existing information and establishing proper environment for learning to read; (2) determination of methods and materials best suited to the pupils; and (3) maintainence of contacts with

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[98] Bullock, op. cit., p. 37.

[99] Albert J. Harris, "Motivating the Poor Reader," Education, 73:566-67, May, 1953.

the pupils' other teachers and parents.[100]

IX. READING INTERESTS OF THE ADOLESCENT

A frequent criticism of reading in high schools is their failure to cultivate lasting interests in and preferences for good reading.[101] One fact about reading disability is that it is more prominent in boys than in girls. A typical finding is that among 1,130 pupils aged twelve to thirteen years, 20 per cent of the boys and 10 per cent of the girls were retarded in reading.[102] Some studies have revealed that there is little leisure-time reading on the part of youth.[103]

A principal problem in remedial classes is securing enough material on a low reading level that will interest fifteen and sixteen year old boys. Schubert has stated that interest is the key to reading retardation.[104] "It should be recognized, however, that interest cannot completely compensate for a lack of reading skills."[105]

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[100] Helen M. Robinson, "Functional Principles for Helping Retarded Readers," Education, 72:597, May, 1952.

[101] Henry, op. cit., p. 19.

[102] M.D. Vernon, Backwardness in Reading (Cambridge: University Press, 1957), p. 110.

[103] Henry, op. cit., pp. 19-20.

[104] Causey, op. cit., p. 135.

[105] Gray and Larrick, op. cit., p. 82.

Factors which determine pupils' preferences for books are mainly the environmental and psychological conditions of the child's age, sex, cultural background, and motives for reading. Of great importance, also, is the teacher's attitude. Supporting the above statement by Schubert, "Dr. Ridgway found that books which were scored high in interest by retarded readers were frequently judged as about right in difficulty by them, even though the books were rated as two or more grades above the pupils' reading levels."[106] If a book is of low interest, even though it is easy, it may frequently be rated as "too hard" by the pupil; consequently, attempts to measure the reading ease of a book for a particular student without concern about the interest are rather ineffective.

How free should "free reading" in remedial classes be? "A common error made in discussing reading interests is to imply that children's interests are fixed and inevitable."[107] Actually, interests can be taught and cultivated, progressing under guidance, not dominance. "The adult-selected book, like a spanking, may actually harm the child, causing him to develop a distaste for, and an antagonism toward, reading."[108] Pupils

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[106] Anthony Tovatt and Arno Jewett (ed.), "The Readability of a Book," The English Journal, 45:153-54, March, 1956.

[107] Gray and Larrick, op. cit., p. 83.

[108] Burton, op. cit., p. 36.

should be guided to books along the lines of their strongest interest. Teachers should familiarize themselves with several readability formulas. Also important to the "free reading" program are several graded booklists which give both the reading level and interest level, a helpful librarian, and an abundance of common sense on the part of the teacher.

> Because it is especially important for a retarded reader to have the experience of enjoying books, his free reading should generally be at or a little below his present reading level. If his first choice does not appeal to him, he should feel free to return it. The aim of the recreational reading period is to overcome students' unfavorable attitudes toward books and to interest them in reading as a pleasure and as a means of personal development. They may also become aware of their need for instruction and practice in specific reading skills. Their discussion of the books they have read should be regarded as social situations in which friends enjoy talking about books.[109]

Formal book reports should not be required of remedial readers, for doing so is likely to kill the pleasure of recreational reading. If they want to discuss with each other the books they have liked, that is to be encouraged.

Authorities agree that there is a great quantity of materials suitable and interesting for fifteen and sixteen year old boys' and girls' reading from fourth grade up; however, those who are reading below this level present a difficult problem.[110] It is difficult to find adequate

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[109] Henry, op. cit., pp. 239-40.

[110] Russell, op. cit., pp. 88-89.

materials for adolescents who read below the fourth grade level that are not childish or "babyish," for the limited vocabulary at that level makes it difficult to weave a story to interest a sixteen year old.

When checking for high interest, many things other than content are important, however. Small print makes a book seem more mature, which is important for high school youngsters who are touchy about reading "babyish" stories. Such things as the cover of the book, the colors used, and the kinds of pictures and illustrations appearing in books are also important.

Since recreational reading is for pleasure, it is better not to make the students conscious of the reading levels of the books they are reading. "The readability of a book (as measured by a readability formula) assumes a minor role when interest in the book is high."[111] If the book is interesting enough, it will be read. However, students should be told their reading level as far as their regular workbook lessons are concerned.

Some of the dislike for reading can be traced to a lack of sufficient reading experiences and the lack of a reading atmosphere at home. How well the pupil reads depends in a large measure upon how much he brings to the printed

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[111] Tovatt and Jewett, loc. cit.

page in attitude, experience, and language skills. It is the school's job to help overcome this deficiency by making available books, encouragement, quiet and attention.

Various investigations have offered some of the chief interests of the adolescent; however, some of these are inconclusive or contradictory. Carlsen claims that during the past thirty years reading interests have not changed substantially the world over, and that the teacher has the greatest effect upon the likes or dislikes of the student.[112] DeBoer disagrees: interests have changed with each generation; only three books have continued at the head of the list the past thirty years, which are Tom Sawyer, Huckleberry Finn and Treasure Island.[113]

While at the junior high level the themes of adventure and humor have universal appeal and romantic love is gaining popularity, boys generally prefer exploration, pursuit, conflict, triumph and surprise; girls prefer romantic love, home, mystery, career and sentimentality.[114] Magazines, newspapers, and comic books should not be ignored, for the main goal of remedial reading is to help the youngsters learn to enjoy reading. The Trumpet and Classic

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[112] Robert Carlsen, "Behind Reading Interests," The English Journal, 43:7, January, 1954.

[113] Larrick, op. cit., p. 28. [114] Ibid., p. 29.

comics are valuable, for some students will learn a sight vocabulary more quickly from them than from any other material. Numerous studies have revealed that over half of the magazine reading is confined to such magazines as Reader's Digest, Life, Time, Saturday Evening Post, and Good Housekeeping; the tastes of high-school students are similar to those of junior-college level.[115] "Curiously, the factors of intelligence and socio-economic status do not markedly affect young people's interests."[116] One authority has summarized the need in adolescent reading materials by saying, "For adolescents in that no-man's-land between childhood and adulthood, a new kind of teen-age literature is needed."[117] They should not be pinned to one type of material since their interest wanders, but "they need books which will interpret teen-age experiences realistically and lead out beyond teen years."[118]

X. VALUABLE MATERIALS FOR RETARDED READERS

Without prolonged and consistent experiences in reading, it is impossible to become an accomplished reader. "The supply of material for use with retarded readers has

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[115] Henry, op. cit., p. 24.

[116] Larrick, loc. cit.

[117] Gray and Larrick, op. cit., p. 85.

[118] Ibid.

been exceedingly limited in the past and still is much too meager."[119] Recently, however, several publishers have been releasing books especially for retarded readers, which are of high interest but low reading level.

It was the authorities' consensus that a wide variety of interesting reading materials with purposeful activities must be provided at all grade levels in order to give pupils the satisfactory experiences in which skills in reading are developed, maintained, and improved.[120] In this section a number of such materials will be presented. One authority has said:

> A reading program that is limited to the materials of a basal reading system, good as it might be, and which ignores the rich treasure of all the other materials available for children is simply a thief robbing children of the many benefits to be derived from contact with these materials.[121]

Material should serve the child's needs and not the convenience of the school or the teacher; a graded book is not sacred, but the child is.[122] Learning to read cannot be standardized. The graded reader and the standardized test, helpful as they may be, will never produce standardized

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[119] Nila Banton Smith, Helpful Books to Use with Retarded Readers, Teachers' Service Publications, No. 3 (Chicago: Silver Burdett Company, 1952), p. 1.

[120] Helen Hanlon, "About Materials for Teaching Reading?" The English Journal, 47:283, May, 1958.

[121] Fay, op. cit., p. 42. [122] Ibid., p. 35.

results.[123]

"In a field in which there are as many programs of reading as there are people carrying them on, it is foolhardy to attempt an inventory of materials."[124] Beyond a doubt, there are some equally valuable materials that have been omitted, but the ones listed in this section are materials that have been mentioned time and again by authorities as being outstanding.

Major criteria that may be used for appraising and selecting non-fictional books for the handicapped reader in high school were listed by Hunt:

> (1) high interest level, especially for boys since they have a disproportionate share of reading problems; (2) low difficulty level characterized by controlled vocabulary, simple style, and good illustrations; (3) high instructional value, i.e., accuracy and relation to curriculum; (4) availability, as indicated by inclusion in current catalogs; and (5) attractive appearance and without grade designation.[125]

Most of these non-fictional materials will have their greatest use as instructional materials for the poor reader and practice materials for the remedial reader. They may be adapted for these and other groups for enrichment and supplementary reading.

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[123] Ibid., p. 34. [124] Hanlon, loc. cit.

[125] J.T. Hunt, "Easy Non-Fictional Materials for the Handicapped Reader," The High School Journal, 39:322, March, 1956.

"In groups within a class, or in entire classes devoted to building skills in reading, workbooks have been used successfully."[126] When teachers make use of workbooks and special reading materials for the improvement of reading, it is important for them to follow the directions carefully. Manuals which accompany the various reading materials, such as the manual to the SRA Reading Laboratory, are valuable to the teacher. Teacher judgment should come first, however, in deciding when and under what circumstances procedures should be modified.

Workbooks, if properly used, may be valuable instruments as instructional devices. They should be used as suggested by the authors but adapted to fit the needs of a particular group, for workbooks that are improperly used can actually hinder differentiated instruction rather than making a positive contribution to the reading program. Careful checking is important so that students can be made aware of their errors and so that reteaching can be done where it is needed.

The most frequently mentioned workbook for plotting the individual progress in speed and comprehension is Standard Test Lessons in Reading by McCall and Crabbs.

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126 Hanlon, loc. cit.

Another reading improvement series, sometimes used for developmental reading, is SRA Better Reading by Simpson. Frequently recommended, also, were Guiler and Coleman's Getting the Meaning and Gray, Horsman and Monroe's Basic Reading Skills for High School Use.

A set of reading lessons, which range from third to twelfth grade levels, that have been mentioned frequently by authorities is the SRA Reading Laboratory. This is a portable kit of cards which contain individual reading lessons, practice lessons, comprehension tests, and listening tests, all geared for individualized work. Several authorities have emphasized the value of sets of lessons and work kits:

> The great usefulness of sets or kits of books on a theme has been demonstrated in many classrooms. When the themes are vital, and the books selected are of many reading levels, it is possible to provide adequately for the various reading abilities represented in the class.[127]

Supplementary material is used to give interesting and new material to be used independently by children for free reading experience. Relaxed, confident reading is a step forward to loving to read. Supplementary materials should never be used for directed teaching, only for free reading.

Reading newspapers has been considered important by many

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[127] Ibid., p. 285.

authorities. "Magazines designed for school use have provided many classes with some good reading on current affairs at the children's level as well as with the impetus for good speaking and writing activities."[128] One-fourth of the magazines read today are comic books.[129] This should not be ignored by the remedial teacher, for an occasional use of some of the better comic books for free reading can be a great motivation. To counterbalance a possible bias on political and other issues, it is well to provide more than one periodical or paper in the classroom.[130]

Adaptations of novels have been popular in recent years for use with slower readers at the secondary school age.[131] They are often used as a class project, and every pupil reads an adapted novel of his choice. A book fair is valuable where appealing books suited to retarded readers are displayed. Enthusiastic teachers should be available to answer questions and sell reading for pleasure. "The right kind of book can make a reader of a non-reader."[132]

Several companies have begun publishing literature texts especially intended for retarded readers called "track two" books. A few of these companies are American

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[128] Ibid., 284. [129] Gray and Reese, op. cit., p. 271.

[130] Woolf and Woolf, op. cit., p. 200. [131] Hanlon, loc. cit.

[132] Charles Spiegler, "The Right Kind of Book," NEA Journal, 47:285, May, 1958.

Book Company, Heath Company, Ginn Company, Houghton Mifflin Company, Row, Peterson Company, etc.

Booklists have always been of value to the classroom teacher; however, according to Woolf, "most book-list books are too difficult and too long for retarded readers."[133] There are numerous booklists for retarded readers now available, some of which the researcher has compiled and included in the appendix.

On the following pages are listed several types of remedial materials that have been most frequently recommended by the authorities.

Remedial work materials for class use.

Bennett, Dorothy. The Golden Encyclopedia. New York: Simon and Shuster, Company.

Bessey, Mabel, and Isabelle Coffin. Reading for Understanding. New York: D. Appleton-Century Company, Inc.

Broening, Angela M., and others. Reading for Skill. New York: Noble Publishers.

Burton, William. Reading for Living Series. Indianapolis: The Bobbs-Merrill Company.

Carter, Homer L., and Dorothy J. McGinnis. Reading Manual and Workbook. New York: Prentice-Hall, Inc.

Center, Stella, and Gladys Persons. Experiences in Reading and Thinking. New York: D. Appleton-Century Company.

Gainsburg, J.C., and S.I. Spector. Better Reading. New York: Globe Publishing Company.

Gates, Arthur, and Celeste Peardon. Practice Exercises in Reading. New York: Bureau of Publications, Teachers College, Columbia University.

Goldberg and Brumber. Rochester Occupational Reading Series. New York: Syracuse University Press.

Gray, William S., Gwen Horsman, and Marion Monroe. Basic Reading Skills for High School Use. Chicago: Scott, Foresman and Company.

Guiler, W.S., and J.N. Coleman. Getting the Meaning. Chicago: J.B. Lippincott Company.

Johnson, Eleanor. Modern Reading Skilltexts and Diagnostic Reading Workbook. Columbus: Charles E. Merrill Company.

Kelley, Victor H., and Harry A. Greene. Better Reading and Study Habits. New York: World Book Company.

Knight, Pearle, and Arthur Traxler. Read and Comprehend. New York: D.C. Heath and Company.

McCall, W.A., and others. Experiments in Reading. New York: Harcourt, Brace and Company.

McCall, W.A., and L.M. Crabbs. Standard Test Lessons in Reading. New York: Bureau of Publications, Teachers College, Columbia University.

Murphy, George. Reading for Fun. New York: Henry Holt and Company.

Murphy, George, Helen Miller, and Nell Murphy. Let's Read. New York: Henry Holt and Company.

Neal, Elma A., and Inez Foster. Study Exercises for Developing Reading Skills. New York: Laidlow Brothers, Inc.

Parker, Donald, and others. SRA Reading Laboratory. Chicago: Science Research Associates, Inc.

Salisbury, Rachel. Better Work Habits. Chicago: Scott, Foresman and Company.

Simpson, Elizabeth A. SRA Better Reading. Chicago: Science Research Associates, Inc.

Smith, Nila B. Be A Better Reader. New York: Prentice-Hall, Inc.

Strang, Ruth, and others. Study Type Reading Exercises. New York: Bureau of Publications, Teachers College, Columbia University.

Sullivan and Leavell. Practice Book in Phrase Reading. Austin: The Steck Company.

Walpole, Ellen W. The Golden Dictionary. New York: Simon and Schuster.

Witty, Paul. How to Become A Better Reader. Chicago: Science Research Associates, Inc.

Wood, Evelyn, and Marjorie Barrows. Reading Skills. New York: Henry Holt and Company.

Textbooks for class use.

Gray, William S., and others. Paths and Pathfinders and Wonders and Workers. Chicago: Scott, Foresman and Company.

Hefferman, Helen, Irmagarde Richards, and Alice Salisbury. Desert Treasure. San Francisco: Harr Wagner Publishing Company.

Hovious, Carol. Flying the Printways and Wings for Reading. Boston: D.C. Heath and Company.

Horn, Ernest M., and others. Progress in Reading Series. Boston: Ginn and Company.

Knolle, Dorothy N., and Dora E. Palmer. Exploration and Treasures. Columbus: Charles E. Merrill Company.

Roberts, Holland, and others. Let's Read Series. New York: Henry Holt and Company.

Treasury of Literature Series. Columbus: Charles E. Merrill Company.

Wagenheim, H., E. Brattig, and M. Dolking. Exploring Life and Ourselves and Others. Our Reading Heritage Series. New York: Henry Holt and Company.

Supplementary materials for class use.

America in Action Series. Chicago: Beckley-Cardy Company.

Bloch, Marie. Everyday Science Series. New York: Julian Messner, Inc.

Botel, Morton. Interesting Reading Series. State College, Pennsylvania: Penn Valley Publishing Company.

Childhood Series of Famous Americans, adapted biographies (80 titles). Indianapolis: Bobbs-Merrill Company.

Dale, Edgar. Stories for Today and Stories Worth Knowing. Washington, D.C.: U.S. Government Printing Office.

Gray, W.S., Marion Monroe, and A.S. Artley. Just Imagine. Chicago: Scott, Foresman and Company.

Kottmeyer, William. Cases of Sherlock Holmes. St. Louis: Webster Publishing Company.

Moderow, Gertrude, and others. Six Great Short Stories. Chicago: Scott, Foresman and Company.

Reader's Digest Secrets for Successful Living and Reading Skill Builders. Pleasantville: Reader's Digest Educational Service, Inc.

Strang, Ruth, and others. Teen Age Tales. Boston: D.C. Heath and Company.

United States Navy. Navy Life Reader, Book I. Washington, D.C.: U.S. Government Printing Office.

Verne, Jules. From Earth to Moon. New York: Globe Book Company.

Witty, Paul, and others. Reading Roundup. Chicago: D.C. Heath and Company.

Companies offering supplementary materials for class use.

Aladdin Books. The American Heritage Series (30 titles).

Allyn and Bacon. High Trails and Widening Views (short stories by well-known authors).

Beckley-Cardy. Cowboy Sam Series and Neighbors Around the World Series.

D.C. Heath. Disney Series.

Dutton. Wheeler and Deucher's Musical Biographies, Young People in Other Lands Series, Hall and Quest's Historical Novels, Hot Rod, Rough Road to Glory, and simplified versions of Little Women, The Coral Island, All Men Are Brothers and Prudence Crandall.

Franklin Watts. The First of the Automobiles, The First of the Bugs, The First in Baseball, The First of the Eskimos, The First Books About Nature Series, and The First Books About People Series.

Garrard. Pleasure Reading Series: Famous Stories, Old World Stories, Animal Stories, Dog Stories, Far East Stories, Greek Stories, Gospel Stories, Bible Stories, etc.

Globe. Simplified Classics: Black Arrow, Black Beauty, David Copperfield, From Earth to Moon, Huckleberry Finn, The Last of the Mohicans, Men of Iron, Moby Dick, Oregon Trail, The Prince and the Pauper, Robin Hood, Robinson Crusoe, Tom Sawyer, Treasure Island, Twenty Thousand Leagues Under the Sea, and Two Years Before the Mast.

Grossett and Dunlap. Signature Books (33 titles about famous people), and We-Were-There Series.

Harr-Wagner. Reading-Motivated Series: The Secret of Lonesome Valley, The Mysterious Swamp Rider, Desert Treasure, etc.

Hart. Activity Books.

Heath. Flying the Printways, New Trails in Reading, and Wings for Reading.

Laidlow. Basic Readers and Classics for Enjoyment Series.

Little, Brown. American Folkways Series (19 titles), and Travel and Adventure Series.

(David) McKay. Picture Stories of Other Countries.

Macmillan. Inter-American Series, The Democracy Series, Sports Readers and Aviation Readers.

(Julian) Messner, Inc. Shelf of Biographies (111 titles).

Noble and Noble. Our America, Short Stories of Famous Men in History, and Short Stories of Famous Women in History.

Random House, Inc. All About Books: All About Famous Inventors and Their Inventions, All About the Sea, etc., Gateway Books Series and Landmark Books Series: Cattle Dog, By Space Ship to the Moon, Davy Crockett, Ethan Allen and the Green Mountain Boys, The F.B.I., Gypsy Melody, The West Point Story, The Wright Brothers, Wyatt Earp: U.S. Marshal, The Santa Fe Trail, Crash Club, Karen, The Pony Express, The Story of the U.S. Marines, To California by Covered Wagon, War Chief of the Seminoles, Wild Bill Hickock Tames the West, etc.

Row, Peterson. Real People Series (48 titles), and Basic Science Education Series (84 titles).

Sanborn. Beal's simplified classics: The Story of the Deerslayer, The Story of the Three Musketeers, The Story of Moby Dick, etc.

Scott, Foresman. Adapted versions: The Years Between, In Other Days, Captains Courageous, When Washington Danced, Call of the Wild, Adventures with Animals, Eight Treasured Stories, Famous Mysteries, Tom Sawyer, Huckleberry Finn, Moby Dick, Robinson Crusoe, Around the World in Eighty Days, David Copperfield, Twenty Thousand Leagues Under the Sea, The Last of the Mohicans, Treasure Island, etc.

Simon and Schuster, Inc. The Golden Books.

(The) Teen Age Book Club (sponsored by the Scholastic Magazines). Collection of sport, animal, and mystery stories.

Trumpet Books. Mystery of Stony Cave, Diving for Sunken Treasure, Famous Pioneers, Horses, Baseball, etc.

Webster. Simplified versions: King Arthur and His Knights, Cases of Sherlock Holmes, Men of Iron, The Count of Monte Cristo, Simon Bolivar, The Flamingo Feather, The Gold Bug and Other Stories, etc., and The Junior Every Reader Series: Robin Hood Stories, Old Testament Stories, etc.

Wheeler. The American Adventure Series (17 titles): Alec Majors, Buffalo Bill, Chief Black Hawk, Cowboys and Cattle Trails, Daniel Boone, Davy Crockett, Fur Trappers of the Old West, John Paul Jones, Pilot Jack Knight, The Rush for Gold, Squanto and the Pilgrims, etc.

(John C.) Winston. Adventure Series (15 titles), Land of the Free Series (15 titles), and Petersham and Miska's Story Books (18 titles).

Magazines. Laura K. Martin's Magazines for School Libraries, published by the H.W. Wilson Company, is useful when choosing suitable magazines for retarded readers. Some recommended magazines for retarded readers are American Girl, Boy's Life, Calling All Girls, Open Road for Boys, World Youth, Flying, Model Airplane News, National Geographic, Popular Mechanics, Reader's Digest, Life, Look, Popular Science, McCall's, Good Housekeeping, Saturday Evening Post, American Home, World News of the Week, Popular Photography, Field and Stream, etc.

News Weeklies. Helpful news weeklies are:

Current Events. National Scholastic Newspaper. Columbus: American Educational Publications.

Junior Scholastic. New York: Scholastic Corporation.

Read. Columbus: American Education Publications.

Other weeklies that were recommended by some authors are My Weekly Reader, Every Week and Our Times.

Comic books. Comic books can be useful in motivating retarded readers. Superman Work Book, published by the Juvenile Group Foundation in New York City, has been recommended. Classics Illustrated is found on the newsstands and is published by Gilberton Company, Inc., of New York City; the most popular of these books are "Detective," "Ace," "Wings," "Jungle," "True," "Adventure," "Mystery," "Magic," "War," and "Action."

Games, recreational materials, etc.

Coolidge, Ann. Go Fish and Vowel Dominos. Washington, D.C.: Remedial Education Center.

Cordts, Anna D. Manual for Functional Phonetics. Chicago: Beckley-Cardy Company.

Cross Word Puzzles. Chicago: Primary Educational Service.

Dolch, Edward W. Consonant Lotto, Go Fish, Group Sounding Game, Group Word Teaching Game, The Basic Sight Word Test, Vowel Lotto, etc. Champaign: Garrard Press.

(The) Embeco Word Building. Springfield: Milton Bradley Company.

Handbook on Word Perception. Hagerstown, Maryland: Board of Education.

Kottmeyer, William. Basic Reading Chart and Word Analysis Charts. St. Louis: Public School System.

Kottmeyer, William. Remedial Reading Manual. St. Louis: Public School System.

Manual for Sound Blending in Reading and Spelling. St. Louis: Public School System's Reading Clinics.

Phonics Key Cards. Columbus: McCormick-Mathers Company.

Phonics Skilltexts, A-D. Columbus: Charles E. Merrill Company.

Phono Word Wheels and Webster Word Wheels. St. Louis: Webster Publishing Company.

Phono Word Wheels. Austin: The Steck Company.

Read-O. Morristown, Tennessee: Augsbury Publishing Company.

Scrabble. (May be purchases from numerous companies and stores).

Stone, G. Eye and Ear Fun. St. Louis: Webster Publishing Company.

Sullivan and Leavell. Practice Book in Phrase Reading. Austin: The Steck Company.

Films and filmstrips. Coronet filmstrips useful for remedial reading are Hearing Sounds in Words, Consonant Sounds, and Tricky Consonant Sounds. A series of filmstrips and a book entitled Talking Time is available from the Webster Publishing Company in St. Louis; there are actually sixteen filmstrips in these two sets which are geared toward speech improvement and sounding. The following Coronet films are valuable in remedial reading: A Book for You, Library Organization, How to Read a Newspaper, Improve Your Spelling, Build Your Vocabulary, Making Sense with Sentences, Why Punctuate, Something to Write About, Do Words Ever Fool You?, Look It Up, Punctuation: Mark Your Meaning, Grammar: Verbs and How to Use Them, How to Remember, Know Your Library, and How to Read a Book. Several authorities recommended the Harvard Reading Films from Harvard University at Cambridge.

Spelling aids.

Diagnostic and Remedial Spelling Manual. New York: Bureau of Publications, Teachers College, Columbia University.

Diagnostic Spelling Test, I and II. St. Louis: Public School System.

Kottmeyer, William, and May B. Lambader. Spelling Magic. St. Louis: Webster Publishing Company.

Technical High School Drill Book. Indianapolis: Public School System.

Grammar work books. Practical English Workbooks from Scholastic Magazine Company in Columbus, Ohio, and Shafter's

English the Easy Way from the South-Western Publishing Company in Chicago are excellent for retarded readers.

Mechanical aids.

AVR Eye-Span Trainer with slides. Chicago: Audio Visual Research.

AVR Rateometer Reading Accelerator. Chicago: Audio Visual Research.

Controlled Reader. Huntington, New York: Educational Developmental Laboratories.

Keystone Overhead Tachistoscope. Meadville, Pennsylvania: Keystone View Company.

Keystone Vision Survey Tests with Telebinocular Tests. Meadville, Pennsylvania: Keystone View Company.

Reading Rate Controller. Chicago: Three Dimension Company.

SRA Reading Accelerator with Calculator. Chicago: Science Research Associates, Inc.

Tachistoscope. Chicago: Three Dimension Company.

The opaque projector is a useful mechanical device for drill work, and all visual aid companies sell these projectors. The Ophthalm-o-graph is useful in research and in clinics, but schools gain understanding of reading difficulty more quickly and cheaply by using reading tests.

Teacher resource aids. George Spache's Resources in Teaching Reading, published by the author in Gainesville, Florida, is invaluable. Other valuable books are McEathron's Your Child Can Read from the Kenworthy Educational Service and Armstrong's Building Reading Skills from the McCormick-Mathers Company.

XI. TECHNIQUES OF REMEDIAL READING

Retarded readers are not a distinct group except in that after several years of instruction, they are not yet reading. "In general, the best remedial instruction is simply the best classroom methods used with unusual care and intensity, and with very exact adjustment to the needs of the individual."[133] McKee has said:

> There is a good reason to believe that the instruction which the school gives in the identification of printed words should be much more helpful, definite, and systematic than it has been during the past fifteen years or more, and that such improved teaching should be started much earlier in the child's school career than it is at the present time.[134]

Artley has stressed that the following skills should be developed: (1) word recognition should be attained through the use of context clues, sight words, phonics and structural analysis; (2) the understanding of vocabulary meanings should grow by creating an interest in words; (3) comprehension should develop through class discussion, practice in phrase or thought reading, and outlining; and (4) reading rate should increase through the guided reading of easy materials.[135]

The remedial teacher's first task should be to place

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[133] Gates, op. cit., p. 319.

[134] Paul Gordon McKee, The Teaching of Reading in the Elementary School (Boston: Houghton Mifflin Company, 1948), p. 41.

[135] Gray and Larrick, op. cit., pp. 142-43.

the child in reading material one grade level below his reading level so that the child should achieve a taste of success before gradually progressing to more difficult material.[136] Therefore, at the beginning of the course the remedial student should have high comprehension, few vocabulary difficulties, and no vocalization. Recreational reading tends to increase interest and speed.[137]

The two main ways to make reading instruction interesting, according to Harris, are to furnish an abundance of low level-high interest reading materials and to use this material to foster curiosity and interest, choosing books known to have wide appeal.[138] Although oral reading has a legitimate place in the high school program today,[139] a remedial pupil should not be required to read orally before his group unless he wants to do so.

Early in the remedial course, the pupils should have an explanation about their reading scores and handicaps. If the remedial students understand their own problems, a step forward is made in conquering their problems. Excellent motivation is achieved by their graphing their own

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[136] Dolch, op. cit., pp. 10-11.

[137] Woolf and Woolf, op. cit., p. 197.

[138] Albert Harris, op. cit., pp. 569-70.

[139] Gray and Reese, op. cit., p. 290.

progress, for they appreciate competing with their past record rather than with superior peers. The SRA Reading Laboratory is popular with the students because they can, to a limited extent under the guidance of the teacher, choose their own reading material, progress at their own speeds, and keep their own progress charts. Turner has upheld this practice in the following quotation:

> It is our opinion that there is therapy for the emotionally upset slow reader when he is permitted to read what he desires, the teacher always endeavoring to guide him into choosing books that will interest him as an individual but in which he will succeed and not experience failure.[140]

The basic principles of teaching remedial reading are to begin where the pupil is reading with interesting materials, to keep him informed of his progress, and to help him gain satisfaction from his work.[141] The methods that should be used in teaching slow readers are listed by Featherstone: (1) goals should be immediate and tangible; (2) activities should be concrete and simple; (3) directions should be clear and specific; (4) pupils should be shown, not just told, what to do and how to do it; (5) continuity of experience should be preserved; (6) repetition must be constant but

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[140] Carla Turner, "Remedial Reading Pays Dividends in the Junior High School," The English Journal, 48:137, March, 1959.

[141] Blair, op. cit., p. 83.

interesting; (7) drill and practice must be extensive; and (8) more frequent evaluation is needed.[142]

The remedial reading classes should not be a dumping ground for behavior problems, nor should uninterested, rebellious pupils be retained. Authorities unanimously agree that after reasonable trial, if pupils do not cooperate, they should be transferred out of class. It is not advisable to impose homework on the poor reader in the beginning, nor later if he protests.[143] However, daily requirements that can be finished within each period are necessary. If a pupil finishes early, he should not be permitted to idle but should be encouraged toward constructive recreational activity. "The teacher who is patient and willing to proceed very slowly at first is often rewarded by accelerated progress later."[144]

"One of the most important tools in every teacher's 'bag of tricks' should be a list of the most frequently used words in reading."[145] Reading a word list aloud is an excellent means of diagnosing trouble words, for many poor readers

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[142] Featherstone, op. cit., pp. 35-69.

[143] Albert Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1956), p. 307.

[144] Albert Harris, "Motivating the Poor Reader," Education, 73:569, May, 1953.

[145] Edward Fry, "Developing a Word List for Remedial Reading," Elementary English, 34:456-58, November, 1957.

miss the most commonly used words most often. These frequently used words should appear on the list first, whether it be a teacher-made list or a published list. The frequency of appearance of a given word in lists does not always signify the true importance of a given word to particular students since many words are regional, such as adobe, subway, alfalfa, etc.[146] In many cases the teacher should adapt a published list to suit her class. Several word lists that might prove useful are the Dolch Basic Sight Word Test from Garrard Press, Thorndike and Lorge's list from Columbia University, or Edward Fry's list from Loyola University, Los Angeles. Dolch's list is composed of 220 words that make up 50 to 75 per cent of ordinary reading matter; dictating sentences to the pupils using words from this list is good drill.

Symbols are the stock in trade of reading, and recognizing them is the indispensable first step in getting the meaning from the printed language. Without adequate and flexible techniques for recognizing words, little reading can be done. Since a pupil cannot rely on one technique alone, he must have at his command all types of word recognition techniques. The fact should be remembered that children vary in the ability to spot phonetic elements in words,

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[146] Mybert E. Broom and others, Effective Reading Instruction (New York: McGraw-Hill Book Company, Inc., 1951), p. 83.

to associate the forms and sounds of those elements, and to use phonetic analysis economically; consequently, some need much more instruction than others.[147]

Proponents of the analytic approach believe that reading should begin with a basic sight vocabulary, composed of words familiar to the pupil's oral usage.[148] Drill should be done daily in the form of oral reading to associate sight vocabulary with context, or printed words with which the strange word or group of words is associated in the reading matter and which determine or explain the meaning of that word.[149] Guessing at words should be discouraged. Although Dolch has discouraged the learning of numerous prefixes and suffixes, McKee, Gray and Reese believe that it is helpful to learn a great number of prefixes and suffixes.[150]

After a sight vocabulary is started and instruction in readiness is continued, independence should be developed in identifying strange printed words. Sounds should be introduced and taught a few at a time, but it is important

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[147] McKee, op. cit., pp. 244-45.

[148] Ibid., p. 39; Gray and Larrick, op. cit., p. 76; and Edward William Dolch, Psychology and Teaching of Reading Champaign: The Garrard Press, 1951), p. 187.

[149] McKee, op. cit., p. 74.

[150] Ibid., pp. 235-36; and Gray and Reese, op. cit., pp. 315-16.

that they not be taught or practiced in isolation.[151] Dolch has discouraged the practice of looking for little words in big words,[152] and neither he nor Gray and Reese thought that learning ending and beginning phonograms was worthwhile.[153] McKee believes that systematic and extensive teaching of phonetic analysis with blends and phonograms and of structural analysis with prefixes and suffixes are invaluable.[154] He did say, however, that the teaching of phonetic elements should fit the ability of the child and should be closely connected with reading matter and sight vocabulary.[155]

Remedial reading teachers would find it valuable to read the detailed accounts of how to teach phonetic analysis and structural analysis from Gray's On Their Own in Reading, McCullough, Strang and Traxler's Problems in the Improvement of Reading, Robert's Word Attack, Dolch's Psychology and Teaching of Reading, and Gray and Reese's Teaching Children to Read.

Artley has said, "Of all the factors studied thus far by investigators, meaning vocabulary correlates more closely with comprehension in reading than any other, excepting intelli-

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[151] McKee, op. cit., p. 244. [152] Dolch, op. cit., p. 189.

[153] Ibid., p. 203; and Gray and Reese, op. cit., p. 315.

[154] McKee, op. cit., pp. 235-42. [155] Ibid., p. 244.

gence."[156] Vocabulary development involves both word recognition and word meaning, which must be developed together.[157] Teachers should stress the various aids in deriving word meanings which include context, meanings of prefixes, suffixes and roots, and dictionary.[158]

"In order to comprehend, the separate meanings identified must be fused into a pattern of related ideas,"[159] which is not a simple process. To comprehend a paragraph, the pupil must recognize certain key words and derive their correct meanings from the context. Efficient reading, both in terms of rate and comprehension, results if the child learns from the beginning to give attention to meaning units or word wholes rather than to visual or auditory constituents. Studies of Tate and Agnew revealed superiority of students taught through phonics to pronounce unfamiliar words; however, they were less fluent in reading and they did not comprehend as well.[160] Thus, Artley has concluded from this fact:

> In other words, it appears that if one puts emphasis on word attack before getting the getting of meaning is firmly established, the result will be efficient word attack, but at the expense of meaning--the main purpose of reading.[161]

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[156] Henry, op. cit., p. 98. [157] Betts, op. cit., p. 557.

[158] Henry, loc. cit. [159] Ibid., p. 100.

[160] Gray and Larrick, op. cit., p. 76.

[161] Ibid.

Russell has made the following suggestions for activities to attain comprehension skills: to use syllabication rules, to recognize suffix and prefix forms, to study homonyms and similar pairs of words, to indicate the number of vowel and consonant sounds in words, and to arrange a list of words in columns according to the number of syllables in the words.[162] To deepen concepts, lists of words that are frequently confused can be presented for pupils to use in sentences, or words can be underlined in selections for the pupils to define as they are used in context. Keeping lists of words proves valuable. "Reading matter that is intended for use with retarded pupils should have a relatively large number of running words for each new word in the selection."[163]

One of many studies which supports the argument that phonetic training in large amounts will increase independence of word recognition, aid in unlocking new words, and encourage correct pronunciation, shows no evidence that large amounts of phonetic training sacrifices interest in content or results in unnecessarily laborious recognition or unfamiliar words.[164] In this same study there is no evidence that phonetic

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[162] Russell and Karp, op. cit., pp. 90-91.

[163] Broom, op. cit., p. 91.

[164] Clarence W. Hunnicutt and William J. Iverson (ed.), Research in the Three R's (New York: Harper and Brothers, 1958, pp. 80-81.

training decreases efficiency in silent reading.[165]

There is evidence that phonetic analysis contributes to both good reading and good spelling although it is not the total program in word study.[166] Analysis for context, form, and structure should be taught along with phonetic analysis. These skills all function together. Russell's Reading Aids Through the Grades and McKee's The Teaching of Reading in the Elementary School present numerous devices which teachers might use to develop better sounding techniques.

Hunt arrives at the conclusion that a major effort should be made to train all pupils in methods of word attack.[167] This study reveals that structural analysis and vocabulary are moderately interrelated while reading and vocabulary are more closely related than is structural analysis to either of them; context is most closely related to vocabulary and reading.[168]

The three elements of eye movements in reading are: (1) the span of recognition for printed material, (2) the rate of recognition regardless of the size of the recognition unit, and (3) the regularity or rhythmic progress of the

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[165] Ibid. [166] Fay, op. cit., p. 4.

[167] William S. Gray, "Summary of Reading Investigations," Journal of Educational Research, 37:407, February, 1954.

[168] Ibid., p. 406.

recognition along the printed lines.[169] The faster the reader recognizes printed symbols and the fewer fixations he has per line, the better the comprehension and speed will be. However, in remedial reading there are more reading problems to overcome than in developmental reading; therefore, instruments used for speed in remedial reading are primarily motivational, for with the use of machines there seems to be an undesirable decrease in comprehension.[170] Woolf agrees: "Some of the intriguing 'tricks of the trade' have emphasized the mechanics of reading to the point of ignoring getting meaning."[171] Jones feels that substantial gain has been made with the use of the tachistoscope and the reading rate accelerator, for the boys in particular are more interested in reading when motivated by the interest in the machines.[172] Dolch recommends an abundance of flash card word and phrase recognition along with motivating word games and much easy independent reading material for increasing leisure in reading.[173] Few schools use instruments in remedial reading; instead they make use of drill methods and timed-reading

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[169] Hunnicutt and Iverson, op. cit., p. 19.

[170] Theodore Harris, op. cit., p. 196.

[171] Woolf and Woolf, op. cit., p. 4.

[172] N.F. Jones, "A Motorized Reading Project," The English Journal, 40:313-19, June, 1951.

[173] Dolch, op. cit., p. 356.

exercises.[174] Of course, this could be because of the high cost of machines.

"There is no reading skill which responds more readily to remedial treatment than that of speed,"[175] and the best way to develop speed is through practice on easy reading material. Westover specifies that machines did not show significantly better results in the achievements tested than the same reading exercises used alone.[176] Bernstein also notes that pupils make more complete responses to questions when the study is based on a "more interesting" story, and high interest seems to evoke more creative responses.[177] Blair recommends the use of a time limit to force more rapid reading by the "push card" method by the teacher, the Reading Board (which is illustrated in Blair's book,) or by the SRA Reading Accelerator, the Keystone Reading Pacer, the Keystone Rateometer, or the Harvard Films for the Improvement of Reading.[178] Gray has written that "the speed at

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[174] Theodore Harris, op. cit., p. 197.

[175] Blair, op. cit., p. 94.

[176] Hunnicutt and Iverson, op. cit., p. 259.

[177] Frederick B. Davis, "Comprehension in Reading," Baltimore Bulletin of Education, 28:20, January-February, 1951.

[178] Blair, op. cit., pp. 98-99.

which one apprehends meaning accurately is a significant measure of his competence as a reader."[179] Although increasing speed is not the main goal in remedial work, there is a definite tendency for the faster readers to comprehend better.[180] Gray points out:

> The central factor in speed in reading is not the control of eye-movements, as is often assumed, but rather the rapidity with which meanings are grasped. Definite steps should be taken, therefore, to arouse interest in the content of what is read, to develop an appropriate background of related experience, and to stimulate mental alertness on the part of the reader. Furthermore, opportunity should often be provided for students to read materials which are unusually interesting and relatively free from word, concept, and structural difficulties. Under these conditions, the span of recognition increases, eye-movements become more regular, and comprehension occurs with increasing rapidity.[181]

The primary goal of all reading improvement, therefore, is to develop power to comprehend. Helpful tools to use are materials like Gates-Peardon Practice Exercises in Reading, whose main purpose is to develop the pupil's ability to read, and other work materials which require the pupil to read for details or write the central idea of a paragraph.[182] For best results the teacher should attempt to follow the directions for use of these materials as much as possible. It is important to

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[179] Henry, loc. cit.

[180] Hunnicutt and Iverson, op. cit., p. 145.

[181] Henry, op. cit., p. 101.

[182] Blair, op. cit., p. 102.

not use workbooks as "busy work" only.

The normal rate of reading for high school students is 250 words per minute.[183] In a study by Wrenn and Cole[184] it was concluded that the maximum that can be read at one fixation is four unrelated letters, two unrelated words, or one phrase of six related words. Since the reading span depends upon the extent to which words can be grouped into meaningful phrases, widening the reading span will increase both speed and comprehension. The mere pacing of the eye movements will not solve the difficulties for a poor reader, however; attention should rather be given to the recognition of word forms and to the improvement of the span of recognition. If the slow rhythm of eye movements between fixations can be improved while regressive movements are eliminated, these changes should prove beneficial. A good technique for accomplishing this is the use of meaningless symbols, forcing the reader to execute movements that skilled readers use. For this the Keystone Flashmeter may be used with the Keystone Overhead Projector.

When new mechanical habits are substituted for old ones, inefficiency appears for awhile but will not last long.

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[183] Albert Harris, How to Increase Reading Ability New York: Longmans, Green and Company, 1956), p. 508.

[184] Gilbert C. Wrenn and Luella Cole, How to Read Rapidly and Well (Stanford University: Stanford University Press, 1935), p. 3.

Good mechanical habits and good comprehension are so closely associated that they operate together.[185] Some conditions that might affect reading efficiency are not being pressured, poor mechanical habits, too little practice in reading, and inadequate understanding of material.[186]

Davis lists nine measurable skills in comprehension that should be helpful to remedial teachers, for most workbook lessons involve these types of exercises: (1) word knowledge; (2) ability to select the approximate meaning for a word or phrase in light of its contextual setting; (3) ability to follow the organization of a passage and to identify antecedents and references in it; (4) ability to select the main thought; (5) ability to answer questions that are explicitly answered in a passage; (6) ability to answer questions that are answered in a passage but not in the words in which the question is asked; (7) ability to draw inferences from a passage and to identify its tone or mood; (8) ability to recognize the literary devices used in a passage and to identify tone or mood; and (9) ability to determine the writer's purpose, intent, or point of view.[187]

Spelling rules should not be ignored in remedial reading, for spelling drill is closely related to reading and

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[185] Wrenn and Cole, op. cit., pp. 10-11. [186] Ibid.

[187] Davis, loc. cit.

creative writing.[188] A good place to begin spelling instruction in remedial is in the student's writing. Words that are missed in written assignments--and there should be some creative writing every week--can easily make the teacher's lists for a time. Horn has said that although there should be careful, systematic planning for helping students learn to spell,[189] little is gained by trying to learn a large number of words.[190] In his study Horn also says:

> Spelling and reading ability are closely related. Correlations which have been reported between spelling and reading are nearly as high as those which have been reported between intelligence and reading. Few persons who are excellent readers are poor spellers and few, if any, poor readers are good spellers.
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> . . . . . .
>
> . . . Yet among the words repeatedly met in reading are many spelling demons. It is possible that, because these words are so familiar, little or no attention is called to their spelling in the process of reading.[191]

Horn also states that as reading abilities are developed, spelling improves.[192] About the time devoted to spelling and how it should be taught he says:

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[188] Woolf and Woolf, op. cit., p. 180.

[189] Ernest Horn, "Teaching Spelling," What Research Says to the Teacher (Washington, D.C.: National Education Association, 1954), p. 3.

[190] Ibid., pp. 6-7. [191] Ibid., p. 11.

[192] Ibid., p. 12.

> . . . In most instances the time allotment should not be more than 75 minutes a week.
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> . . . . . .
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> Research has consistently shown that it is more effective to study words in lists than in context. Words studied in lists are learned more quickly, remembered longer, and transferred more readily to new context. . . .[193]

Horn did not advise teaching all the spelling rules, even to regular classes; rather only the rules that apply to a large number of words and have few exceptions: (1) dropping the final e, (2) changing y to i, (3) doubling the final consonant, (4) learning qu rule, (5) capitalizing proper nouns and adjectives, (6) using periods after abbreviations, and (7) using an apostrophe in possessive forms and contractions.[194]

Horn also points out the importance of phonics to spelling, for they go hand in hand; he indicated that most spelling errors are in words that have letters which are sounded in more than one way.[195] Horn's summary can be extremely helpful toward the remedial teacher's understanding the importance of not neglecting spelling for retarded readers:

> There are a few pupils in most classes who are severely handicapped in learning to spell because of low reading ability. Some are unable to read the words

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[193] Ibid., p. 16. [194] Ibid., p. 21.

[195] Ibid., pp. 22-23.

> in their lessons, much less to spell them. They find even greater difficulty in reading the directions for exercises in their workbooks. Moreover, the fact that they cannot read well means that they will not read extensively and so will learn fewer words thru reading. It is futile to expect such pupils to do satisfactory work in spelling unless their reading can be improved. Individual help in reading their spelling lessons will improve both their spelling and their reading.[196]

Very few schools have clinics available to the school system for extreme cases in reading. Wolhaupter states that only 1 per cent of the slow readers requires clinical assistance.[197] However, after seeing the St. Louis clinical system in action and hearing of Houston's successful clinical system, this researcher is inclined to believe that reading clinics are a necessity on the grade school level where reading difficulties are beginning. Under the management of the late Mr. Stien, Evansville College opened its clinic to the Evansville public schools for reading consultation and specialized help from the college personnel. The Evansville School Corporation concluded that this system was successful in three ways: the college had the expensive equipment and the schools had the children; it helped the college create a good atmosphere for effective teacher training in reading; and the public schools benefited with in-service training for their teachers.[198]

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[196] Ibid., p. 26. [197] Wolhaupter, op. cit., p. 133.

[198] An Experiment in Reading, Bulletin from the Evansville Public Schools Office, 1953.

Teachers. Few school systems stated that they had teachers who were well-trained. Several systems emphasized that they had been searching for a reading consultant for their system, but they could not locate a person with the proper credentials. Over half reported that they had teachers' meetings and in-service training of various types, workshops being the most popular.

Available reading training. Universities that offered specialized reading instruction for teachers were Loyola University, University of California at Los Angeles, University of Chicago, New York University, University of Utah, and Boston University. Utah certifies reading teachers who have completed sixteen quarter hours of reading work in an university, but it was not indicated whether or not certification was required for remedial teaching. In Oregon all remedial reading teachers must have Oregon State Remedial Certifications. Minnesota reported that they are now in the process of developing certification standards to be effective state-wide. Numerous officials said that their best source for remedial reading teachers was intermediate grade school teachers who transfer to high school remedial work.

Diagnosis. General procedure in diagnosing seems to be consideration of all past test scores and the mental age.

CHAPTER III

REMEDIAL READING PRACTICES IN SCHOOL PROGRAMS

This review of current practices in secondary school remedial reading programs was compiled from questionnaires that were sent throughout the country to some of the larger school systems. The researcher contacted only larger systems because the purpose of the questionnaire was to learn what was being done in existing remedial programs, not whether or not a remedial program existed; it is evident from previously discussed investigation in this thesis that very few schools offer remedial reading, especially the smaller systems.

The over-all picture presented by the questionnaire responses was not contradictory to the findings from various authorities read. The variety of existing programs is evidence of a virorous effort to do something about reading problems in the secondary schools. Most of the supervisors and teachers who completed the questionnaire expressed the wish that they were doing more in the remedial reading field.

Since the responses on the questionnaire offered little new information over the research previously discussed in this thesis, the researcher will present only brief accounts of the findings concerning each of the problems, thus presenting a general picture of existing programs and practices.

All indicated that they administer standardized reading tests; the most frequently used are the Iowa Silent Reading Test, Gates Reading Survey, and the California Reading Tests. Other procedures in diagnosing are the use of I.Q. scores and cumulative record information.

Selection of students. Remedial reading is seldom offered on a voluntary basis for the students. Unanimously the schools insist on I.Q.'s of 90 or above, except for isolated cases, and two years retardation. Most schools indicate that students must be cooperative or they are dismissed from remedial reading class.

Classes. As a rule, classes meet five days per week and full credit is given in place of regular English; the credit given usually counts toward graduation requirements in English. Classes average from fifty to fifty-five minutes in length, and most of the pupils are in remedial from one semester to one year. Activities during the class period are varied, and three or four different activities are planned for each class period. All schools reported free reading periods and an abundance of drill work. The average class size is from fifteen to twenty pupils.

Motivation. Interest seems to reign supreme. Also, several report that the use of competition among the remedial students themselves as effective. Practically all report that

their students keep some kind of individual progress report or chart. Many emphasized that the teacher's personality and that the handling of the students are important.

Materials. The choice of materials seems to depend partly on what section of the country the school is located. Schools seem to cater to the local publishers somewhat. However, all schools described basically the same types of materials, such as workbooks, games, word wheels, speed test books, etc. There were a few specific materials mentioned from all parts of the country, however. Some of the materials that were mentioned most frequently are: Reader's Digest Reading Skill Builders, Teen Age Tales, The American Adventure Series, Dolch materials of all kinds, SRA Reading Laboratory, Landmark Books, SRA Better Reading Books, Basic Reading Skills for Junior High School Use, and Basic Reading Skills for High School Use. Only a few schools mentioned films, but they reported tremendous success with them. The opaque projector was valued as a helpful tool by most. McCall-Crabb's Standard Test Lessons in Reading ranks far ahead of any other speed test book. Very few thought that the use of reading machines warrant their cost.

Rooms and equipment. A few schools said that small offices are used for the remedial groups. Usually regular classrooms are used for remedial reading classes, and most

of the rooms lack storage for materials and equipment. One school only reported an ideal reading center with adequate storage, an abundance of materials, and the latest equipment; this reading center was also located next to the school library. Five school systems reported having reading consultants, and only four had a reading clinic system.

Remedial emphasis. Remedial reading seems to be stressed during the intermediate grades in most systems. A few believe that it should be stressed during third and fourth grades. That high school is too late to help many of the retarded readers was the thinking of many.

Teacher load. In most cases, the remedial reading teachers meet five classes per day. A few reported that their remedial teachers had only four classes per day and additional time for counseling and preparation. Two schools said that mothers help with materials, games, etc. Others mentioned the value of mimeographed materials as time savers. Two schools reported that two remedial reading teachers work together in the same classroom with the same group.

Grouping. All reported that their remedial classes are grouped within the class, most of the time according to reading level. There may be from two to eight groups within one class.

Grading. In the majority of the cases, the remedial students are graded like other students but compete only with other remedial students within the class. A few teachers grade low for these classes, never giving more than a C. Some do not grade at all but have parent and student conferences. Very few report parent conferences as regular procedure for the remedial classes. One system outlined its multiple diploma system.

Many interesting facts were revealed in the questionnaire study. Indianapolis was the only system to report a multiple diploma system to further differentiate the curriculum requirements for the retarded reader and the slow learner. St. Louis and Houston report a highly developed and organized reading clinic system, which are available to both grade and high schools. St. Louis stresses training beginning at third grade level, and they feel that they prevent many pupils from becoming extreme reading problems. Philadelphia started a reading clinic system last year; however, their clinics stress diagnosis more than treatment so far and serve as teacher training units. Minneapolis has what they term a "reading center" in every school, staffed with highly specialized reading teachers. This was the only school that reported having soundproof booths for individual instruction, a desire so many schools expressed.

The researcher feels that much is being done in

remedial instruction; however, this field is just a baby, and it has taken its first of many steps.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

A major objective of the remedial reading program is to help in the teaching of reading in all subject fields. Although schools differ greatly, the trend seems to be toward increased employment of remedial reading teachers to teach special reading classes and to guide the reading program throughout the school.

Numerous problems plague remedial reading programs throughout the country, and as was noted in Chapter Three, the majority of the schools seem to face similar difficulties. Upon considering the implications of the research presented in this study, the investigator makes the following recommendations for the improvement of reading programs in general and for solving the problems of the Evansville School Corporation in remedial teaching in particular:

1. An efficient developmental reading program should be put into action throughout the elementary schools to catch reading problems early and to prevent many potential remedial reading pupils from becoming retarded readers at all.

2. Remedial and clinical help should be given to readers who are not reading up to their level as early as the third grade, which is when reading problems are becoming evident.

3. Pupils in the first four or five grades should not be promoted if their reading is retarded one year or more.

4. All schools should have a highly trained reading teacher.

5. School systems with three or more high schools should have a highly trained reading consultant or coordinator.

6. All schools should provide an in-service training program for remedial teachers.

7. Frequent meetings should occur for the remedial teachers and supervisors for the improvement of tools and techniques.

8. Colleges and universities should include in their curriculum specialized reading instruction for teachers.

9. Remedial reading teachers should be required to have a specified amount of training, which would be established state-wide.

10. There should be more recognition of the remedial remedial program by the administration.

11. The administration and the faculty of every school should have a thorough understanding of the remedial program and its goal in order to gain proper cooperation within the school.

12. Appropriate action should be taken to remove any stigma that might exist from the program.

13. Parents should be consulted about the nature of the remedial reading program and their cooperation should be sought.

14. Clinical services or the services of a psychologist should be available for every school.

15. There should be a complete revamping of the curriculum and requirements for students without potential, thus freeing the regular remedial classes of those impossible reading cases that are so often dumped into remedial classes.

16. Graduation requirements and the multiple-diploma system should be investigated and considered for every community.

17. Final selection of remedial students should be left up to the remedial teacher.

18. Remedial classes should not exceed fifteen pupils.

19. Remedial classes should meet in a light, cheerful, well-equipped room that is located near the school library.

20. Every school should have a wide variety of supplementary reading materials in a remedial reading center.

21. There should be sufficient storage facilities in every remedial center.

22. A wide variety of audio-visual aids and mechanical aids should be available for the remedial program.

23. A grading system that would grade the retarded reader according to his performance and capability should be adopted.

24. Parents and teachers other than the remedial teacher should have an understanding of the principles of grading in the remedial classes.

25. Remedial teachers should be allowed extra time for student counseling, parent conferences, and the thorough preparation of reading procedures and materials.

26. Teachers who have taught remedial reading for a number of years should seriously consider writing suitable remedial reading materials with high interest-low reading levels, especially on the second and third grade levels.

27. There is a need for development of more suitable testing to determine a student's reading expectancy.

28. A "double English" period should be considered for ninth grade pupils who are retarded readers with potential to help bridge the existing gap in their ability to carry high school work.

Although the investigator realizes that many of the preceding recommendations are impossible to achieve, it is

well to set the goals high and strive for their attainment in order to progress toward a more successful program.

The remainder of Chapter Four presents the researcher's recommendations for classroom procedures, tools, and techniques in the form of a course guide for ninth grade remedial reading. Since the value of any course guide is only to guide and not to dominate the teacher, the following course guide should be used with flexibility and according to the teacher's discretion.

COURSE GUIDE

FOR

ENGLISH IA AND IIA*

A FLEXIBLE PROGRAM OF STUDY

FOR

REMEDIAL READING IN GRADE NINE

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*English IA and IIA represent the first and second semesters of ninth grade remedial reading, respectively. These courses are listed differently in various school systems.

TABLE OF CONTENTS

TEXTUAL REFERENCES

ENGLISH IA

Current Events. National Scholastic Newspaper. Columbus: American Educational Publications.

ENGLISH IIA

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Gray, William S., Gwen Horsman, and Marion Monroe. Basic Reading Skills for High School Use. Chicago: Scott, Foresman and Company.

The American Adventure Series. Chicago: Wheeler Publishing Company.

Strang, Ruth, and others. Teen Age Tales. Boston: D.C. Heath and Company.

INTRODUCTION TO ENGLISH IA AND IIA

Many students enter high school with a very low reading proficiency. These students are handicapped in that they are unable to secure the full educational benefits from their high school work, even if they can do it at all. The remedial reading program is built on the premise that if a student's reading achievement falls significantly below his ability, he is judged to be retarded and is given special help.

In this course guide, the time limits have been established on the basis of a year's work instead of a semester's. The units set up in this guide are intended only as a means of suggesting the approximate amount of time to be spent on each type of work during the school year. Since the attention span of these students is short, they cannot work on one unit very long. The daily program must be varied, and by the end of the week, practically all the unit topics will have been touched upon. The amount of time spent on each unit

also depends partly upon the specific class involved and its needs.

The materials, tools, and techniques suggested for use in this guide are considered the best by the researcher, based upon the conclusions of this study. However, a wealth of other suggestions are described and listed in the main part of the thesis. The teacher determines the true success of their use.

Every teacher, however, should be a teacher of reading in his particular subject. In addition to teaching special reading classes, the second duty of the remedial reading teacher in each school is to convince other teachers of the necessity of reading instruction for their subject area, and to inform them about effective tools and techniques that may be used. A faculty reading committee may be appointed, which should consist of the department head or a teacher from each subject area who is qualified and interested in reading instruction, to assist the reading teacher in subject area guidance and to be reading coordinators in the specific subject areas.

OBJECTIVES OF ENGLISH IA AND IIA

To diagnose carefully the disabilities of the students and to begin correcting minor reading difficulties

To give the slow readers any possible help in solving problems, emotional or otherwise, that might be hampering their reading development

To recapture some degree of confidence for the slow readers

To arouse the students' desires to improve their reading ability

To provide guidance in proper study habits and in curriculum choice

To instill within the students the quality of honesty and the desire for self-improvement, both when supervised and unsupervised

To develop the students' reading potential as much as time and facilities permit.

To enable the students through reading drill to learn new words through phonics, context, and word structure and forms

To improve the students' ability to grasp main ideas from their reading

To develop a better understanding of people and life situations through reading

To provide the essentials in basic grammar

To aid in developing spelling skills

To provide some writing experience in the form of sentences, paragraphs, and short letters, depending on the student involved

To provide as much reading experience as possible on the desired grade and interest level for the students, surrounding them with a wealth of desirable materials.

To improve and increase the students' vocabulary, both reading and speaking

UNIT ONE: DIAGNOSING READING DIFFICULTIES AND ORGANIZING CLASS
(2 Weeks)

UNIT GOALS

To administer reading test to detect major areas of difficulties

To look into cumulative records to discover difficulties not detected specifically from the reading test and to look into all scores from previous testing

To contact parents for conference

To learn about the individual student's special interests

To attempt to discover the potential of each student

To determine what aspects of reading improvement each student needs and the class as a whole needs.

To discuss major areas of difficulty with the class and with each student

To observe silent reading to detect bad reading habits, such as lip moving, finger pointing, and regressive eye movement so immediate remedial processes may begin

To observe oral reading to detect skipping, nervousness, speech difficulties, poor auditory discrimination, reversals, and substitutions so that immediate remedy may begin

To note evidences of visual, speech, and audio deficiencies and refer them to the school nurse or school therapist

To counsel the students in proper study habits, using available films

To set up a weekly schedule to be followed, subject to change when advisable

STUDENT ACTIVITIES

Taking the Iowa Silent Reading Test, or any other standardized reading test

Discussing the results of the test

Becoming acquainted with the class procedure to be followed and the materials to be used

Realizing the importance of learning to read more effectively

Becoming acquainted with, and more at ease around, the teacher

Reading orally to the teacher so weaknesses can be spotted

TEACHING DEVICES AND TECHNIQUES

Remedial reading students may be defined as those pupils who fail to meet standards based on their own potentialities. A student, to be eligible for remedial reading, should have an I.Q. of 90 or above, with rare exceptions, and be retarded two or more years below the normal reading grade or mental age, whichever is lower.

A student who shows lack of cooperation should be dropped after a reasonable trial. Also, a candidate in the range below 90 in I.Q. who shows that placement is unwarranted should be dropped. Pupils should be discharged when reading up to grade if I.Q. is 100 or better and when reading up to mental age if I.Q. is below 100.

The Iowa Silent Reading Test should be administered the first week. Since there are four forms to this test, it prevents confusion if they are used in order. For example, if form BM is used in the fall, CM could be used at the end of the first semester and DM at the end of the year.

As a rule remedial readers are below average in practically all aspects of development. They either ask too many questions or withdraw entirely. Some become over-aggressive, and cheating tendencies often exist. They have been constantly defeated, judged by average standards which they cannot meet. A deep concern should be shown by the teacher for the emotional instability and the lack of

security and confidence expressed by the slow reader. He is tired of competing with classmates. He should graph his progress and compete with himself for a change. Much more emphasis should be placed on what he can do than on what he cannot do. In this type of class it is often necessary to win the confidence of the student before beginning learning procedures. It becomes necessary to develop within the student a desire to read. A firm sort of kindness coupled with praise whenever possible does much toward building student confidence.

The remedial teacher can secure indications of the slow reader's ability by comparing the Stanford Achievement Test scores in arithmetic with reading. If the arithmetic score is normal or high, this is a good indication that the student has potential. The I.Q. and M.A. from an intelligence test is also an indication of the student's ability. The teacher should use the M.A. rather than the I.Q. in determining the appropriate curriculum materials, however.

The reading test results should be discussed with the class members individually. Every means available should be used to gain an understanding of each student's background and of the problems that could be hampering his reading. It is important that the student of high school age be told at what level he is reading, for he is not easily fooled and appreciates knowing what his reading problems are. Only

when he knows his difficulties and understands his weaknesses can the teacher help him overcome them. The teacher should not ignore consulting the school counselor, the school nurse, or the Child Guidance Center with extreme problems. If emotional disturbance is too great, reading cannot be improved.

The class should be divided into groups according to the ability and attained reading level. It is helpful to appoint leaders as general chairmen of the groups for organizational purposes. Ideally there should be only two groups in a class on the secondary level, one reciting while another works. However, it is not unusual to have in a class reading levels ranging from 1.0 to 6.7, with as many differing mental ages, necessitating four or five groups to fit the students' varied needs. Any form of grouping, however, serves merely to reduce the range of individual differences. It is therefore imperative to adopt supplementary devices within each group, regrouping at times on the basis of specific interests or needs.

These students must be given a variety of activities during each class period. Nor can they work very much as a group. Much of the instruction must be given on the individual basis. If it is possible, three or four outstanding members should be secured from the Future Teachers' Club, preferably juniors and seniors, who would be interested in getting teaching experience. In a class that has four or five groups

it is impossible for one reading teacher to devote enough time to individual help. Student helpers are valuable for much of the oral reading and drill work. Of course, proper orientation of these student helpers by the teacher is of supreme importance before they are ready to work with these retarded readers. Since these helpers plan on teaching in the future, they are conscientious in this work and consider it an honor to be chosen. They may be given some recognition in the school paper, club, and Honor Recognition Assembly.

RESOURCES

The cumulative file at the school should be consulted for available information the first week of school. Any reading teacher would find it helpful to consult Brueckner and Bond's The Diagnosis and Treatment of Learning Difficulty, reading the chapter on "Diagnosis in Reading."

SUPPLEMENTARY MATERIALS

Iowa Silent Reading Test, forms AM, BM, CM, and DM.

Other recommended tests are Durrell's Analysis of Reading Difficulty, Gates' Reading Survey, Gray's Oral Reading Test, and Monroe's Reading Diagnosis.

SAMPLE ILLUSTRATION OF READING GROUPS

Grouping of a remedial class of twenty-two pupils as based upon scores made on the standardized silent reading test might be worked out as follows:

Group I	(4)	6.5-6.9
6.9 6.8 6.7 6.5		SRA Reading Laboratory Independent Workbook Material, 6th Standard Test Lessons, Bk. D Reading for Meaning, Bk. 6 Reading Skill Builder, Bk. 6 (1-2) Supplementary Reading
Group II	(5)	5.5-6.4
6.4 6.2 5.9 5.7 5.5		SRA Reading Laboratory Independent Workbook Material, 6th Standard Test Lessons, Bk. C Reading for Meaning, Bk. 5 Reading Skill Builder, Bk. 5 (1-2) Supplementary Reading
Group III	(4)	4.8-5.2
5.2 5.0 4.9 4.8		SRA Reading Laboratory Independent Workbook Material, 4th Standard Test Lessons, Bk. B Reading for Meaning, Bk. 4 Reading Skill Builder, Bk. 4 (1-2) Supplementary Reading
Group IV	(5)	3.7-4.3
4.3 4.2 4.0 3.9 3.7		SRA Reading Laboratory Independent Workbook Material, 3rd Standard Test Lessons, Bk. A Reading for Meaning, Bk. 3 Reading Skill Builder, Bk. 3 (1-2) Supplementary Reading
Group V	(4)	2.5-3.4
3.4 3.3 3.3 2.5		SRA Reading Laboratory Independent Workbook Material, 2nd Standard Test Lessons, Bk. A Eye and Ear Fun, Bk. 1 and 2 Spelling Magic Group Word Teaching Game Supplementary Reading

SUGGESTED ACTIVITIES FOR A WEEKLY PROGRAM

REMEDIAL READING CLASSES

Purposes	Types of Activities
I. To improve ability to read silently for 1. General comprehension 2. Understanding main ideas 3. Understanding details 4. Recall	I. Directed silent reading (Preparation, reading of material, check on recall and retention, and discussion)
II. To improve ability to read aloud	II. Oral reading, individual or in small groups Two major functions: 1. As an analysis of reading 2. As an opportunity to learn to read aloud more effectively
III. To improve skills of independent word attack through 1. Use of context clues 2. Phonetic analysis 3. Structural analysis 4. Use of dictionary	III. Practice materials, and repeated opportunities to apply these skills after presented. As need indicates, work individually or as group.
IV. To improve vocabulary	IV. Vocabulary lists kept and used by students. Begin with basic sight list, then take words from everyday reading. Work closely allied with that under Point III.
V. To help students to read for enjoyment, stimulation, and enrichment	V. Emphasis should be placed on relaxed enjoyment of material, which is kept one level below reading grade level.
VI. To improve study skills	VI. Practice material in workbooks on proper level and in reading laboratory.
VII. To improve spelling and writing skills	VII. As time permits, attention should be given to spelling of practical words, and writing simple compositions. Grammar may be touched, depending upon the class involved.

UNIT TWO: STUDYING PHONICS
(3 Weeks)

UNIT GOALS

To learn the alphabet and to alphabetize

To learn a sight vocabulary

To learn the sounds of all consonants and consonant blends

To learn the short vowel sounds and the vowel-team sounds

To understand and accept dialectical differences

To learn the few specific phonetic rules about certain letters, such as the hard and soft c and g rule

To learn that the final e makes a vowel say its name

To learn that the dipthongs oi, oy, ou, and ow have special sounds

To learn the sound of the vowel digraphs ai, ay, ee, ea, oa, au, aw, eu, ew, and oo

To learn that one-syllable words ending in a consonant make the vowel sound short

To learn to listen carefully and follow oral and written directions

To learn how to use the dictionary

SUGGESTED STUDENT ACTIVITIES

Drilling thoroughly on sounds

Using sound sheets to apply learned reading skills

Playing consonant and vowel lotto

Sounding out nonsense words, often in the form of a test

Using a group sounding game for emphasizing the necessity of listening to the sound of words, parts of word sounds, and the sound of simple letters

Using word wheels to learn blends and word lists to learn pronunciation of new words and syllabication rules

Keeping an individual record to note improvement

Watching films that are concerned with phonics

Overcoming carelessness, poor perception habits, and poor auditory discrimination

TEACHING DEVICES AND TECHNIQUES

In order to achieve the goals set forth in this unit, it is necessary to drill extensively, using every available teaching aid and game to keep interest. During the first semester consistent oral drill should be given, totaling about fifteen or twenty minutes per week. Students can help each other somewhat in this drill. After the phonetic rules have been presented orally to the class, they should be read and memorized as a class project. Since the attention span of the remedial pupil is short, it is important not to do any one activity very long and to attempt to have consistent but interesting repetition, exposing him to material many more times and in many more ways than the average student.

It is important to take advantage of interest opportunities, but there is no excuse to wait for just the right opportunity to teach basic reading skills. The opportunity might never come unless the teacher makes it by creating interest. Students enjoy competition when they have a chance. A little class competition is good sometimes. The class can be divided into two teams and points granted for correct

answers. Since the teacher dictates the questions, he can direct the more difficult questions to the better students. For much of the class drill on phonics, the opaque projector is extremely useful.

It is important to have one so-called test each week. A daily lesson might be taken up and graded as a test; and if this procedure is unannounced ahead of time, it will keep the students on their toes and particular about every day's work. In phonics oral testing is effective. The teacher may dictate nonsense syllables to test the actual grasp of long and short vowel sounds in "words" of one syllable. Since over three-fourths of our words are spelled by phonetic sound, this drill can prove valuable in spelling, also.

If a tape recorder is available, it can add interest to drill work and let the students hear themselves. Sometimes hearing their mistakes will impel them to correct themselves more readily. Ear training is important. Numerous games are available for phonetic training that are fun for high school age. These games are listed at the end of this unit. For a detailed plan of teaching auditory learning in reading to older children, see the following pages.

RESOURCES

The following filmstrips should prove worthwhile: Hearing Sounds in Words, Consonant Sounds, and Tricky Consonant Sounds by Coronet. The opaque projector and the

tape recorder are both valuable tools to use with this unit. A series of filmstrips and a book entitled Talking Time may be secured from Webster Publishing Company.

SUPPLEMENTARY MATERIALS

Armstrong, Leila, and Rowena Hargrave. Building Reading Skills. Wichita: The McCormick-Mathers Publishing Company.

Coolidge, Ann. Go Fish and Vowel Dominos. Washington, D.C.: Remedial Education Center.

Cordts, Anne D. Manual for Functional Phonetics. Chicago: Beckley-Cardy Company.

Cross Word Puzzles. Chicago: Primary Educational Service.

Dolch, Edward W. Consonant Lotto, Go Fish, Group Sounding Game, Group Word Teaching Game, The Basic Sight Word Test, Vowel Lotto, etc. Champaign: The Garrard Press.

(The) Embeco Word Building. Springfield: Milton Bradley Company.

Kottmeyer, William. Basic Reading Chart and Word Analysis Charts. St. Louis: Public School System.

Kottmeyer, William. Remedial Reading Manual. St. Louis: Public School System.

Manual for Sound Blending in Reading and Spelling. St. Louis: Public School System.

McEathron, Margaret. Your Child Can Learn to Read. Buffalo: Kenworthy Educational Service, Inc.

Phonics Key Cards. Columbus: McCormick-Mathers Company.

Phonics Skilltexts, A-D. Columbus: Charles E. Merrill Company.

Phono Word Wheels and Webster Word Wheels. St. Louis: Webster Publishing Company.

Phono Word Wheels. Austin: The Steck Company.

Read-O. Morristown, Tennessee: Augsbury Publishing Company.

Stone, G. Eye and Ear Fun. St. Louis: Webster Publishing Company.

Other games for teaching phonics which can be made by teachers can be found in Reading Aids Through the Grades by Russell and Karp. Another valuable book for all remedial aids is Spache's Resources in Teaching Reading.

A PLAN OF PROCEDURE FOR AUDITORY LEARNING IN READING

If a pupil is to use a letter-sound blending technique, he must be made aware of individual letter sounds in the words which he speaks. Beginning with phonetic words already in his recognition vocabulary, they should be pronounced slowly with each sound clearly audible; the pupil should report the number of sounds he hears. When the pupil becomes aware that words are a series of smoothly blended sounds, he will perceive the purpose of learning letter sounds and of blending them, and this activity may be stopped.

At this point the sounds of the letters may be taught with the following cautions being observed:

1. Teach the pupil to distinguish between vowels and consonants. Teach the short vowel sounds only, using key words to illustrate the sound. Short vowel sounds must be learned to make the blending attack effective.
2. Teach that the sounds should be barely audible, not explosive outbursts, and do not permit "uh" to

follow the consonant sounds.

3. Teach the two sounds of c and g and the sound of y as a final, beginning, and medial letter.
4. Postpone the q and x sounds until they are needed in oral reading.
5. Clear up all uncertainties and confusions with b and d, p and q, i and l, m and n, etc.

When the letter sounds are learned, the pupil should be given phonetic monosyllabic words to sound, using lists of them for practice. He must learn to BLEND the sounds--to hold one sound until the next is begun. If this habit is not acquired, the blending attack cannot be very useful.

Reading orally should be permitted now. Non-phonetic words are treated as sight words and are told to the pupil. Commonly recurring words, such as the words on the Dolch list, should be learned as sight words. In oral reading, the teacher must have the patience NOT to help the child deal with words which will respond to the blending attack.

When the letter sounds are mastered and the pupil attempts to blend the sounds into words, the long vowel situations may be taken care of by having the pupil become familiar with these two-vowel combinations:

1. When two consecutive vowels appear in a word like blue, sail, and meal, skip the second vowel and say the NAME of the first. Long vowel sounds are never mentioned, except as the name of the letter.

2. When there is the vowel-consonant-vowel pattern, especially with final e words like rule, tale, and while, the same procedure is followed--skip the last vowel and say the NAME of the first.

It will again be desirable to provide lists of words which illustrate these rules to give the pupil practice to master them.

Certain beginning blends occur with enough frequency to merit attention. Most important are the speech blends, sh, ch, th, and wh. These are actually additional consonant sounds and may be taught when the other consonants are being presented. Other common blends like cl, br, dr, st, tr, fr, pl, tw, sp, gr, sm, fl, and sw occur frequently and justify attention, using blend wheels if possible.

In reading orally the pupil will encounter phonograms. It is suggested that when words with ee, oo, ay, aw, au, ow, ou, oi, and oy occur, the teacher illustrate the phonogram and re-teach when necessary.

SYLLABICATION

The easiest polysyllables are compound words, the study of which can establish the habit of the pupil's looking for familiar sight words in the longer word.

The next step is to familiarize him with the most common prefixes and suffixes. Wheels may be used for this. Common prefixes are re, in, con, de, dis, com, un, ex, pro,

pre, and en. Suffixes that are common are s, ed, ing, y, ly, ty, er, est, tion, ness, ful, ant, ous, ious, ent, and ment. If the word is not a compound word, the pupil is to be taught to look for familiar prefixes and suffixes and to separate them from the word under consideration, which is often a sight word to him. If he cannot recognize the remainder of the word at sight, however, and only one syllable remains, the letter blending attack is to be used.

When prefixes and suffixes have been removed or if no common prefixes or suffixes are discovered in a polysyllable, the pupil must be taught to separate the word into parts. He learns that the number of vowels (except final e and double vowels, which count as one) tells him the number of parts into which the word is to be divided.

When the pupil learns how many syllables are in a word, he learns how to divide it. He is taught that, ordinarily, in a vowel-consonant-consonant-vowel pattern the division is made between the two consonants. When he encounters a vowel-consonant-vowel pattern, the division point is before the consonant, which goes with the following vowel, if possible. So, he divides:

rib bon oc cu pa tion in for mal spec ta tors

The syllables will end with either a vowel or a consonant. If the syllable ends with a consonant, it is a closed syllable, which means that the vowel sound in the

syllable is short. So, burlap, pennant, hammock have closed syllables and short vowel; but absolute, lazy, sensation have some open syllables and long vowel values.

Because English is not perfectly phonetic, no sound-blending system like this can be foolproof. It is a tool for the pupil who has no means of attacking unfamiliar words.

UNIT THREE: IMPROVING SPELLING
(5 Weeks)

UNIT GOALS

To learn to listen to the sound of a word before spelling

To learn to listen to sounds in syllables

To emphasize words which are spelled quite similarly to their pronunciation

To remember how the word has been spelled before, developing word imagery

To learn rules governing some of the basic trouble-makers

To learn to apply rules to spelling whenever possible

To practice sounding longer words into syllables as an aid to spelling, following the phonetic rules already learned for dividing words

To review prefixes and suffixes, noting the root words

To learn to spell ten words each week

To learn the correct pronunciation of each spelling word

To learn the meanings of each spelling word

To use each word correctly in a complete sentence

To learn the correct word to use in commonly misused homonyms

To learn synonyms for commonly used words

To practice using the dictionary

To practice alphabetizing

SUGGESTED STUDENT ACTIVITIES

Reviewing phonetic rules already learned

Applying rules to everyday writing and usage

Developing good sentences using spelling words

Exercising syllabication orally

Using special lists of words to spell by sound and by sight, words lifted from materials on the students' present reading level

Keeping word notebook on unfamiliar and misspelled words

Viewing films concerning spelling

TEACHING DEVICES AND TECHNIQUES

The spelling words should be taken from the reading level of the student. Words that are taken directly from reading material definitely have more meaning and offer more opportunity for retention. A spelling text may be used if desired; however, it is hardly necessary or advisable.

Words which are not difficult to spell according to sound should be dictated, encouraging the student to make practical application of his phonetic rules. If the student asks the spelling of an unfamiliar word, he should be encouraged to make use of the dictionary; however, the teacher should not allow him to struggle too long before helping him, for he can be easily discouraged and learn to hate using the dictionary.

It is important to begin teaching these students to be more independent and to figure out things for themselves if they can instead of asking without trying first. Often it is the case that parents and teachers have given too much help too readily, not giving them even a chance to shift for themselves.

Spelling affords an excellent opportunity for sentence writing. Neatness and good penmanship should be insisted upon. It would be helpful to have a handwriting standard chart on display, showing examples of handwriting which are graded, for the students to use, each grading his own handwriting before he submits written work to the teacher. The student should be encouraged to take pride in his work, for too often papers received at first from remedial students are hardly legible.

Not more than ten words should be given each week. The words should be put on the chalkboard Monday. After the words are broken into syllables and their meanings discussed as a class project, the students may write sentences with the words. Sometimes it is a good plan to stress only one thing to watch for at a time in writing sentences, such as putting a punctuation mark at the end. It is best to grade on that one thing only, although other mistakes should be marked for correction. If too much is not expected at one time, these students will feel they can do it and will actually accomplish more in the long run.

It is a good idea to review the words on Wednesday, meanings and all, and spell some of them orally. This is an excellent time to throw in some review words. The written spelling test can be given on Thursday or Friday. Several days should be given to learning spelling words before the testing.

Spelldowns once in a while are fun, but caution should be taken not to embarrass a weak speller. The teacher can direct easy words to the weaker students. The teacher and class should honor the champion, asking if anyone wants to challenge his title. If a contest between two remedial classes can be arranged to see which one averages the higher on the weekly spelling test, the students sometimes are inspired to work harder. The losers can give the winners a party at the end of the semester.

RESOURCES

The following films may be valuable: How to Remember, Look It Up, Improve Your Spelling, Build Your Vocabulary, and Do Words Ever Fool You? from Coronet.

SUPPLEMENTARY REFERENCES

Diagnostic Spelling Test, I and II. St. Louis: Public School System.

Gates, Arthur I., and David H. Russell. Diagnostic and Remedial Spelling Manual. New York: Bureau of Publications, Teachers College, Columbia University.

Kottmeyer, William, and May B. Lambader. Spelling Magic. St. Louis: Webster Publishing Company.

Technical High School Drill Book. Indianapolis: Public School System.

The Practical English Workbook from the Scholastic Magazine Company has excellent spelling exercises in most issues.

UNIT FOUR: IMPROVING READING COMPREHENSION (16 Weeks)

UNIT GOALS

To raise reading comprehension nearer potential

To do reading drills for a short period every day

To learn the pronunciation of new and more difficult words through the use of phonetic approach, prefixes, suffixes, etc.

To keep increasing the number of words in the sight vocabulary

To experience many kinds of reading activities

To develop an interest in reading for enjoyment

To develop the ability of choosing good books and magazines

To do some oral reading each week, either individually or as a class.

To measure progress by comparing early work with present work

SUGGESTED STUDENT ACTIVITIES

Reading from various workbooks and the reading laboratory to improve comprehension

Using supplementary materials, making it possible to advance at own speed at desired level

Reading the first few paragraphs of a story orally before finishing it silently

Visiting the library and becoming familiar with its organization

Having library books available in the classroom to encourage extra home reading

Choosing an adapted biography or a simple novel to read individually or as a class project

Making a simple report of some sort, written or oral, on the books read

Learning vocabulary in books being read from words the teacher puts on the chalkboard

Making a large and colorful chart labeled "Our Bookworm Club" with the names of students and books read forming the links of the long worm

Doing critical reading from current publications and discussing in class

Hearing the teacher read aloud occasionally as a treat

Viewing films

TEACHING DEVICES AND TECHNIQUES

Reading comprehension is poor for many reasons. If the student's background is poor, valuable cures are the use of illustrations and giving assigned reading to find one specific fact. If too much sight vocabulary has been taught before reading was begun, timed tests for ideas and drill on phrases are valuable aids. Giving I.Q. tests helps, and regular checks on comprehension must be made. If the student has difficulty getting the main idea of a selection, there should be a check on individual word comprehension and he should be required to find the main idea of the whole selection.

There are as many methods for teaching reading

comprehension as there are different pupils. Teachers should vary teaching methods in terms of personality and learning characteristics of the individual student. Most instruction should be on an individual basis, and students should be allowed to work as fast as they are able.

The library resources are an integral part of the remedial program. Frequently a day should be designated as free reading day and some class time given to reading for pleasure from a library book on the student's level. Recreational reading, for the most part, should be one year below his present reading level. The slow reader becomes easily discouraged and it is important that he finish books, not just start some and give up. It proves wise to require him to keep his book two weeks after he has once started it. In most cases he will decide that he likes the book if he gets into it. Since the students will be reading different books, to give objective to their reading it is well to have each person write ten good questions on his book. Some of the questions can be handed back to the student to be answered after the teacher has gone over them.

Allowing time for book and magazine reading in class may be handled as a reward for work well done. The class should be treated to an occasional film for pure enjoyment as a reward, also. Reading to the students, provided it is something that will interest them, creates a pleasant atmosphere

and urges them to learn to read some good stories like that for themselves. However, reading to them will not teach them to read for themselves, so this should be done only occasionally.

The material in the SRA Reading Laboratory is popular with the student for he can choose for himself to a certain extent. However, he should be supervised to see that he does not choose above his level or below his level too much. A few will attempt to choose the "easier" material if they can "get by" with it. The laboratory is set up so that the students can grade their own exercises and compile their percentages. Having the student keep an up-to-date chart of his scores is motivation for improvement. This also teaches the carrying of responsibility. The temptation of not being as accurate as they might be always exists, but to be honest one must first be trusted. Therefore, unannounced spot checks are sometimes administered. Markdowns in citizenship result from any definite repeated discrepancies.

The student feels a sense of accomplishment if he has a folder in which he can keep all the daily materials with which he works. These folders should be left in the classroom at all times. If this plan is not convenient, then a numbering system on the materials used saves time and quickly locates the person responsible for any lost material. There should be an organized system for handing out and taking up material.

To minimize cost and to make more workbook materials available, workbooks can be torn apart and specific lessons handed out to the students, according to their individual needs for certain types of work. If they work on their own paper, these sheets may be used many times. One workbook that might be used in this way is Scott, Foresman and Company's Basic Reading Skills for High School Use.

RESOURCES

The following films should be valuable: How to Read a Book, How to Read the Newspaper, Know Your Library, Library Organization, and A Book for You by Coronet.

Extensive use should be made of the school library by the students, and the public libraries offer numerous books for the teacher and for the students.

SUPPLEMENTARY MATERIALS

Adapted Biographies. Indianapolis: Bobbs-Merrill Company.

Bessey, Mabel, and Isabelle Coffin. Reading for Understanding. New York: D. Appleton-Century Company, Inc.

Botel, Morton. Interesting Reading Series. State College, Pennsylvania: Penns Valley Publishers.

Burton, William. Reading for Living Series. Indianapolis: Bobbs-Merrill Company.

Childhood Series of Famous Americans, adapted biographies (80 titles). Indianapolis: Bobbs-Merrill Company.

Goldberg and Brumber. Rochester Occupational Reading Series. New York: Syracuse University Press.

Handbook on Word Perception. Hagerstown, Maryland: Board of Education.

Hovious, Carol. Flying the Printways, New Trails in Reading, and Wings for Reading. Chicago: D.C. Heath and Company.

Johnson, Eleanor. Modern Reading Skilltexts and Diagnostic Reading Workbook. Columbus: Charles E. Merrill Company.

Moderow, Gertrude, and others. Six Great Short Stories. Chicago: Scott, Foresman and Company.

Roberts, Holland, and others. Let's Read Series. New York: Henry Holt and Company.

Signature Books and We-Were-There Series. New York: Grossett and Dunlap Publishing Company.

Stone and Grover. Practice Readers. St. Louis: Webster Publishing Company.

Sullivan and Leavell. Practice Book in Phrase Reading. Austin: The Steck Company.

Verne, Jules. From Earth to Moon. New York: Globe Book Company.

Witty, Paul, and others. Reading Roundup. Chicago: D.C. Heath and Company.

Webster Publishing Company in St. Louis has the following books excellent for classroom use: A Boy for a Man's Job; George Carver, Boy Scientist; Men of Iron; Cases of Sherlock Holmes; Drummer of Old Vincennes; The Gold Bug and Other Stories; etc. Scott, Foresman and Company publishes When Washington Danced, which is excellent for a class reading project, and twenty-one other simplified classics. Other companies that have simplified classics and adapted versions valuable for remedial work are Dutton, Globe, Sanborn, and Webster. Julian Messner, Inc., has Shannon Garst's westerns and books from their "Shelf of Biographies," consisting of 111 titles, which are excellent for retarded readers. Random

House Publishing Company have three series, Allabout Books, Landmark Books, and Gateway Books. Reader's Digest has a new series called Secrets of Successful Living, appealing anthologies for grades 7-12 with reading levels from 5-11. Magazines, news weeklies, and comic books are useful, also.

UNIT FIVE: INCREASING READING RATE (6 Weeks)

UNIT GOALS

To emphasize rapid reading for short spans of time on material that can be comprehended at an accelerated speed

To increase reading speed on the present reading level

To increase reading speed while raising reading level

To improve comprehension commensurate with reading level and speed

SUGGESTED STUDENT ACTIVITIES

Taking two to four speed tests each week

Keeping a day-by-day chart on comprehension and speed scores

Comparing progress with past performances in order to determine trouble spots as well as progress, each student competing with himself

Doing leisure time reading on material one grade level below present reading level.

TEACHING DEVICES AND TECHNIQUES

In handling the skill builders, great emphasis should be placed on keeping an accurate check on development of both comprehension and rate. Comprehension should not be sacrificed

for speed; however, as speed is built, comprehension is bound to drop some before it is again built up to the speed level. At the beginning of the course several speed tests can be given in one period with the result that the tests later in the period are usually of higher scores. This can give the student some feeling of improvement and perhaps offer additional encouragement for a more difficult skill builder level. Gradually the pressure involved in the timed situation dissolves, and scores improve. A popular motivation device is to permit the student to advance up the ladder to a more difficult skill builder when he scores high on three consecutive lessons on one level.

Speed is secondary in importance to comprehension in remedial reading, but it does warrant some attention. Just when and how often speed tests should be given depends upon the class and the discretion of the teacher. In many classes it seems advisable to have speed tests only two days each week. It seems effective to begin the class with a speed test, have other activities until near the end of the period, and end the class period with a second speed test. Recognition should be given to those students receiving the highest possible scores on each test.

Students are usually slow on silent and oral reading because of low mentality, lack of interest, regressive eye movements, vocalization, faulty phonetic work, lack of sight

words, and poor vision or hearing. Since some of these problems have been discussed in Unit Two, only those not treated need be mentioned. Rarely does a student with an I.Q. of below 90 benefit from remedial reading, but it should be realized that the importance of the I.Q. alone is over-emphasized. The I.Q. alone is meaningless and has value only when compared with other existing scores as outlined in Unit One. Vocalization indicates that the material is too difficult and the student needs easy and interesting material without constant comprehension checks. Sometimes too much oral reading emphasis causes vocalization; so the student should practice rapid silent reading to find answers to specific questions. Quick sight word and phrase drill on flash cards prove valuable, also. While reading, the student might find it helpful to hold his fingers to his lips or to chew gum.

When the slow reader begins to feel success, then he will regain interest in improving. This is the time to encourage as much leisure reading as possible, which will help increase ease and speed in reading. Sometimes the comprehension is poor when too much sight vocabulary was taught before actual reading began. It is important not to separate phonetic and sight training from the actual reading process. They should be emphasized together from the very beginning for a student of high school age. This older student

can absorb this training more rapidly than younger children, and it should be given to him just as quickly as he has mastered the preceding lesson; however, constant review is of utmost importance.

RESOURCES

Harvard Reading Films and Iowa Reading Films are useful for some classes of remedial reading. There are a number of reading accelerators, tachistoscopes, etc., that are available from several companies. Mechanical aids that should be invaluable for most remedial reading situations are:

AVR Eye-Span Trainer with slides. Chicago: Audio Visual Research.

Controlled Reader. Huntington, New York: Educational Developmental Laboratories.

Keystone Overhead Tachistoscope. Meadville, Pennsylvania: Keystone View Company.

SUPPLEMENTARY MATERIALS

Gates, Arthur, and Celeste Peardon. Practice Exercises in Reading. New York: Bureau of Publications, Teachers College, Columbia University.

Simpson, Elizabeth A. SRA Better Reading. Chicago: Science Research Associates, Inc.

Sullivan and Leavell. Practice Book in Phrase Reading. Austin: The Steck Company.

UNIT SIX: STUDYING GRAMMAR
(5 Weeks*)

UNIT GOALS

To learn to write a simple composition

To learn to use words correctly and spell carefully

To learn simple rules of punctuation and capitalization

To correct some definite errors in usage

To emphasize the importance of correct usage

To learn the meaning and correct usage of verbs, nouns, and pronouns

To acquire a proficiency in simple letter writing

SUGGESTED STUDENT ACTIVITIES

Learning to capitalize and punctuate

Writing complete sentences every week

Writing short paragraphs on a given subject

Learning to recognize parts of speech

Writing and sending a letter to a friend

Keeping a list of grammar rules as they are studied

Expecting to write a neat, legible paper before it is accepted

Expecting to speak correctly in class, avoiding double negatives, wrong verb forms, the use of ain't, etc.

TEACHING DEVICES AND TECHNIQUES

It is necessary not to expect too much too soon in the

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*One day a week throughout the second semester after a beginning has been made during the first semester.

study of grammar from the remedial reader. From many of them it is quite a feat to get them to write one simple sentence correctly. From the very first they should be expected to have neat, legible papers, and they should be praised whenever possible. The teacher should attempt to find out something about the student's background so he can be guided in finding a topic about which he will want to write. The remedial student will need much more time than the average student needs to write. At first only three or four of the mistakes should be marked. It is helpful to have the students keep a record of their mistakes to refer to when they are writing. If the list gets too long, a new one should be started or the student will become immune to his list. It is important not to ignore the relationship between writing and reading. Something should be written every week, even if it is one simple sentence.

It is impossible for most of these students to grasp more than one rule at a time. Nor is it advisable to be too technical with them. Drill is the tool. After explaining and putting to use some rule, it must be reviewed every day for a while and repeated thereafter. Neither can these students master many rules in a week's time. For example, probably three weeks is the least amount of time needed to teach capitalization, touching it a few minutes every day. It is impossible to stick to any one thing very long. This

is why it is advisable to begin grammar study sometime during the first semester, depending upon the class involved, and capitalization is probably a good place to start.

Brief tests should be given not more than a week apart, for the retention period is short, also. A written lesson, taken up to be graded as a test frequently, keeps the students on their toes with every lesson since it might be used as a test score. For motivation the class can be divided into groups to compete against each other for high total scores on these tests.

This unit is truly a challenge, and the devices and techniques used depend largely upon the teacher involved and the particular class with which he is working. Just how much grammar study can be completed depends upon the class.

RESOURCES

The following Coronet films should be useful: Why Punctuate, Punctuation: Mark Your Meaning, Grammar: Verbs and How to Use Them, Making Sense with Sentences, Building Better Paragraphs, and Something to Write About.

UNIT SEVEN: EVALUATING
(1 Week)

UNIT GOALS

To measure periodically the progress of the students in phonics, spelling, grammar, reading comprehension and rate.

To explain the meaning of test results to the students

To confer frequently with the students concerning areas of difficulty still needing attention

To use one unannounced daily lesson as a test score each week

To give one brief test every week on current work rather than infrequent, long tests

To keep in contact with parents concerning progress

To look into students' grades every grading period and confer with other teachers concerning weaknesses of the students

SUGGESTED STUDENT ACTIVITIES

Taking at least three reading tests during the year

Taking an I.Q. test during the second semester

Discussing progress and remaining difficulties with the teacher

Taking regular weekly tests

Keeping record chart up to date at all times.

TEACHING DEVICES AND TECHNIQUES

In remedial reading little regular periodic testing is done on the class level. Since the individual student works at his own level of speed and comprehension, it is necessary that daily testing be done along these lines. Grading procedures should be consistent with the goal of trying to give the retarded reader a taste of success. If the student does just as much as he possibly can, he deserves a top grade on his card. However, numerical averages can be kept in the 70's on the permanent record regardless of the letter grades given on the card. If effort and achievement of retarded

readers are not recognized, retarded though they may be, their willingness to work will be lost. A retarded reader should compete only with his past performance and potential, not with others' accomplishments.

It is important to evaluate progress by giving at least three reading tests during the year, giving perhaps form AM of the Iowa in the fall, form BM in January, and form CM or DM in the spring. Other tests may be used if desired. It is a good plan to administer a simple I.Q. test in the spring. It is necessary that the teacher should get to know his remedial students extremely well and become an expert judge of each student's capabilities.

If it is possible, parents of each student should be contacted in the fall and spring and told of the student's difficulties and progress. So that the students will not lose ground rapidly during the summer, the teacher can urge the parents to have the student read some every day. It will be necessary to give each parent a list of suitable material for his child's level. Trying material that is too hard is more discouraging than helpful.

When every teacher assumes his professional responsibility for being a teacher of reading in his subject area, when all reading materials in every course are provided that relate to pupil interests and reading levels, and when class size is maintained at a reasonable level in all situations, students

will come closer to achieving the expectancy level in all learnings.

SUPPLEMENTARY MATERIALS

Weschler Intelligence Quotient Test

Reading tests are listed at the end of Unit One.

RESULTS FROM TRIAL COURSE GUIDE

A course guide similar to the preceding guide was used in teaching a remedial reading class during the school year 1958-59. A few changes were made on this trial course guide, and the preceding guide was the result.

The following table illustrates the results obtained from the reading class in which the trial course guide was used. Several indications should be noticed in examining this table: (1) students 3 and 17 had the least gain, which could be expected with their low I.Q.'s, M.A.'s, and arithmetic scores; (2) student 6, who had a low I.Q., made a better gain, but he had higher arithmetic and M.A. scores; (3) students 1, 13, and 18 made unbelievable gains although their I.Q., M.A., and arithmetic scores were relatively high; and (4) student 10, from all indications, should have made more gain. Although there are always obscure factors that affect reading progress, I.Q., M.A., and arithmetic scores are an indication of potential. There is a tremendous need of a means by which reading expectancy can be measured. When this means is devised, the remedial teacher can better understand why a student does not gain.

TABLE II

RESULTS OF NINTH-GRADE REMEDIAL READING CLASS

FIRST SEMESTER OF SCHOOL YEAR 1958-59

Student No.	Sept. I.Q. Score	Sept. C.A.	Sept. M.A.	Sept. A.C.	Sept. R.A.	Jan. R.A.	Total Gain in R.A.	Jan. I.Q.
1	97	15-5	15-2	7.7	4.6	11.0	6.4	105
2	91	15-8	15-8	6.3	5.7	7.1	1.4	92
3	83	14-0	11-7	6.4	5.4	6.9	0.5	84
4	89	15-11	13-11	7.2	5.6	7.5	1.9	94
5	89	14-5	12-7	5.9	5.4	6.5	1.1	89
6	82	16-0	12-8	6.7	4.2	6.3	2.1	88
7	88	15-5	13-2	7.8	5.1	8.5	3.4	95
8	85	14-6	12-1	4.7	4.4	5.7	1.3	88
9	87	14-9	12-7	6.6	5.3	7.9	2.6	93
10	100	14-0	14-0	7.1	5.4	7.6	2.2	101
11	90	14-9	13-0	6.1	5.3	8.0	2.7	90
12	90	15-0	13-2	8.1	6.1	10.0	3.9	97
13	91	14-2	12-8	7.7	4.6	10.1	6.2	103
14	88	15-4	13-2	7.0	5.2	8.3	3.1	89
15	90	14-6	12-8	7.8	5.2	6.4	1.2	90
16	85	16-7	13-7	5.4	4.7	7.5	2.8	91
17	72	16-0	11-7	4.2	4.0	4.4	0.4	71
18	94	14-2	13-2	7.9	5.5	10.8	6.2	99

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SILENT READING DEFICIENCIES

Poor Comprehension

Causes	Cures
Student lacks experiences for background.	Give I. Q. tests.
Student had too much sight vocabulary before reading was begun.	Use context and illustrations.
Checks on student's comprehension were neglected.	Drill on phrases.
	Assign reading to find one specific thing.
	Give time test for ideas.
	Keep record of informal tests.

Dislike for Reading, Discouragement, Lack of Interest

Causes	Cures
Material was too difficult.	Give easy reading.
Student has been absent often.	Praise every effort.
Student has changed schools often.	Read aloud part of a story, then let student finish it.
Phonics were unwisely stressed.	
Student has defective sight or hearing.	
Student loses sleep.	
Student has emotional disturbance.	

Inability to Follow Written or Printed Directions

Causes	Cures
There was a lack of earlier training.	Give daily tasks of increasing difficulty.
Student shows inattentiveness and lack of interest in reading.	Use workbooks under careful guidance.

Inability to Get the Main Idea

Causes	Cures
Material is unsuitable.	Give much practice on easy material.
Student lacks training in this type of work (child must be taught to read factual material).	Check comprehension of individual words.
	Find main idea of whole selection and some subordinate ideas.

Vocalization

Causes	Cures
Procedure has not stressed phrase units.	Hold finger between lips.
	Chew gum.
Oral reading has been over-emphasized.	Practice quick phrase drill.
Material is too difficult.	Practice rapid reading to find answers to questions.

Too Many Requests for Help

Causes	Cures
Student has had too much help from parents and teachers.	Give less help.
	Teach him to be independent.

Slow

Causes	Cures
Student has low mentality.	Furnish much easy and interesting material.
Material is too difficult.	
Student lacks interest.	Have no checks on comprehension.
Student has regressive eye movements.	Drill on words and phrases.
	Have eyes examined.
Student practices vocalization.	
Student has had faulty phonetic work.	

ORAL READING DEFICIENCIES

Poor Expression

Causes	Cures
Student does not feel he has a real audience.	Ask questions.
Student overemphasizes the calling of words.	Stress phrase units.
	Approve only reading that sounds natural.

Losing Place, Skipping Lines, Pointing

Causes	Cures
Student has eye difficulty.	Correct any physical defect.
Student lacks reading readiness.	Explain how eye must travel from left to right.
Material is too difficult.	Explain that pointing is a sign of weakness.
Student suffers from nervousness.	

Mispronunciation of Small of Similar Words

Causes	Cures
Student is careless.	Provide more oral reading.
Student does not visualize meaning.	Give printed directions that must be accurately followed.
Student has poor vision.	Drill on sight words and phrases.
Student has had too much silent reading with no checking.	Have phonetic drill.
Student has poor perception habits.	Give Speech training.
Student suffers a language handicap.	
Student has speech difficulties.	
Student has poor auditory discrimination.	
Student suffers from partial deafness.	

Slow

Causes	Cures
Student has low mentality.	Provide much easy material without comprehension check.
Student lacks sight words.	Drill on phrases.
Material is too difficult.	
Student has poor vision.	
Student has had overanalytical instruction (insufficient or over-emphasis on word analysis).	

Reversals

Causes	Cures
Beginning work was too difficult and student formed habit of looking back and forth to get a word.	Furnish easy material. Use anagrams. Drill on initial consonants.
Student may be left eyed, a defect which makes it difficult to focus on a word.	Let student print words, trace words, or even spell words.

Substitutions

Causes	Cures
Student has an overdependence on context.	Give word drill on material that requires accurate interpretation.
Student's eyes run so far ahead of voice that equivalent meanings are substituted.	Have more oral reading, stressing accuracy.

Loud or High Pitched Voice

Causes	Cures
Student has an overstress of expression.	Emphasize thought. Ask a question and have the student read the answer orally to an audience for a real purpose. Use choral verse reading. Use soft, low voice when talking to student.

DIAGNOSTIC TESTS OF WORD PERCEPTION SKILLS

1. Does he know the names of the letters?

   (Draw a circle around those not known, write in the errors)

   "Read these letters."

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	H	G	W	X	Q	K	V	Y	N	O
r	o	n	l	m	y	t	v	k	p	z	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

2. How much sight vocabulary has he?

   (Use the Dolch list of 220 words on test sheets)

   Number read at sight _____

3. Does he try to use context clues?

   (Indicate misses with O, errors with X)

   "This story has some words missing. Try to read the story by guessing the missing words."

   "Dick," _____ Mother, "will you go to the store for me?"

   "Surely,_____," said_____. "What shall I get?"

   "I need a_____of butter, a loaf of _____, and a _____ eggs," said _____. "Hurry."

   _____ ran to the _____ and was soon back.

   "That's a good _____," said _____. "Thank ____ very much."

   "You're welcome, Mother," said _____ and ran off to _____ ball with his _____.

4. Does he know consonant sounds?

(Draw a circle around the misses, write in the errors)

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

b. "Show me how you would hold your mouth to say a word which started with each of these letters."

y t k p j h b c g w d

c. "When these letters are together, what sound do they make?"

sh ch th wh

5. Can he substitute beginning consonant sounds?

(Ask the student to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words without help).

Sight words: man sent star night at hen blue kite hair nest

Test words: ban pent mar bight gat fen clue rite lair zest

6. Can he hear the short vowel sounds in words?

"I am going to say some words. Listen and tell me which vowel sound you hear in each word."

Test words: bread (short e) bunk (short u) snap (short a) shrink (short i) block (short o)

7. Can he tell when vowel sounds are long in words?

"Try to read these words as well as you can even if you never saw them before."

Test words: teal vie shoal breach creel maim trite gate theme hove dune lave

8. Does he know the common vowel digraphs?

"Here are some words you probably don't know. Try to read them as well as you can."

Test words: nook awl coy flout stay maul

foil jowl

9. Can he blend letter sounds to form words?

"Here are some nonsense words--they really are not words at all, but I'd like to see if you can read them anyway."

Test words: fis lote gud keat hin sut jav

tope lort tam sive muts bame grue

nibs pad nebe vin wab beed nel

bute kim sult faim hife doke doan

10. Does he make reversals?

"Read these words as fast as you can--hurry!" (Indicate reversals)

Test words: pal even no saw raw ten tar

won pot nap rats keep tops read

meat lap never

11. Does he see the common prefixes as units?

"Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike

dispay combent ungate excry

proread prehead enstand

12. Does he see the common suffixes as units?

"Read these nonsense words as well as you can."

Test words: balling booker floorest daytion skinance
meatness chairly waterful burnant truckous
cornment cupable sleepive sickless

13. Does he see compound words as units?

"Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet
broomfeather paperjumper
eatmobile spaderoom carthouse

14. Can he divide long words into parts?

"Divide these words into parts by marking the parts. Read the words after you have marked the parts."

Test words: bombardment combination refreshment
establishment revolver entertain
calculate cucumber