1955

Setting up a diagnostic and remedial reading program in a fourth-grade classroom Anaconda Montana

Ann Elizabeth Malloy

The University of Montana

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SETTING UP A DIAGNOSTIC AND REMEDIAL READING PROGRAM IN A FOURTH-GRADE CLASSROOM, ANACONDA, MONTANA

by

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B. E. Montana State Normal College, 1944

Presented in partial fulfillment of the requirements for the degree of Master of Education

MONTANA STATE UNIVERSITY

1955

Approved by:

[Signature]
Chairman, Board of Examiners

[Signature]
Dean, Graduate School

Aug 15, 1955

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TABLE OF CONTENTS

CHAPTER                  PAGE
I.  INTRODUCTION         1
   The Problem           1
   Statement of the problem  1
   Importance of the problem  1
   Delimitation of the problem  2
   Definition of Terms      3
   Remedial Reading        3
   Phonetic Analysis       3
   Structural Analysis     3
   Review of Related Literature  4
   General Method of Research  5
II. DIAGNOSTIC PROCEDURES 8
   Testing Program         8
   Reading Case Histories  14
III. REMEDIAL PROCEDURES  30
   First Step in Remedial Procedures  32
   Second Step in Remedial Procedures  34
   Third Step in Remedial Procedures  34
   Fourth Step in Remedial Procedures  38
   Fifth Step in Remedial Procedures  39
IV. SUMMARY AND CONCLUSIONS 41
   BIBLIOGRAPHY            44
   APPENDIX                47

-ii-

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. The problem was to set up a diagnostic and remedial reading program in the fourth grade of the Daly School, Anaconda, Montana.

The policy of social promotion and the presence of a transient element in the school population of an industrial area were among the factors that made it advisable to adjust the reading program to individual differences.

Importance of the problem. Since the child's wholesome development as an individual is among the aims of education, it is imperative that the school do everything possible to accomplish this. Among the basic needs of every child is the feeling that he has a chance to attain success and that he is an important member of his school group. The school should provide opportunities for each child to satisfy his desire for belonging and contributing something to the group and achieving some measure of success. Reading disabilities have been found to be closely related to emotional strains and undesirable attitudes and behavior. Effective measures of treating such disabilities should be discovered and employed, if the child is to learn to live with a group to their
reciprocal advantage.

In a fourth-grade classroom, the teacher is concerned with the problem of introducing the content subjects such as science and the social studies. As a result of individual differences, a typical group of fourth-grade children will spread over a range of eight or more grade levels. Some children have failed to develop the basic reading skills in the primary grades at a time when the vocabulary is well-controlled and developed gradually. It is hardly likely that such children will acquire the necessary skills when confronted with the augmented and less well-controlled vocabulary of the content textbooks. To alleviate the situation, the teacher can avail herself of remedial reading materials and techniques. Otherwise, the future progress of those children through school will hardly be successful.

Delimitation of the problem. This particular study was restricted to that part of the fourth-grade class in the Daly School, Anaconda, Montana, whose reading achievement, as determined by standardized tests, was at least one and one-half years below fourth-grade level. This proved to be one-fourth of the class, seven children out of twenty-eight.

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DEFINITION OF TERMS

There is considerable disagreement concerning the meaning of many of the terms coined or adopted by specialists and teachers of reading. For example, a student reading below his estimated potentiality may be designated in a variety of ways: a poor reader, a retarded reader, a disabled reader, a case of alexia, of dyslexia, or of strephosymbolia. There is a need for a clarification of terminology and a unified vocabulary.¹ For the purposes of this study, the following definitions are used:

Remedial reading is reading instruction that is given to a child reading below his proper grade level, as indicated by achievement tests and tests of mental ability. It is purported to start a child at his proper level, as indicated by diagnostic tests, and to carry the student along at a pace reflected by his academic ability.

Phonetic analysis is a method of word attack in which a series of sounds is associated with appropriate letter symbols and blended into a word.

Structural analysis is a method of word attack in which a visual scrutiny of a word enables a reader to identify it by observing: (1) root words and their inflected

¹Helen M. Robinson, (ed.), Corrective Reading in Classroom and Clinic (Chicago: University of Chicago Press, 1953) p. 17

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and derived forms; (2) compound words; (3) multisyllabic words which must be divided into pronunciation units.

Auditory discrimination is the ability to differentiate vowel and consonant sounds accurately and to produce these sounds in speech.

III. REVIEW OF RELATED LITERATURE

Since World War II, the publication of professional books and periodicals for teachers has increased decidedly, and no small portion of this material has been devoted to the problem of remedial reading. Nor is this interest in remedial reading restricted to professional publications. Several of the magazines intended for popular consumption have in recent months contained articles on this topic for the enlightenment of the general public. Books on the subject have been written specifically for parents to help to acquaint them with this important problem.

Textbook publishing companies have also shown an increased interest in the problem of retarded readers. Evidence that extensive research in this field is being made is shown by the vast amount of material available to teachers. Especially noteworthy is the increasing numbers of books written for the poor reader with a limited vocabulary; the subject matter is appropriate for his age-group yet written on a low reading level. More than eight hundred titles of such books are listed in "Good Books for
Professional literature on all facets of the reading process is available to an incredible degree. According to Witty:

The period immediately following World War II brought a renewed interest in reading instruction and an increase in the publication of professional books and materials for teachers of reading. In fact, one extremely comprehensive book contains approximately 750 double-column pages. Bibliographies of articles and books are so voluminous that they are now published in single monographs. Thus Betts and Betts (1945) have prepared an 8278-item compilation of studies and reports relating to reading.4

The widespread interest in remedial reading has been reflected here in Montana by the setting-up of many remedial programs at both elementary and secondary levels. Among these are the programs set up on the elementary level by Munro in Missoula and Chamberlain in Whitefish. White of Joplin and Crowley of Butte are among those who have instituted remedial programs in secondary schools.5

IV. GENERAL METHOD OF RESEARCH

During the first three weeks of school, a testing

3George Spache, Good Books for Poor Readers (Gainesville, Florida: University of Florida, 1954)
4Paul Witty, Reading in Modern Education (Boston: D. C. Heath and Company, 1949) pp. 10-11
5Personal Interviews, Montana State University, Missoula, Montana, June, 1955
program was instituted to determine which children would benefit from a remedial program. This consisted of a group intelligence test, two reading achievement tests, an oral reading test, and a diagnostic reading test. Besides the above-mentioned standardized tests, a number of informal diagnostic tests, used by the Special Education Department of the Missoula Elementary School System, furnished invaluable data to aid in establishing the remedial reading group.

Further pertinent information about each child was secured from many sources; the information obtained through informal interviews was written in case histories. The parents or guardians of the children concerned were contacted in an effort to secure their cooperation and information. The school nurse supplied details of the physical condition of each child. School records and former teachers revealed additional data.

The members of the class not in the remedial group did their utmost to make the program a success through their splendid cooperation, giving unstinted encouragement and praise whenever possible. An eclectic attitude was maintained in helping the remedial group; that is, whatever materials seemed most suitable to the individual needs of the group were utilized.

6See Appendix
Follow-up tests were given during the last month of school, and an evaluation of the remedial program was made.
CHAPTER II

DIAGNOSTIC PROCEDURES

In order to set up an effective program of remedial instruction in reading, data had to be secured to provide the teacher with knowledge of each child's general reading levels, the quality and levels of his basic reading skills, and some of his particular problem and needs. Standardized and informal tests provided the obtained diagnostic information.

There is a great quantity of standardized reading tests available today, and this made the choice of the most suitable tests difficult. Factors of administrative-time, administrative-ease, cost, and ease of interpretation were considered in the selection.

To measure intelligence, the pictorial form of the Pintner-Durost Elementary Test\(^1\) was given. A verbal test was not used, because, as Kottmeyer says:

> The paper and pencil intelligence tests which require a child to read the test items are of practically no value for teachers of retarded readers. Many mentally superior children with reading disabilities have gone through school branded as dull students because they could not read well enough or fast enough to score high on this type of test.\(^2\)

---


An individual test of mental ability, such as the Standard-Binet, would have been more desirable, but there was no trained examiner available. Therefore, it was necessary to rely upon a group intelligence test for rough indications of mental ability. Only one child appeared to be below average in mental ability, and, in that one case, it was later found that defective vision was largely responsible for his low rating.

According to the California Reading Test, seven children were found to be reading at first or second grade levels; they rated only slightly higher on the Metropolitan Achievement Test. Further testing with Gray’s Oral Reading Test confirmed these results and indicated specific deficiencies that would not have been detected if only silent reading tests had been given. The accompanying Table Number I on page ten shows the preliminary test results of the twenty-eight children in the fourth grade. Those seven who rated lowest in the tests were chosen to be given remedial instruction.

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3 Ernest W. Tiegs and Willis Clark, "California Reading Test: Primary: Form AA," Los Angeles: California Test Bureau, 1950


<table>
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<tr>
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<td>3.1</td>
<td>2.1*</td>
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<td>(24)</td>
<td>2.6</td>
<td>3.0</td>
<td>1.4*</td>
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<td>(25)</td>
<td>2.7</td>
<td>2.9</td>
<td>1.4*</td>
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<td>(26)</td>
<td>2.8</td>
<td>2.0</td>
<td>1.8*</td>
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<td>(27)</td>
<td>2.1</td>
<td>2.2</td>
<td>1.4*</td>
</tr>
<tr>
<td>(28)</td>
<td>1.8</td>
<td>2.0</td>
<td>0.0*</td>
</tr>
</tbody>
</table>

#This figure indicates scores as figured in terms of grade-placement.

*This symbol indicates the seven children who were given remedial instruction.

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In accordance with Kottmeyer's suggestion, the grade score on the oral test was used as a guide to select a silent reading test for further diagnosis. The Weekly Reader Diagnostic Reading Test for second grade was given. Non-standardized devices for determining phonetic ability were used to great advantage. It might not be amiss at this point to mention that the non-standardized testing materials alone might have proved fully as efficacious as and certainly less expensive than the standardized type. Harris says, "Many are finding that informal reading inventories compare favorably with standardized tests as indicators of the proper level of difficulty for a pupil's reading."^8

One such informal reading inventory that was useful for selecting the reading groups in the class was Betts's method of differentiating reading materials into independent, instructional, and frustration reading levels. While each child read orally from basic readers on three different grade levels, the average number of words per

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^6Kottmeyer, op. cit., p. 62

^7Eleanor Johnson, (ed.), "My Weekly Reader Diagnostic Reading Test" (Columbus: Charles E. Merrill Books, 1952)

^8Albert Harris, "Diagnosis of Reading Disabilities," Corrective Reading in Classroom and Clinic (Chicago: University of Chicago Press, 1953) pp. 76-78


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hundred that the child did not know was noted. One unknown word per hundred indicated the independent level at which the child could read for pleasure, three to five the instructional level, and more than five the frustration level.  

A very useful device for testing phonetic ability was the Stick-Wick Test battery. Each of these tests consisted of thirty-six different sounds, which were included in two lists of words, sixteen in each list. The Stick Test was administered first, and following the appropriate phonetic training, the Wick Test, the alternate test, was given.

Also valuable in determining phonetic weaknesses was the Reading Troubleshooter's Checklist. This device not only gives a complete diagnostic program but also suggests the appropriate follow-up procedure for each reading difficulty.

Further pertinent information, not obtainable through testing, had to be collected from various sources. From school health records, informal interviews with parents and 

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10 Harris, op. cit., p. 78

11 William Osborne, Stick-Wick Non-Standardized Test (Seattle: University of Washington)

12 Reading Troubleshooter's Checklist (St. Louis: Webster Publishing Company)
the children's former teachers, and direct observation, many data were accumulated for case-study purposes. These data revealed underlying factors that helped determine the methods and techniques to be used to help the retarded readers. The case history method is usually standard procedure in reading clinics. A simplified form of reading case report, suggested by Dolch, was made for each member of the remedial group for a twofold purpose. Since a copy of such a report could prove useful to following teachers, this information was placed in the guidance folder made available for these teachers. Furthermore, the data collected for diagnostic purposes had to be written down in some form to be of use in the remedial work, and it was thought that more detailed reports would be too time-consuming.

The reading-case reports of each of the seven children in the remedial group follow.

---

CASE NO. I

Jane was ten years old, in good health, with excellent vision and hearing. Her health record showed only the usual childhood diseases with none of a serious nature.

Her favorite subject in school was arithmetic, in which she did well except for problems which required reading. She was a popular member of her class and belonged to the Brownie troop. Because of immaturity, she had been retained in the first grade.

The only girl in a family of five children, Jane was pampered and spoiled by her brothers, all of whom were older. Her mother said Jane was a great help to her, and her father's relationship with her was a very close one. The entire family were proud of her accomplishments as a dancer, but were inclined to be indifferent to her difficulties in school. Her brothers had all gone through the Anaconda schools without great difficulty, showing no outstanding ability except in athletics. Jane had a doll collection to which the whole family added items frequently. She liked to sew clothes for her dolls and for herself. She said she wanted to be a nurse when she grew up.

Jane was reading on a first-grade level. Her knowledge of sight words was very limited, and she was poor in word-attack skills. Her comprehension ability was inadequate. According to the Pintner-Durost Elementary Test,
Jane's I. Q. was 94. The following were the results of the standard reading tests given in September:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>2.1</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>2.2</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>1.4</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Jane's father became very interested in her improvement in reading. He came after school hours to learn how to use the Dolch Basic Sight Vocabulary cards and made a set of the ones Jane didn't know. He listened to her reading from easy books for about fifteen minutes every night, telling her any words she didn't know. In May, 1955, Jane's test results were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
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<tbody>
<tr>
<td>California Reading Test</td>
<td>3.8</td>
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<tr>
<td>Metropolitan Achievement Test</td>
<td>3.6</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>3.1</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>3.5</td>
</tr>
</tbody>
</table>
CASE NO. II

Ellen, a ten-year-old girl, presented an unusual sight in a classroom. She came to school each morning for the greater part of the year on a wheeled stretcher. She had started in the Daly School in the first grade, but a congenital bone disease had caused her removal after half a year. Since that time, she had remained at home bedridden. Her parents had asked permission to bring her to school upon the advice of her doctor so that she might enjoy some group activity. One of her neighbors, not a teacher, had tried to help her with schoolwork during the years she had been at home. This had been done in such an inexpert, hap­hazard manner that Ellen had much difficulty with fourth-grade material.

The children accepted Ellen and her stretcher as part of the classroom very quickly. They were kind to her and understanding even when she became somewhat fractious and demanding. During fire-drills, their first thought was for Ellen. Her favorite subject was geography.

Ellen's parents were very anxious that she do well in her school subjects. They seemed very worried that she might have to repeat the fourth grade and were insistent that she be given homework to do every night. They had been under the impression that the tutoring given her had advanced her far beyond the fourth grade and were not at all
in sympathy with the idea of any easy work for Ellen. For a while, it seemed that the school experiment might prove more detrimental to her general well-being than beneficial. Ellen's only sister was a healthy, chubby first-grader. There was quite a bit of friction between the two, because the little sister resented the amount of time that she had to give to Ellen. Ellen, on the other hand, apparently envied her sister for her good health and normal childhood activities. At home, Ellen spent much time listening to cowboy records on her phonograph. Her ambition was to be a cowgirl when she was older.

Ellen read easily books on a second-grade level. She knew all but sixty-three of the Dolch sight words. She lacked skill in successfully attacking new words and waited each time she encountered one for someone to tell her what it was. She enjoyed hearing stories read aloud and understood what was read. Her I. Q. was 98, according to the Pintner-Durost Elementary Test. Her reading scores in September, 1954, were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
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</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>2.7</td>
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<tr>
<td>Metropolitan Achievement Test</td>
<td>2.3</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>1.4</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Pressure from home continued during the entire school year. Ellen did not work well in a group situation; but, as she gradually attained skill in attacking new words, some of her nervous tension left her. She was much happier and more
confident in the classroom during the month of March when she was permitted to come to school on crutches. However, she had a bad fall at home one week-end toward the end of March and could not return to school. Against the doctor's orders, her parents brought her to school on her crutches for the last two weeks in May so that she would be promoted to fifth grade.

In May, 1955, her test results were:

<table>
<thead>
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<th>Test</th>
<th>Grade equivalent</th>
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<tbody>
<tr>
<td>California Reading Test</td>
<td>4.0</td>
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<tr>
<td>Metropolitan Achievement Test</td>
<td>3.8</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>3.9</td>
</tr>
<tr>
<td>Weekly Reader Achievement Test</td>
<td>3.2</td>
</tr>
</tbody>
</table>
CASE NO. III

Jack looked the picture of health. He was a tall, slightly-overweight, rosy-cheeked boy of eleven. A study of his health records showed that Jack's appearance was misleading. Besides having defective speech and vision, he was subject to recurring attacks of rheumatic fever. Since entering the Daly School in the first grade, Jack had never completed a whole year of school. The doctor permitted his attending school only on the condition that he would take no part in play activities.

In spite of the restrictions placed upon him because of his physical condition, Jack enjoyed being in school. He particularly liked music, although he could not read the words in the music book. He hummed along quite happily, always off-key. For folk-dancing and square-dancing, Jack took charge of the record player and performed his duties in a competent fashion. Because of his sweet disposition and uncomplaining nature, the other children in the classroom were very fond of Jack.

Upon the death of their parents in an automobile accident the previous spring, Jack and his four-year-old sister had been placed in the care of their maternal grandmother. The responsibility of caring for two children, particularly one with poor health, was a heavy one for her and caused her constant worry. She was concerned about
Jack’s health but not his schoolwork. Jack had a very protective attitude toward his little sister and brought her to school from time to time.

Jack’s reading was at first-grade level. He recognized eighteen of the Dolch sight words and made no score on Gray’s Oral Reading Test. According to the Pintner-Durost Elementary Test, Jack had an I. Q. of 75. His reading test results were, in September, 1955:

<table>
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<tr>
<td>Metropolitan Achievement Test</td>
<td>2.0</td>
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<tr>
<td>Gray’s Oral Reading Test</td>
<td>-</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Upon the suggestion of the school nurse, Jack’s vision was checked, and his glasses were changed for a more suitable pair. This resulted in a marked improvement in his reading. When he began to take books home every night to read to his little sister, his grandmother was delighted and admitted that she had feared that his illness had affected his mind. Speech corrective work was done for a time by the teacher under the direction of a speech consultant in the Anaconda schools. As Jack gained confidence in his ability to read and speak correctly, he took a more active part in the classroom. In May, 1955, his test results were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
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</thead>
<tbody>
<tr>
<td>California Reading Test</td>
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<tr>
<td>Metropolitan Achievement Test</td>
<td>3.8</td>
</tr>
<tr>
<td>Gray’s Oral Reading Test</td>
<td>3.2</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>3.8</td>
</tr>
</tbody>
</table>
CASE NO. IV

Bobby was a handsome, healthy boy of eleven when he transferred to Anaconda from another state at the end of the first month of school. His vision and hearing were excellent. Bobby had attended ten or eleven different schools in the past three years. He had been retained in the first and third grades.

Bobby easily made friends with his classmates. His obvious talent for drawing was respected and admired, as was his aptitude for sports. Unfortunately, Bobby was easily influenced. In school, among studious boys and girls, he worked as hard as they did. Under the influence of bad companions, he frequently got into trouble in the community.

An only child, Bobby had a step-father who did not take much interest in his schoolwork and did not assume much, if any, responsibility for the boy's conduct. His mother worked as a waitress in a local restaurant from four o'clock in the afternoon until midnight. She came to school often and talked at great length about her interest in Bobby's schoolwork but did nothing constructive toward improving it. She asked that Bobby never be kept after school because he had a newspaper route. Bobby said he wanted to be a professional football player when he grew up.

Bobby read on a second-grade level. He knew all but forty-two of the Dolch sight words. He lacked skill in
attacking new words and in reading difficult material used the "skip and guess" method. According to the Pintner-Durost Elementary Test, Bobby's I. Q. was 100. At the end of September, 1954, Bobby's test results were:

<table>
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<th>Test</th>
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<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>1.8</td>
</tr>
</tbody>
</table>

During the school year, Bobby developed an interest in geography. He was encouraged to draw murals on the blackboard with colored chalk to depict scenes in the geography book. He began to apply himself to his schoolwork in order to have more time to draw and to direct other members of the class in coloring the pictures. He was given material to read which contained no pictures and asked to illustrate the stories. At the end of the school year, Bobby had caught up with the other members of his class. His test results in May, 1955, were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>4.8</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>4.9</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>3.4</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>4.6</td>
</tr>
</tbody>
</table>
CASE NO. V

Roy, who was ten years old, had good vision and hearing. His general health was good, and he had perfect attendance in the fourth grade. He had been retained in the first because of immaturity.

He enjoyed school and particularly liked arithmetic and music. He did accurate work in arithmetic but did not understand the processes. He sang loudly and not tunefully and this was annoying to his classmates. On the playground, Roy did not play with the fourth-grade boys. His companions were usually younger children. He explained this by saying that the older boys played too rough, and that he wasn't allowed to soil his clothes. After school hours his constant companion was his seven-year-old sister.

Roy's mother came to school quite often to complain about the quality of the work being done there. She talked repeatedly about the necessity of returning to the three "R's" and having homework every night to keep children off the streets. She wanted the teacher to take a stick to Roy when he didn't do good work. She insisted that Roy use only those books clearly labeled Grade IV. Roy told the teacher he got a "good licking" every time he missed problems in arithmetic or words in spelling. His ambition was to become a cowboy when he grew up.

With an I. Q. of 90, according to the Pintner-Durost
Elementary Test, Roy read easily on a second-grade level. He failed to recognize fifty-nine of the Dolch sight words. He lacked the skills needed to attack new words successfully, and his comprehension of easy material was not good. His reading test scores in September, 1954, were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>2.6</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>3.0</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>1.4</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Roy's mother did not become entirely reconciled to the grouping plan in the classroom but her attitude toward school improved when the boy's spelling grades became better. She was pleased when he assigned fifteen minutes of homework in oral reading each night. She disapproved of easy library books and continued criticizing modern methods of teaching reading. In May, 1955, Roy's reading test results were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>4.4</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>4.5</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>3.9</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>3.5</td>
</tr>
</tbody>
</table>
CASE NO. VI

One of the smallest boys in the classroom was Jerry, who was nine years old. His health was very good, his vision and hearing excellent. He had had only the usual minor childhood diseases and had had a very good attendance record during his three years at the Daly School.

Jerry liked school and was a popular member of his class. He was a Cub Scout in the troop to which many of his classmates belonged. On the playground his slight build did not prevent him from taking part in football or any of the other activities enjoyed by larger boys. His favorite subject in school was geography. He contributed many interesting facts, learned outside of school, to class discussions. His beautiful soprano voice was a source of delight to all his classmates.

Jerry's father had died suddenly of a heart attack just a year before Jerry entered the fourth grade. The church to which the family belonged gave Jerry's mother a job as director of play activities for pre-school children. Her work left her free to be home with her children after school hours. There were five boys in the family, two younger than Jerry. They had a very happy relationship, sharing school and play activities together. Jerry's mother was very cooperative with the school and sympathetic with regard to the boy's difficulties in reading. His older
brothers gave him much encouragement, and his younger brothers were happy to have him read to them every night.

Jerry read easily on a second-grade level. He knew most of the Dolch sight words. His chief difficulty was in sounding-out new words. His comprehension was adequate for easy reading material, and he could grasp the meaning of more difficult material. According to the Pintner-Durost Elementary test, Jerry had an I. Q. of 108. His test results in September, 1954, were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>3.6</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>3.2</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>1.8</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Jerry worked hard both in school and at home during the year. He understood at the beginning that it was possible for him to learn the skills he lacked. The constant encouragement and praise he received from his mother and brothers gave him the incentive to do better. In May, 1955, Jerry's test results were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>4.8</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>4.6</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>3.9</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>4.8</td>
</tr>
</tbody>
</table>
Jim, who was ten years old, was a transfer student from out of the state. His general health and hearing were good. A notice from the school nurse that his eyes should be checked brought no results. Although glasses were finally obtained for him through a charitable organization in Anaconda, he seldom wore them. He had evidently repeated a grade, but neither he nor his mother would give accurate information about that. He was frequently absent from school, and, on his return, his mother always wrote a note explaining that he had been ill. However, during the days he was not present in school, the other children saw him playing around his home.

From the beginning Jim was hostile toward the school, the teacher, and the other children. He was not accepted by his classmates, because he often bullied children smaller than himself. Two of his classmates admitted to their parents that they had stolen money from their mothers' purses at Jim's prompting. Although it was never proved that he was responsible, the parents of many of the children forbade their sons and daughters to play with him. The truant-officer paid several visits to school and to the boy's home to recover stolen property. Jim produced it every time and said some big boy whose name he didn't know had given it to him. His mother always backed him up. Jim seldom showed
any interest in his schoolwork; he worked only when the teacher was standing beside him. He was talented in drawing but seldom finished any picture he started. He said that when he grew up he wanted to invent a bomb that would blow up the whole world and everybody in it. He sold papers after school for a time but stopped after he got a beating from some newsboys. They punished him for tearing the newspapers of smaller boys and taking their money away from them.

Not much attention was paid to Jim at home. His mother, his step-father, and his older step-sister all had jobs. They gave him money to go to the movies every evening to get him out of the way. Jim often came to school without breakfast and bought candy bars for his lunch. His mother always came to his defence, but his step-father and step-sister predicted he would end up in a reformatory.

Jim could read easily on a second-grade level. He knew all but 28 of the Dolch sight words. When the teacher was working with him, he could sound out new words, but made no attempt to do it otherwise. He was able to comprehend easy reading material but made little effort to do written work. According to the Pintner-Durost Elementary Test, his I. Q. was 105. His test results in September, 1955, were:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>3.3</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>3.1</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>2.1</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>2.8</td>
</tr>
</tbody>
</table>

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The quality of Jim's work did not improve during the school year. He did little or nothing on his own initiative. It was his habit to sneer at and ridicule the children who were working, and nobody liked to sit near him. The last week of school Jim and his mother left home without notifying the school or getting his report card. His step-father said he had no idea where they had gone and could give no information about where to send the report card.

Jim's test results in May, 1955, showed little improvement:

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Reading Test</td>
<td>4.4</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>3.5</td>
</tr>
<tr>
<td>Gray's Oral Reading Test</td>
<td>2.9</td>
</tr>
<tr>
<td>Weekly Reader Diagnostic Test</td>
<td>3.0</td>
</tr>
</tbody>
</table>
REMEDIAL PROCEDURES

The diagnostic procedures described in the preceding chapter indicated that seven children in the fourth grade might profit from a remedial program. The entire reading program had to be planned in such a way that the teacher would be able to give extra time and attention to those seven without neglecting the rest of the children. This was not too difficult to do, because the teachers' manuals used with basic texts provided daily lessons plans with provision made for superior as well as the average and below average students. Usually, a few hours each week-end were sufficient to type and duplicate the materials to be used the following week. Workbooks\(^1\) and other materials that did not require constant teacher supervision were used for those members of the class not in need of remedial work. These materials, which included word games,\(^2\) word wheels, phrase tachistocopes,\(^3\) and devices suggested in Russel and Karp's

\(^1\)Eleanor M. Johnson, (ed.), *Reading Skilltexts* (Columbus: Charles E. Merrill Company); William Kottmeyer, *Spelling Magic* (St. Louis: Webster Publishing Company); Mae McCrary and Pearl Watts, *Phonics Skilltests* (Columbus: Charles E. Merrill Company); Charles R. Stone, *Eye and Ear Fun* (St. Louis: Webster Publishing Company)


Reading Aids Through the Grades were also used later in the year by the remedial group.

In setting-up the remedial program, the teacher was guided by these suggestions of Gates:

1. Remedial instruction should not be substituted for highly cherished activities.
2. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way.
3. Remedial reading periods should occur once a day (or oftener) as such, and should also occur in connection with other subjects.
4. The teacher should have sufficient time to plan and supervise the remedial work.
5. Remedial work may be either individual or group.
6. Remedial work should be begun when the pupil is rested and cooperative.
7. Successes should be emphasized when they occur.
8. Improvement should be measured and the record shown.
9. Materials used should be highly interesting to the pupil and, at first, relatively easy; as success and improvement result, the materials are gradually made more difficult.
10. The pupil's particular errors and successes should be detected.
11. The teacher's attitude should be optimistic and encouraging.
12. Practice should be so distributed as to avoid fatigue and boredom.
13. A variety of exercises and activities should be provided.
14. A plan should be dropped when it fails to produce after a fair trial.
15. Individual supervision should be continued until the pupil has his improved techniques well habituated.

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4D. H. Russel and E. E. Karp, Reading Aids Through the Grades (Teachers' College, Columbia University, Bureau of Publications, 1951)

The first step in remedial procedure recommended by Dolch is to go back to the poor reader's present actual reading level. In a classroom situation, this is an undertaking that requires much careful preparation on the part of the teacher. Unless there is a friendly, wholesome attitude on the part of all the children, the poor readers might be caused embarrassment through the use of books and materials usually associated with primary grades.

Informal class discussions helped to create the desired atmosphere. Through general discussions, each child was encouraged to consider his relative strengths and weaknesses, and particular emphasis was placed on that which he did well. General objectives for improving in one field or another during the coming school year were set up by the children themselves. For example, some of the children who were good readers planned to improve their writing or arithmetic. The poor readers were encouraged to discuss their particular talents and disabilities as a matter-of-course. Eventually, the children accepted the idea that the teacher was prepared to give extra help to one child in arithmetic, to another in reading, and to others as their particular needs became known.

Some of the good readers found it necessary to re-

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view second-grade arithmetic fundamentals. This situation relieved any embarrassment that otherwise might have been caused by giving poor readers easy material. Some first-grade reading texts of a series not previously read by any of the children in the classroom were used to convince the children in the remedial group that they could read. The teacher often stressed the fact that with a whole year ahead of them, the children had ample time to learn to read better. The possibility of failure was not considered; instead, a feeling of optimism concerning their success in reading was encouraged.

Books for recreational reading printed on primer and first-grade levels helped the poor readers to become more confident in reading. Especially popular were books written about cowboys. The Cowboy Sam series,\textsuperscript{7} which is made up of seven books written on levels ranging from primer to third-grade, was read by every child in the classroom at one time or another during the year. The Dolch Basic Vocabulary Series\textsuperscript{8} was another set of easy-to-read books that was used. Since these books are written almost entirely in the vocabulary of the basic sight words, they were especially useful during the second stage of the remedial program.

\textsuperscript{7}Edna W. Chandler, \textit{Cowboy Sam Series} (Chicago: Beckley-Cardy Publishers, 1953)

\textsuperscript{8}Edward Dolch and Marguerite Dolch, \textit{Basic Vocabulary Series} (Champaign, Illinois: The Garrard Press)
The second step in remedial procedure, according to Dolch, is to help the child acquire a sight vocabulary. Dolch's Basic Sight Cards were used. Dealing with older children who had a desire to learn to read well made it easy to explain the purpose and use of the cards. A simple explanation was enough. A few of the interested parents came after school hours to learn to help the children with the sight words at home. In a short time all the children were familiar with most of the two hundred and twenty sight words.

Dolch's third step in remedial procedure is to teach self-help sounding, that is, word-attack. The diagnostic program revealed that lack of accuracy in auditory discrimination was common to all seven members of the remedial group. Sound blending on an individual basis did not begin until much time had been spent on auditory training for the group as a whole. Cordt's twenty-nine exercises in sound blending gave the children the needed auditory training. Choral reading also helped to develop auditory skills. Also useful was Salaff's Words Are

9Dolch, loc. cit.
10See Appendix for use of cards
11Dolch, loc. cit.
12Anna D. Cordts, Readiness for Power in Reading (Chicago: Beckley-Cardy Company, 1953) pp. 9-96
Funny, a riddle book in rhyme.13

Training in sound blending continued on both a
group and individual basis. Phonic games were popular
with all members of the class.14 Individuals worked alone
in phonetic workbooks.15

Other devices used to teach sound blending were
those suggested by Kottmeyer.16 Some of the sound dic­
tionaries made and illustrated by members of the remedial
group were quite artistic and much admired by other mem­
bers of the class. Copies of Kottmeyer's twelve lists of
words containing short and long vowels were distributed to
the children and used for spelling as well as sound blend­
ing purposes.17 A workbook, Spelling Magic, was used for
the same purpose.18

13Alice Salaff, Words Are Funny (Garden City: Double­day and Company, Inc., 1952) pp. 1-93

14Dolch, loc. cit.

15Eleanor M. Johnson, (ed.), Reading Skilltexts
(Columbus: Charles E. Merrill Company); Mae McCrasy and
Pearl Watts, Phonics Skilltest (Columbus: Charles E. Mer­
ril Company); Charles R. Stone, Eye and Ear Fun (St. Louis:  
Webster Publishing Company)

16William Kottmeyer, A Handbook for Remedial Reading  
(St. Louis: Webster Publishing Company, 1947) pp. 80-89

17Ibid.

18William Kottmeyer, Spelling Magic (St. Louis:  
Webster Publishing Company) pp. 1-64
Together with sound blending, structural analysis was used to attack unknown words. Gray says that the logical method of attacking multisyllabic words is to first make a visual survey of the whole word, looking for meaningful units in it. These units may be the root word, a prefix, a suffix, or pronunciation units — that is, syllables. After analyzing the structural pattern, it is easy then to proceed with "sounding it out". The Webster Word Analysis Charts list the steps in attacking the "big" words in much the same way.

Because the easiest multisyllabic words are compound words, the remedial class first practiced separating the compound words taken from Kottmeyer's list. They next practiced separating prefixes and suffixes. Often they discovered that the root word was a known sight word or one easily sounded out.

After much practice with compound words and words with suffixes, prefixes, or both, the class very gradually were taught syllabication. The principles of open and

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2. William Kottmeyer et al., *Word Analysis Charts* (St. Louis: Webster Publishing Company)
4. See Appendix, bulletin #7
closed syllables were not taught to the children as rules. They developed their own generalizations after working with lists of words on the blackboard and at their seats. They considered it a great achievement to figure out something "all by themselves, without any help from the teacher."

The children were especially eager by the time they reached this stage of development because so many of the words in geography and history books were multisyllabic. They had, by this time, begun to take an active part in these classes, reading aloud, with confidence, descriptions under the illustrations in their texts. They were anxious to be able to read the entire texts without help, and understanding the principles of syllabication enabled them to do so. By the time they were proficient in syllabication, it was too late in the year to do much work in teaching the use of the dictionary, which would have been the logical procedure.

In order to successfully attack a new word, the children were trained to supplement phonetic and structural analysis with context clues. They learned to guess an unknown word after reading the rest of the sentence. This habit of using context clues was established early in the year before they were taught the other methods of word attack, that is, phonetic analysis and structural analysis. With this three-fold method of word-attack, the children
were generally successful in all kinds of reading situations.

The fourth step in remedial procedure, as recommended by Dolch, is to improve comprehension. Proficiency in word-attack skills plays a very important role in improvement. Monroe says, "As a child improves in word recognition, he also increases his ability to get accurate meaning of the passage."

Much oral reading of stories with conversation was given to improve comprehension. The children assumed the parts of characters in the story and read their exact words.

Suggestions for improving comprehension were found in the teachers' manuals that accompany basic readers. Workbooks were used that gave practice in such specific skills as recalling details, predicting outcomes, understanding directions, and getting the central thought of paragraphs. The Reader's Digest Reading Skill Builder had much appeal for the children. They enjoyed using

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23Dolch, loc. cit.

24Marion Monroe and Bertie Backus, Remedial Reading (Boston: Houghton Mifflin Company, 1937) p. 86


26Lillian A. Wilcox and Lydia A. Thomas, Reader's Digest Reading Skill Builder (New York: The Reader's Digest Association, Inc., 1951)
materials from a magazine that adults read. The questions that followed each selection tested ability to recall detail and provoked further reading and thinking on the topic.

The importance of the development of comprehension should not be under-estimated. It must be a part of every school lesson that involves reading. Paul Witty says, "Developing comprehension is such an integral part of the whole reading program that it cannot rightly be considered as a separate and distinct-skill at any level."  

Dolch's fifth step in remedial procedure is to secure much interesting reading at the present level. Shortage of such materials for independent reading is no longer the stumbling-block to reading improvement that it was in the past. There are several lists of books suitable to slow readers where the interest level is higher than the level of reading difficulty.

In the Daly School, as in other schools where unlimited funds are not available, the library of easy materials for poor readers will have to be built up gradually. The library was not adequate for the demands of the children.

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27 Witty, op. cit., p. 153; 28 Dolch, loc. cit.

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for books to read at home and in free-reading periods. However, books were brought from home by the children to use in the classroom, and stories of interest to older children were cut from readers used in primary grades and placed in separate folders. In this fifth and final step, much more could have been done toward improving reading if there had been more suitable materials available.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the effectiveness of group remedial reading provisions for a regular fourth-grade classroom. Pupils in this grade who had not learned basic reading skills in the primary grades were unable to use successfully content textbooks. Reading ability and personality have been found to be interrelated factors. Since it is the responsibility of the school to develop well-adjusted personalities, reading instruction had to be adjusted in such a way as to best meet the widely differing reading needs of the students. The creation of a special class for remedial reading purposes and the adaptation of materials used for individual work in reading clinics to group situations provided one way in which the needs of the pupils could be met.

A testing program was instituted during the first month of school to determine the present reading level of each child in the fourth grade. Tests of mental ability and reading achievement were followed by diagnostic reading tests, both standardized and informal, to discover which children were most in need of remedial work.

Additional information necessary for a more complete picture of the child's personality was secured from school
records, conversations and interviews with parents and former teachers, health records, and interest inventories. This information was summarized in reading case histories.

The selection and organization of materials used in remedial instruction was an important part of the program. Selections were based on pupil achievement, needs, and interests.

Instruction in remedial reading was based on these five steps:

1. Going back to the poor reader's present actual reading level.
2. Helping the child acquire a sight vocabulary.
4. Developing comprehension.
5. Securing much interesting reading at the child's present reading level.

Follow-up tests were given at the end of the year to determine the extent of the success of the program. Six of the seven members of the remedial were found to have made substantial gains, ranging from one year, one month, to two years, four months. Test scores showed a gain of only seven months in the seventh case.

Other improvements, not measurable by tests, were noted as a result of the remedial program. Among these were a growth in self-confidence, an eagerness to take part in class recitations, and the establishment of a
status of equality with other members of the class.

The following conclusions were reached from this study:

(1) The realization that a remedial reading program can be carried on successfully, with a section of the class, concurrent with the regular developmental reading program in the classroom.

(2) Remedial reading techniques and procedures, rather than being mysterious devices to be used only by specially-trained, highly-skilled personnel may, on the contrary, be employed effectively by regular classroom teachers to improve or supplement the regular classroom instruction.

(3) Informal techniques and devices for diagnostic and instructional purposes can often be used successfully in classroom remedial situations, thus eliminating the need for large expenditures of money for commercially-designed remedial materials.
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B. PERIODICALS


C. WORKBOOKS


D. TESTS


E. MISCELLANEOUS


Reading Troubleshooter's Checklist. Webster Publishing Company (free publication)
We have excellent techniques for teaching sight words to beginners. These carry the beginning reader up to about the latter part of the second or the beginning of the third grade. From this point on new words pour in so rapidly that sight word techniques are no longer adequate. Many new words can be recognized from context, but often key words cannot. Here is where the teaching of phonics enters the picture.

Phonics constitute one part of word analysis. Strictly speaking it is not a method of teaching reading. It is a tool used in the teaching of reading. It is not an end in itself. It cannot be "taught" in a single grade, but must be built up over a period of years, each grade adding to that which was learned before.

The beginning in phonics training is auditory perception. This usually is learned in the kindergarten. First grade teachers must be certain that children have learned to distinguish the sound of the phonetic elements before trying to get them to apply phonics in work analysis. Too often too many students get up past the fourth grade with word attack skills that are inadequate to unlock new words. 53% of the children who attended the University of Pittsburgh remedial reading clinic and 71% of the children who entered the recent summer clinic at the University of Washington were deficient in phonics ability. In other words, these students were deficient in auditory discrimination needed for reading (and spelling).

Many pupils learn to associate symbols and sound with little trouble, but there are several who do not. The ones who do not become poor readers.

An important step in the right direction would be for the teacher as early as possible in the school term to locate those deficient in phonics and who will fail to make progress until they have had the proper auditory and perceptual discrimination training, (the former coming first).

The rest of this report will be a description of a diagnostic procedure by which a teacher can determine the words or parts of words that involve special difficulty and also identify pupils who are most in need of help. Included will be directions for making a class analysis which the teacher can use in guiding subsequent class remedial instruction. Also, suggestions for remedial follow-up will be outlined.
THE USE OF THE STICK - WICK TEST

The Stick Test is a diagnostic test designed to aid the teacher in determining the words or parts of words that present special difficulties for particular students and for the class as a whole. By analysis of the spelling of the 16 words, lack of auditory discrimination and inadequacy in spelling are revealed.

It should be remembered that the Stick - Wick tests contain the most frequently used sound elements (36) as found in the Kindergarten Union Word List.

There are several more phonetic elements that are important, too, but which as far as frequency of occurrence is concerned are not so important. Hence it is important to locate as soon as possible at the beginning of the school term those pupils who do not hear accurately nor spell correctly these sounds. These are the students who are in most need of remedial work in phonics. These are the students who often hold up the class - the "tail enders." Students who do not have adequate auditory discrimination ability as detected by such as the "Stick" test are one who encounter extreme reading difficulty beyond the third grade.

Since only the most important sound are found in the Stick Test, some students will do well on it who are considered by the teacher to be poor readers and poor at word attack. However, these students are not as bad off as those who miss the Stick Test words. The former students need remedial work that differs somewhat from that for the latter group. Students who do well on the Stick Test and poorly in reading, spelling, and phonics need aid in such as phonics training that includes less frequently appearing but important sounds, sylabication, silent phrase reading and spelling, etc.
Below are two alternative lists of 16 words each, one called the "Stick Test", the other the "Wick Test." These words were selected from the Kindergarten Union word list. The words in each test contain some 49 phonetics which occur most frequently in the KU word list. With the children who fail to hear more than one-third of these sounds, independent word recognition is quite impossible. This means that they are blocked, to a considerable extent, in reading above the second grade level.

The "Stick Test" is used as the initial test, and the "Wick Test" as the final one, given after follow-up remedial measures have been employed.

<table>
<thead>
<tr>
<th>STICK TEST</th>
<th>WICK TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. st-i-ck</td>
<td>w-i-ck</td>
</tr>
<tr>
<td>2. s-o-ng</td>
<td>st-a-k-es</td>
</tr>
<tr>
<td>3. b-a-t</td>
<td>t-ar</td>
</tr>
<tr>
<td>4. t-e-nt</td>
<td>w-e-nt</td>
</tr>
<tr>
<td>5. c-a-ns</td>
<td>p-a-ns</td>
</tr>
<tr>
<td>6. p-o-t</td>
<td>h-u-sh-ed</td>
</tr>
<tr>
<td>7. b-ar</td>
<td>b-a-d</td>
</tr>
<tr>
<td>8. c-a-k-es</td>
<td>c-ar-s</td>
</tr>
<tr>
<td>9. m-a-d</td>
<td>p-ea-ch</td>
</tr>
<tr>
<td>10. l-e-nd</td>
<td>h-o-t</td>
</tr>
<tr>
<td>11. r-u-sh-ed</td>
<td>m-e-nd</td>
</tr>
<tr>
<td>12. b-i-ll</td>
<td>n-e-t</td>
</tr>
<tr>
<td>13. r-ea-ch</td>
<td>s-a-t</td>
</tr>
<tr>
<td>14. n-u-ts</td>
<td>r-u-ts</td>
</tr>
<tr>
<td>15. w-e-t</td>
<td>b-i-ll</td>
</tr>
<tr>
<td>16. st-ar-s</td>
<td>l-o-ng</td>
</tr>
</tbody>
</table>

There are 36 different sounds included. Duplicates were included for practical reasons and for increase of reliability.
Procedure for Administering the Stick Test (and Wick Test)

Each student should have a Form A test sheet.

1. Pronounce each word distinctly, correctly, and naturally. Be careful not to overemphasize pronunciation. This often results in the student's hearing a false sound, like . at the end of the word "stick."

2. For each word give a context sentence. For example, say "stick, I used a stick to hit the snake."

3. Pronounce the word again.

Directions for Analysis of Results

Compare the spelling of words on Form A with the words on the stick test which have been divided into phonetic elements. Circle each error.

These errors will include sound errors due to lack of auditory discrimination, known as word deafness. In these, wrong letters are given for a given sound. Examples of this are: "sarns" for "stars", "vashed" for "rushed", "weht" for "reach".

There are also spelling errors, where the sound is apparently heard. Examples are: "stik" for "stick", "bil" for "bill", and "reech" for "reach."

An example of Form A has been worked out. It will be noted that Joe Doe did not hear seven different phonetic elements and mispelled three that he apparently heard. Totals include duplicate errors.

The % error (sound and spelling errors) = \frac{\text{total all errors}}{49} = \frac{11}{49}

The % error (sound only) = \frac{\text{total sound errors}}{49} = \frac{8}{49}

Form B is used to make a class analysis of test results. Three percentages of errors can be obtained for the entire class.

(1) % misspelled words. % error = \frac{\text{total of all errors made by class}}{\text{No. of students} \times 16}

(2) Counting as an error a misspelled phonetic element, % error = \frac{\text{total no. of element errors}}{\text{no. students} \times 49}

(3) Counting as an error a phonetic element for which the wrong letters are used, i. e., when the sound was not heard correctly, % error = \frac{\text{total of sound errors made by class}}{\text{no. students} \times 49}
Test Stick

Name Joe Doe  Age: Years 10 No. 3  Date Sept. 28, '52
School Lincoln  Grade 5  Teacher: Miss X

(for student)                            (for teacher)

sound errors  spelling errors

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

Total No. Misspelled wds.  Total number  Total number
List different sounds to be sound errors  Spelling errors
learned.  Total sound and spelling errors

Sounds known - total different sounds - total different sounds to be learned

Total % error = \( \frac{9}{49} \times 100 \) -

Sounds % error = \( \frac{9}{49} \times 100 \) -

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### Class Analysis of Phonetic Elements

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Words</th>
<th>Misspelled</th>
<th>No. of times each phonetic element was missed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stick</td>
<td>st - i - ck s - o - ng b - a - t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>song</td>
<td>t - e - nt c - a - ns p - o - t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bat</td>
<td>b - ar c - a - k - es m - a - d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tent</td>
<td>l - e - nd r - u - sh - ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cans</td>
<td>h - i - ll r - e - a - ch n - u - ts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td>w - e - t st - a - rs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lend</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rushed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nuts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% error of words missed</td>
<td>% error of elements missed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total No. pupils x 16</td>
<td>Total No. pupils x 49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most frequent sound errors:
Sound Diagnosing

Short Vowels

46. (i) p_n It can stick you.
47. (e) p_n You write with it.
48. (o) p_t You cook with it.

51. (ng) A bee can sting you.
52. (er) Give me a drink of water.
53. (es) Gather is picking apples.
54. (ll) Can you hit the ball?
55. (rs) I read about three bees.
56. (ck) A horse can ride.
57. (nr) Mother called me to lunch.
58. (ns) We put chai on the car.
59. (ts) I like to eat nuts.
60. (en) Do you like chicken?
61. (an) An old woman who lived in a shoe.

Final Phonograms

62. (ed) She asked me to come.
63. (et) Let's go to the market.
64. (st) Two eggs are in the nest.
65. (nt) I like to buy eggs.
66. (nd) Joe plays in the sand.
67. (y) Are you ready to go?
68. (ln) We can win the prize.
69. (ss) She tore her dress.
70. (ey) The baby wants to play.
71. (ds) I saw some birds.
72. (ks) The girl had pink cheeks.
73. (ed) I put my doll in the box.
74. (ar) Three cookies are in the jar.
75. (ias) I had three pennies.
76. (ow) The wind can blow.
77. (ry) Tell me a story.
78. (ch) On Sunday I go to church.
79. (el) The girl rode on a camel.
80. (ght) Cats can fly.
81. (es) Mother baked some cake.
82. (gs) The dogs were barking.
83. (rn) Little Boy Blue had a horn.
84. (sh) Brush your hair.
85. (ps) A boy drank two cups of milk.
86. (ake) I saw a snail in the grass.
87. (tch) Can you catch a bell?
88. (on) The key carried a cup.
89. (th) I have a brother.
90. (st) Grandma sat in her chair.
91. (ld) Let's build a house.
92. (nk) I want a drink of water.
93. (un) A gun can shoot.
94. (lls) We heard the ringing.
95. (ly) I got up early this morning.
96. (or) My father is a sailor.
97. (ow) A cow gives us milk.
98. (th) She bites with her teeth.
99. (ty) Have you a pretty dress?
100. (ows) Two cats sat in a tree.
101. (ble) Put the book on the table.
102. (ls) A car has four wheels.
103. (op) Sit when you come to a street.
104. (ys) I want new to.
105. (ig) Jim is not a big boy.
106. (all) Bad men sometimes have to go to jail.
107. (ap) He wore a cap on his head.
108. (een) We want her to be a queen.
109. (it) I found a little rabbit.
110. (um) I want to beat the drum.
111. (up) John drinks from a cup.
112. (ut) Shut the door.
113. (wn) Let's go down stairs.
Phonetic Error Tally Sheet

Correct each individual paper and tally errors below to the right of the sounds to get a class analysis. These results can be used as a guide to the teacher for remedial work.

INITIAL

1. **st** 38. **ow** (crown) 74. **ar**
2. **sh** 39. **ow** (throw) 75. **ies**
3. **ch** 40. **ou** 76. **ow**
4. **ce** 41. **ie** 77. **ry**
5. **br** 42. **aw** 78. **ch**
6. **cr** 43. **au** 79. **el**
7. **t** 44. **ei** (airplane) 80. **ght**
8. **a** 45. **ea** (tears) 81. **es**
9. **th** (thank) **SHORT VOWELS** 82. **gs**
10. **tr** 83. **rn**
11. **be** (began) 46. **i** 84. **sh**
12. **th** 47. **e** 85. **ps**
13. **bu** 48. **o** 86. **ake**
14. **cl** 49. **u** 87. **tch**
15. **gr** 50. **a** 88. **on**
16. **ha** **FINAL** 89. **th**
17. **be** 90. **at**
18. **ai** 51. **ng** 91. **ld**
19. **wh** 52. **er** 92. **nk**
20. **bl** 53. **es** 93. **un**
21. **dr** 54. **ll** 94. **l1s**
22. **wi** 55. **rs** 95. **ly**
23. **fr** 56. **ck** 96. **or**
24. **do** 57. **ed** 97. **ov**
25. **th** (this) 58. **ns** 98. **th**
26. **sc** 59. **ts** 99. **ty**
27. **be** (bell) 60. **en** 100. **ows**
28. **pl** 61. **an** 101. **ble**
29. **Sa** 62. **ed** 102. **ls**
30. **se** 63. **et** 103. **op**

MEDIAL

31. **ee** 64. **st** 104. **ys**
32. **ea** (beat) 65. **nt** 105. **ig**
33. **ai** (nail) 66. **nd** 106. **ail**
34. **oo** (boots) 67. **y** 107. **cap**
35. **oa** 68. **in** 108. **een**
36. **oo** (crooked) 69. **in** 109. **it**
37. **ea** 70. **sy** 110. **un**
38. **ee** 71. **ds** 111. **up**
39. **ea** 72. **ks** 112. **ut**
40. **ea** 73. **ed** 113. **wn**

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We have long needed more information concerning the syllables which children need most when they read and write. The best source for this information at this time is the Rinsland Word List. (Rinsland, Henry D., "A Basic Vocabulary of Elementary School Children", Macmillan, 1945). The list contains 14,571 words occurring three or more times in any one grade. The words were obtained from material written by children. Since children in the first grade have limited writing ability the words for that grade were obtained from written reports of their conversation in school and outside. In this manner we are assured that each word was within the vocabulary of the child that used it.

In this report we are concerned only with the words of more than one syllable that occurred five or more times in any grade. There were 8861 of those words. In terms of initial syllables, 3146 of those words contain syllables which occur from one to four times; 1877 of them contain syllables which occur from 5 to 9 times; and 3938 contain syllables which occur from 10 to 209 times. In terms of final syllables, 2905 words contain syllables which occur from 1 to 4 times; 914 contain syllables which occur from 5 to 9 times; and 5042 contain syllables which occur from 10 to 380 times. Medial syllables occur in words of three or more syllables. There are 3573 medial syllables in the Rinsland List. Among these 585 occur from 1 to 4 times; 595 occur from 5 to 9 times; and 1039 occur ten to 277 times. Owing to limitations of space it is possible here to present only the words which contain syllables which occur more than ten times.

HOW TO USE THE INVENTORY

The 8861 words of two or more syllables contain a grand total of 21,195 syllables which every child is expected to learn. How shall we attack the problem of teaching these syllables? In the first place it is manifestly impossible to teach all of them. We are compelled to teach a much smaller number and depend upon transfer of training for the rest. Which one and how many syllables shall we teach? Our experience indicates that when we have taught 45 of the most widely used syllables the pupil is well on his way so that he will need little further help. These forty-five syllables are included in the following word lists. Start by asking your pupils to spell the words. The list is presented in three parts each containing initial, medial and final syllables respectively. Give each part separately. Give out each work, use it in a sentence, and pronounce it again. Give no further help. The more important syllables are underlined.

**Diagnostic Syllable Tests**

<table>
<thead>
<tr>
<th>Initial syllables</th>
<th>Test II</th>
<th>Final Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Re-ceived</td>
<td>1. An-i-mals</td>
<td>1. go-ing</td>
</tr>
<tr>
<td>2. In-to</td>
<td>2. Jan-u-ary</td>
<td>2. start-ed</td>
</tr>
<tr>
<td>3. a-round</td>
<td>3. sev-er-al</td>
<td>3. moth-er</td>
</tr>
<tr>
<td>4. de-cid-ed</td>
<td>4. dec-o-rat-ed</td>
<td>4. on-ly</td>
</tr>
<tr>
<td>5. Con-tains</td>
<td>5. af-ter-moon</td>
<td>5. hous-es</td>
</tr>
<tr>
<td>6. ex-cept</td>
<td>6. el-a-phant</td>
<td>6. va-ca-tion</td>
</tr>
<tr>
<td>7. un-til</td>
<td>7. pe-ri-od</td>
<td>7. ver-y</td>
</tr>
<tr>
<td>8. com-mon</td>
<td>8. reg-u-lar</td>
<td>8. pret-ty</td>
</tr>
<tr>
<td>10. en-joy</td>
<td>10. won-der-ful</td>
<td>10. ta-ble</td>
</tr>
</tbody>
</table>
The syllables are given in order of importance. There is re-, -i-, and -ing, the most important; and ac-, and -ful are of least importance.

SAMPLE PRACTICE MATERIAL

Ask your pupils to fill in the blanks. Read the sentences to them if necessary.

I. Initial Syllables
1. I ________ your letter.
2. John went ________ to the house.
3. We ________ to go to the party.
4. That box ________ candy.
5. The horse ran ________ the track.
6. All the children were laughing ________ except Tom.
7. I cannot go ________ mother comes home.
8. Salt is sometimes called ________ salt.
9. Columbus ________ America.
10. Do you ________ snow?
11. Please give me ________ other cookie.
12. The door was ________
13. Four is an ________ number.
14. We have made out our ________ for the last day of school.
15. One boy had an ________ while driving to school.

II. MEDIAL SYLLABLES
1. You can see wild ________ in a circus.
2. January comes just after Christmas.
3. They saw several wild ducks in the sky.
4. Yesterday we decrat____ our room for Halloween.
5. Do you go to school in the ________?
6. Did you ever ride on an elephant?
7. Some sentences end with a period.
8. Mary comes to school regularly.
9. He was dressed like an Indian.
10. Our teacher told us a wonderful story.
11. We are going to have a carnival at our school.
12. Do you ever get to play in the gymnasium?
13. Snow is a scarce animal in summer.
14. Who gets up earliest at your house?
15. When you play in the dirt you should wear your overalls.

III. FINAL SYLLABLES
1. Are you going ________ the fair?
2. Just as we got home it started to rain.
3. Mother baked a cake.
4. I found one egg.
5. Some people live in big houses.
6. Did you have a vacation last summer?
7. It was very hot last week.
8. Jane drew a pretty picture.
9. It is very cold to-day.
10. Did you put the dishes on the table?
11. I go home after school.
12. We like to play in the baseball.