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Comparative study of the basal reading program and the individualized reading program in the primary grades

Elizabeth Ann Massarek

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A COMPARATIVE STUDY OF THE BASAL READING PROGRAM
AND THE INDIVIDUALIZED READING PROGRAM
IN THE PRIMARY GRADES

by

Sister Elizabeth Ann Massarek, C.PP.S.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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1973
This research paper has been approved for the Graduate Committee of Cardinal Stritch College by

[Signature]
(Advisor)

Date March 1, 1973
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CHAPTER I

THE PROBLEM

Introduction

Sequential development of reading skills for all, a constant evaluative and preventive watchfulness over the slow learner and a freeing of the better reader, are all worries of the interested and dedicated teacher.

Teaching the child to read requires the systematic instruction consisting of three basic elements. First, the instructional program should be so organized that for each child desirable growths in basic reading skills and abilities are fostered. Second, the teaching procedures should be rich, varied and intellectually energetic in order that at all times, to each child, learning to read is worth the effort. Third, continuous appraisals of each child's particular teaching needs and of his progress in reading should be made so that his growth in reading is compatible with his capabilities in general.

Learning to read is a process of time-consuming, gradual growth. The program of instruction must enable each child first to get ready to read and then to acquire simultaneously many skills and abilities so that he, at an ever faster rate, may interpret materials of continuously increasing complexity and maturity.¹

Since 1800 the majority of schools have grouped students for instruction. This is confirmed by Nila Banton Smith when she writes that: "In fact the three group organization within classrooms has stood as a bulwark in American schools for many years." ²

It was strongly recommended to teachers, using basal readers, that the students be divided into groups according to their abilities and that all teaching of reading be done in these groups.

Teachers using basal readers ordinarily teach children in small groups and provide for acceleration or deceleration of the pace of instruction according to the individual child's ability to progress. ³

Between 1910 and 1920 Intelligence and Achievement Tests were developed. Educators found wide differences among students within the same grade and class through these tests. This was the first flurry of excitement over individualizing the reading program. With the advancement of psychology and the further perfecting of the testing program, educators once again are discussing, perfecting and implementing plans for individualizing reading programs.


The importance of recognizing human individuality in the structuring of public education has increased in recent years. The program of how best to recognize individual differences is an old one but is receiving renewed attention.4

Statement of the Problem

The primary concern of this writer is whether or not there is a fundamental difference between the Basal Reading Program and the Individualized Reading Program in the Primary Grades. The secondary purpose is to develop a plan which will be based upon a review of the literature and the summary and conclusion of this writer.

Scope and Limitations

This writer is limiting this study to the primary grades. Also, the literature to be surveyed will only cover the last ten years, 1962 to 1972.

Much has been written in books and journals on the Individualized Reading Program but very little on the Basal Reading Program.

Research on the content of basal readers is limited. Most of the research is of the counting sort performed by a number of master's and doctoral students. By and large, critical evaluations are lacking, and we learn only what was apparent through reading readers and counting items.5


Even though a number of short term studies have been made comparing the Basal Reading Program and the Individualized Reading Program, this writer found that no extensive studies have been made on either one.

Much educational research deals only with immediate, short-term results. This, in my opinion, is a major defect—especially in research involving reading. We are not particularly concerned with results obtained at the end of a six-week or even at the end of a two-year period. We are much more interested in the effect of a particular mode of teaching on a long term basis. 6

Summary

The writer decided upon this particular research because after having taught the Basal Reading Program ever since she started to teach, she is now going into a school situation which is tending toward individualization. For her own personal benefit she wanted to survey the literature to find out the advantages and disadvantages of the Basal Reading Program and the Individualized Reading Program and to make a comparison of the two, to see if there is any fundamental difference.

Much emphasis today is being placed on individualization and perhaps the findings of this research paper may influence someone who is interested in whether one program is significantly different than the other, but does not have the time to do the research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There is one question uppermost in the minds of conscientious teachers everywhere: 'How best can I teach boys and girls who are reading far above or below their grade placement?'

Trace maintains that the reading specialists of today realize that a reading problem exists but are looking elsewhere for the cause, rather than in the reading program. They not only recognize it but insist upon it. More important, they are so resigned to it that their energies are now spent not in finding out what's wrong with the reading program, but in finding out what's wrong with the children. The fact is, with a few notable exceptions, the most influential of our reading experts are so utterly committed to the status quo in the reading program, that to question the effectiveness of it is unthinkable.

Yet each elementary classroom, in every part of the country is faced with the problem of a wide range of reading retardation and a broad scope of reading acceleration. "What


is the answer to the chronic problem imposed by extreme heterogeneity in every grade?"^3

All reading programs must be evaluated according to the growth of the individual, first of all, in the broad objective of the "total reading program"; secondly, if it enables him to use "reading as a means of mass communication"; and, thirdly, to the "extent that it makes possible the maximum rate of growth of each individual and the extent to which it prevents serious reading problems from developing."^4

Research and experimental studies, in the field of reading, must be carried on so that the child may be given the best education possible as a result of the combined efforts of many educators.

The following studies combine research of what leading authorities have written and of the latest experimental and control group designs on two of the major approaches that are being used today in many classrooms throughout the country.

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^3Schubert and Torgerson, Improving Reading Through Individualized Correction, p. 61.

^4"Standards for Evaluating First Grade Reading," Perspectives in Reading. Proceedings for the Ninth Annual Convention of the IRA (Newark, Delaware, 1965), p. 173.
The Advantages and Disadvantages of the Basal Reading Program

Basal Reading instruction is concerned with the development of those fundamental habits, attitudes and skills essential to effective silent and oral reading. The program rests on the assumption that a set of essential and fundamental skills are generally known and that these are of such a nature that a series of books, workbooks and manuals which present these skills in a sequential order are essential to their development. 5

Proponents of the use of basal readers suggest that an adequate Basal Reading Program provides the essential prerequisite to successful growth in word comprehension, interpretation and all aspects of mature reading.

These reading textbooks provide opportunities to teach basic reading skills in a sequential and developmental manner. 6

The strengths of the basal material lies in the careful development of vocabulary and word analysis skills in colorfully illustrated stories. The weakness of the material seems to be partly a lack of visibility in the way in which the vocabulary, word analysis, and comprehension skills are developed. 7

Trace 8 and Chall 9 see "vocabulary control" as a "deadly feature" in the basal readers. Both make comparisons

7Sheldon, "Basal Reading Approaches," p. 31.
8Trace, Reading Without Dick and Jane, pp. 32-39.
of the first grade child's speaking vocabulary, which he understands and uses correctly, and the number of sight words introduced in each Pre-Primer, Primer, Book I, etc.

It is thus extremely important to recognize that the vocabulary in the typical Dick-and-Jane type sixth grade readers is less than half the recognition vocabulary of the typical kindergartner and about one-third the size of the vocabulary of a typical first-grader.10

... but to realize exactly how diluted the lessons are you have to know that these "new" words are merely words that the child has not yet been taught to recognize in print. If English is his native language, he can most likely use correctly and understand any of these words in conversation. The average first-grader can probably use accurately and/or understand about four thousand different words.11

The next point under attack is that reading experts devised the "look-and-say" method of trying to teach children to read. This method was unlike any ever used before by people whose language had a basic alphabet.12

Children are taught to recognize a word "by sight" (as a whole), "by shape" (according to the context of the whole sentence) and through picture clues.

By comparison, only minor attention is directed to the alphabetic, phonic or structural aspects of the word (which might help the child recognize new words without preteaching.)13

10 Trace, Reading Without Dick and Jane, p. 39.
12 Trace, Reading Without Dick and Jane, p. 63.
Basal Reading Series published in 1962 and since that time "... call attention to the structural and phonic aspects of the word more often. The new edition has completely dropped all references to straight visual aspects of the word (length, configuration, etc.)"\textsuperscript{14}

Teacher's Manuals are so detailed that they literally put words into the teacher's mouth. She is expected to ask so many questions, give directions, details or background information, that she "... is to speak about seven words to one word read by the pupil."

Direct guidance by the teacher is so essential to every part of the program that it becomes impossible for her to follow every suggestion. Seemingly the authors "... take no advantage of the pupil's increasing skill and facility for independent work as he progresses from the first through the third grades."\textsuperscript{15}

Another disadvantage that Trace points out is that fables, folk tales, poems, "great American ... stories and all the great authors that children can understand and thoroughly enjoy are scientifically and painstakingly kept out of the Dick-and-Jane type readers."

If, then, the selections in the Dick-and-Jane type readers are not literature, what are they? The best single term to describe them, perhaps, is 'life adjustment stories'.

\textsuperscript{14}\textit{Ibid.}, p. 253.
One of the rules of the life-adjustment philosophy of education is that in the first three grades especially, the stories and episodes should take place in the child's immediate neighborhood, preferably no farther from home than a mother's voice will carry.

Today's children with the modern means of communication have traveled either physically or by means of television, magazines, newspapers, movies, etc., all over the United States and the world. Most primary children desire to read about "places beyond their community". The basal reading series usually have only stories about the family, the local "suburban" community and, perhaps, a nearby farm.

Educators of today are very concerned about these stories and feel that more nationalities should be represented; also that city life and apartment living should be noted.

In the last few years greater attention has been focused on culturally disadvantaged children, the use of basal readers, and more specifically, their content have come under increasing attack. One problem is the difficulty that culturally disadvantaged children have in identifying with the characters and situations these pupils can identify with more readily.

However, Clymer feels that the basal reading program also provides a careful selection of materials which are likely to be of interest to a broad range of students. While these selections are at the present time somewhat limited in terms of the social class presented there can be no question that the

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16 Trace, Reading Without Dick and Jane, pp. 136-140.

17 Criscuolo, "Enrichment and Acceleration in Reading," p. 142.
newer materials will provide a broader range of cultural interests.\textsuperscript{18}

Another basic element of the basal readers is the division of students into groups in order to

... narrow the range of reading abilities ... to facilitate teaching. Again, homogeneity is frequently based upon a single criterion—total reading achievement measured by formal testing or teacher judgment. Variations in interest, rate, comprehension, vocabulary recognition and word concepts are rarely, if ever, a serious consideration.\textsuperscript{19}

Once intraclass groups are formed the composition seldom changes. For many children, "Once a bluebird, always a bluebird!" Intraclass grouping as a traditional setting, like interclass grouping, does little to meet individual needs based on variables other than general ability.

Such a track system is criticized because of the damage to the personal integrity of the individuals who make up the lower groups and the loss of opportunity to work with others by those who constitute the upper group.\textsuperscript{20}

Both Sheldon\textsuperscript{21} and Clymer\textsuperscript{22} feel that the strong points of the basal readers are that they stress continuity,


\textsuperscript{20}Bond and Wagner, \textit{Teaching the Child to Read}, p. 374.

\textsuperscript{21}Sheldon, "Basal Reading Approaches," p. 29.

\textsuperscript{22}Clymer, "Approaches to Reading Instruction," p. 54.
sequence and integration. Realistically it is pointed out that good teaching adjusts the reading program to the individual needs of the students and to the teacher's time and professional ability. Many teachers, especially one with a limited background, would find it hard to structure an adequate program without some help.

The basal programs can, of course, be criticized for providing a narrow and restricted framework for the teaching of reading. Such criticism, however, must be leveled primarily at the way in which the materials are used rather than the materials themselves. Most professional books and most manuals which accompany basal material suggest quite clearly the need for the teacher to adopt, to modify, and to select according to the needs of the students being taught.23

The Advantages and Disadvantages of the Individualized Reading Program

Within the past ten years more time and effort has been given to the "development of instructional systems designed to accommodate the individual needs of the pupils." The classroom teacher is seeking and experimenting with various "techniques and materials" that will help the individual students.24

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23 Ibid., p. 55.

Certainly, the most dramatic of these and the one which has received the most controversial attention is the program called individualized reading. This program is really not so much a method as a philosophy. 25

It is

... primarily, ... organized so that all pupils read independently rather than in regular reading groups. Trade books chosen by the pupils are the basic reading materials. Self-selection of books is a key feature of individualized reading. Each child reads at his own pace and keeps a record in his notebook of the books he reads. 26

In this program students should be permitted to select books that interest them. Schools where the curriculum provides such opportunities, not only for self selection but for reading "in the area of their interest", are providing pupils with a situation where they are bound to learn to read. 27

In this area:

... the purposes for reading are primarily individual and only secondary group. The group serves as a sounding board for the individual to test the accuracy of the ideas acquired and to permit him the luxury of sharing the knowledge and insight that he has acquired. The teacher thus works with the individual detecting his needs as the pupil's work reveals them. He keeps an accurate record of the pupil's accomplishments and inadequacies and helps him to pace his activities in


accordance with his interests, aptitudes and previous achievements. The teacher is not the prime director of the learning process and indeed never has been. Teaching may be a group process, but learning has always been an individual process. 28

Contrary to this, Bond feels that this type of plan will not work for the daily reading class or if a special unit of work is planned.

For one thing, reading is a complex process that must be taught systematically. For another, no teacher would be able to keep in mind the reading needs of each child from week to week for the ten minutes at most, of instruction he would be able to allot to teach even one selection each week to each child, for, it will be recalled, the steps in teaching a selection include teacher preparation, building readiness, introducing new vocabulary, setting purposes, reading silently, discussing and developing reading skills and abilities, and using the products of reading. And, too, children of elementary school ages could not be expected to be mature enough to work alone for an entire week with but ten minutes or so of individual conference and instruction in the development of reading skills and abilities. 29

It does not seem that the poorly talented student would benefit from the Individualized Reading Program. He would not have the maturity and initiative that is necessary if one is to select his own materials and set his own pace. "Skills are not learned simply by reading." When students are taught in a group, more can be accomplished, and in less time, than it would take to work with each student in a one-to-one situation. 30


29 Evans, "Individualized Reading--Myths and Facts, p. 581.

30 Dechant, Improving the Teaching of Reading, p. 256.
Regarding the responsibility of the teacher in this program:

Robinson has reported, 'The fact that the teacher is expected to assess progress in all aspects of reading, determine attitudes and plan to help each child in five minutes implies that the teacher has superior training and insight.' Most reading teachers will agree that diagnosis is one of our most difficult problems, both in terms of reading level and skills. It is impossible for a teacher to know all the trade materials on her reading shelf. Yet in an individualized program she is expected to keep her pupils on the proper instructional level with each child reading a different book. 31

The teacher is a big factor in the success or failure of this program:

... [he] must know more than how to use a teacher's manual well. He must clearly understand the reading process, know how to teach for all the objectives of reading ... and be able to establish independent work habits in children. He must know children's books. He must have a desire for adventuring in teaching reading. Some of us ... are too insecure to try this unique and demanding way of teaching. 32

Lack of books causes still another problem in our schools. Two-thirds of them do not have libraries. If the children are to select their own books and read in many areas, on their various levels, then there must be a large selection available.

Another serious problem is the lack of college preparatory courses for this method. Most colleges teach the same methods that have been taught for many years. So the only type of training that teachers can acquire is through in-service workshops.

31 Evans, "Individualized Reading--Myths and Facts," p. 581.

One final obstacle is that most reading authorities believe in grouping according to ability. "Writers of textbooks are not going to be enthusiastic over Individualized Reading because their books are geared to the old methods and groups. They will be strong in their criticism of the approach. Some points of their arguments are justified and some are 'defensive and reactionary'."

Justified, it seems to me, is the criticism that individualized reading is not well enough organized; that its procedures are irregular and indefinite. There should emerge more regular procedures as the approach matures and increases in popularity, however. Advocates of individualized reading are mistaken, on another count, if they assume that children do not occasionally like to come together in groups to read the same materials. Children need variety and social contact with any approach that is used. In my opinion, defenders of the approach also should admit that a structured word analysis program should accompany the wide and varied reading that is done.33

Dean Evans feels that there are many advantages to the Individualized Reading Program.34 First, it has been claimed that children, in this program have made greater gains in "vocabulary, comprehension and total reading completed" from those in the control group. Second, because of the freedom to select their own books, children show greater interest in reading. Third, it is felt that as children "mature, their interests, needs and abilities become much more diverse", and this type of program meets

33 Ibid., p. 71.
34 Evans, "Individualized Reading—Myths and Facts," p. 580.
these differences more effectively than other programs. Fourth, the actual amount of class time for reading is increased. Fifth, psychologically the effect of the program on the child is much more relaxing because the "pressures and tensions" are decreased, since the child does not have to meet goals and standards of the traditional reading group or group competition.

It is felt that still another strong advantage of this program is the fact that students may take as much time as necessary to master a particular skill.

Conventional procedures do not take into account individual differences in rate of learning . . . . It must be recognized that some pupils will require more effort, more time, and more help to achieve mastery than other pupils, but given sufficient time and appropriate types of assistance the majority of pupils can achieve mastery.35

Many factors and conditions complicate the task of helping the individual to progress, through education, to whatever level of self-realization and social contribution he is capable of achieving. The unique qualities of each child and youth and the variables in his school environment have important implications for organizing the school program to serve the individual's welfare. Among the elements, practices, policies and conditions that have a bearing on meeting individual differences within the structure of the school are: class size, promotion policies, reporting, examinations and awards, school activities, and discipline.36


Experimental and Control Group Designs

Three Year Longitudinal Study

In 1962, the Lakeshore Curriculum Study Council of the University of Wisconsin, located in Milwaukee, started a three year study of Individualized Reading versus Basal Reading.

The purpose of this research project was to study, under carefully defined and controlled conditions and for long duration, the various results of basal and individualized reading programs. Large numbers of public school children were studied during their first three school years. It was hoped that the study would be fruitful as a comparative analysis of these two reading programs and that confidence in its results would be increased by the broad base of the study and in terms of adequate sample, duration, and research design.37

The committee included classroom teachers, administrators, and curriculum specialists. Their knowledge and experience of the day-to-day operation of instructional programs proved invaluable over the five year period of the project. The planning committee also included several members who had extensive knowledge and experience in conducting research. Their counsel in the design, data gathering and data analysis contributed much to the success of the study.38

This group started laying careful plans, three years before the actual study was begun. They decided how material was to be selected, what the instructional procedure would be, how grouping was to be done and whether a well-ordered


38 Ibid., p. 2.
sequence would be followed or not. This was laid out for each program.\textsuperscript{39}

"A number of research questions, phrased as hypotheses" were recorded "though stated as positively favoring individualized reading," they "were intended to be unbiased". The null hypothesis, in each instance, "was that there would be no statistically significant differences between the two groups."\textsuperscript{40} These hypotheses will be stated later in this paper along with the results.

Next teachers were interviewed, their responses analyzed, and then they were categorized according to the type of program they were using. From a random sampling teachers were selected and teams of trained classroom observers went into their classrooms. After compiling all available data "fourteen individualized reading teachers, fourteen basal reading teachers, and their classes were selected for the study."\textsuperscript{41}

Starting in "March, 1961, the spring before the study began . . . " in-service programs were planned and held for the two groups of teachers. "In the spring of each succeeding year . . . " training was held to prepare for the continuation of the work.\textsuperscript{42}

\textsuperscript{39} Ibid., pp. 24-29.
\textsuperscript{40} Ibid., p. 29.
\textsuperscript{41} Ibid., pp. 32-39.
\textsuperscript{42} Ibid., pp. 39-40.
Various tests were selected by qualified people, rating scales, sociograms and attitude surveys were constructed. Records of the students involved were thoroughly gone over. Since some schools were in session longer than others, dates were set to end the program, so that all would have the same number of days. Teachers, whose part in the program was completed, were encouraged to attend in-service programs and meetings to share their experiences and enthusiasm with new teachers just entering the program. 43

Although more than eighty classroom teachers actively participated in this study and more than 700 pupils were enrolled in these classes at one time or another, complete records for the full three-year period of the study were obtained for 359 pupils....

An analysis of the attrition date indicates that a significantly higher number of subjects were lost from the Basal groups (187) than the Individualized group (162). Unfortunately, no data was collected which would indicate the reasons for leaving. The data reported in Tables II, III and IV suggest that the intellectual character of the two populations was very comparable at the beginning and end of the experiment. However, the possibility is recognized that the differing attrition rates for the two groups may have influenced the results reported here. 44

Here is a summary of findings:

**Summary of Findings**

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<th>Results</th>
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<td>1. Children in Individualized Reading Programs will show significantly higher standardized test achievement than children in Basal Reading Programs.</td>
<td>Significant differences favoring the Individualized reading group were obtained on 8 of the 13 standardized tests.</td>
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<th>Hypotheses</th>
<th>Results</th>
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<td>2. Children in Individualized Reading Programs will have a greater range of achievement scores than children in Basal Reading Programs.</td>
<td>Significant differences were obtained. The direction of the difference indicates the Basal group had a greater range of scores.</td>
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<tr>
<td>3. Children in Individualized Reading Programs will show significantly higher oral reading ability than children in Basal Reading Programs.</td>
<td>No significant differences were obtained.</td>
</tr>
<tr>
<td>4. Children in Individualized Reading Programs will read more than children in Basal Reading Programs.</td>
<td>Data for the first year tend to substantiate this hypothesis; however, data obtained at the third grade level definitely refute this hypothesis.</td>
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<td>5. Children in Individualized Reading Programs will show better social adjustment than children in Basal Reading Programs.</td>
<td>No significant differences were obtained.</td>
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<tr>
<td>6. Children in Individualized Reading Programs will develop more positive attitudes toward themselves as readers than children in Basal Reading Programs.</td>
<td>No significant differences were obtained.</td>
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<tr>
<td>7. Parents of children in Individualized reading programs will have more positive attitudes toward their children's reading programs than parents of children in Basal Reading Programs.</td>
<td>On those items on which there were significant differences (5 of 20 items), all differences favored the Individualized groups.</td>
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45 Ibid., p. 68.
According to the measurement shown by standardized tests it is felt that students in the Individualized Reading Programs have done just as well and even better than those in the Basal Reading Program. On the basis of these results "skeptics and critics" can no longer attack this program unless they can "produce" evidence that the contrary is true.

It is true that much additional research and experimentation must be done in order to clear up many areas that still need extensive study. Two of these areas, self-direction and self-concept, need some type of measuring device so that more conclusive findings can be obtained.

The researchers of this study felt that the in-service activities were particularly successful because it effected a change both in the classroom teaching and in the attitudes of the various teachers. It was noticeable that they had greater "respect and tolerance" for their own reading program and that of others.

The results of this study, and the effort put into it, indicate that the research studies most profitable to local schools, in general, will be those in which teachers are personally involved and play an important role. The Lakeshore Curriculum Study Council, in bringing together teachers, administrators, and professors for a concerted attack on a significant instructional problem, has demonstrated the contributions that effective school study councils can make to the improvement of education.\[46\]

\[46\] Ibid., pp. 69-70.
Regarding this study, Groff states:

This recent study is an important one for the field of reading. It's major finding, that 'Children in individualized reading programs show significantly better reading achievement than children in basal reading programs' cannot be brushed under the rug. Previous studies have indicated trends in this direction, but none are as definitive as the one under discussion.47

Jeannette Veatch, after making a thorough study of the Three Year Longitudinal Study, comments that she feels that it is "a milestone in the field of reading." However, she feels that there are certain weaknesses that need either further study or clearer explanations.48

One such point is that the amount of reading done in the first and second year by the Individualized Reading group exceeded that of the Basal Reading group; however, this was not true of the third year. This point needs clarification because it is "contrary to existing studies".

Inasmuch as a program of individualized reading assumes some pupil ability to read well enough to choose books, and inasmuch as this study starts in the beginning of first grade, an inquiry as to how the teachers of the experimental groups taught beginning reading is pertinent. The basal programs here are well laid out, whether or not one agrees with them. But there is a vacuum, perhaps due to the fact that this is an interim report, as to the procedures for the teaching of beginning reading in the experimental groups. Could some of the unanswered


48 Ibid.
questions on differences between classes be related to this period when children started to read?

Similarly, there are interesting findings presented about the significantly higher achievement for the experimental groups in other areas of the curriculum (excepting spelling in the third grade). It is to be hoped that the further examination of the data will shed some light on these and other points.49

There is enough evidence of successful achievement in this report to "support a teacher wishing to branch out from basal programs against the wishes of hesitant administrators." Research of this caliber holds great promise for the improvement of reading instruction.

Harry W. Sartain feels that:

It would be unfair not to begin by commending the researchers for undertaking an investigation of three years' duration instead of a short-term project. Also, they have provided measures of variables not usually considered in studies of individualized reading--oral reading capabilities, social adjustment, and adequacy of pupils' self-concepts. Despite these praiseworthy features, the study contains shortcomings which make its conclusions dangerous to accept as final.

The report leaves one in doubt about the perfect equivalence of all factors in the experimental and control situations other than the variables under study (self-selected materials and individual instructional conferences versus assigned basic materials and small group instruction). The authors' statement that 'Teaching aids and other materials within each classroom were nearly the same since classes were paired within schools. . .' is not entirely reassuring, because various teachers display different degrees of resourcefulness in building classroom library collections beyond basic book supplies. It is a well-known fact that availability of reading material will greatly effect achievement.50

49 Ibid., pp. 923-924.
50 Ibid., p. 924.
In a personal letter to Sartain the chairman of the research committee stated, "The amount of time given to either reading program was not controlled—we simply asked that within schools and within systems approximately the same amount of time be given to each." Therefore, it cannot be certain whether or not the same amount of time was given to the Individualized Reading Program as to the Basal Reading Program, both within the same school or by other participating schools. Other studies have shown that the teachers, in the Individualized Reading Program, have permitted the students more time for reading, each day, because of "difficulty in scheduling adequate numbers of conferences."

The next point of attack is that the report does not show sufficient control of teacher capability. It is a fact, proven by studies, that a "superior" teacher can achieve good results regardless of method. It is true that when conducting a research study this would be a "difficult factor to control." However, in this study both teachers and classes were selected on a volunteer basis. Apparently there were numerous volunteers from which two were randomly chosen to work in each of the participating schools. Each year all seven schools were to add second and third grade teachers "voluntarily or otherwise". 
Despite the researchers' attempt to control this factor, there is evidence to suggest bias in the sampling of teachers. At the end of three years the children in the individualized reading classes led the children in basal groups by 1.9 raw score points (not grade-equivalent scores) on the Metropolitan Language Test, by 2.7 points on Arithmetic Computation, and 2.0 points on Arithmetic Problem Solving. However, they led on reading sections of the battery by only 1.2 points in Word Knowledge, 0.9 point in Word Discrimination, and 1.5 points in Reading Comprehension. (These small differences were found significant through a t-test.) Since the experimental classes did proportionately better in areas other than reading, especially in the non-reading area of Arithmetic Computation, one must conclude that some factor other than the difference in reading instruction operated to the advantage of the experimental groups. Indeed, one might reasonably ask whether the individualized reading approach was at fault in keeping the experimental classes from outshining the control classes as much in reading as in other areas!

Among additional questions that might be raised are these: Is it appropriate to equate groups on the basis of I.Q. rather than mental age? Can data from several different populations (districts) legitimately be pooled for statistical analysis? If each school comparison were treated as a separate replication, would any mean differences be significant?51

Sartain goes on to state other questions which he feels are significant and he concludes that these questions need to be answered and further studies made before we can abandon the Basal Reading Program in favor of the Individualized Reading Program.

This study surely proves that teachers can succeed in using the individualized approach, but the slight advantage that the individualized classes showed on some

51Ibid., pp. 924-925.
of the tests does not seem to justify our urging all first grade teachers to adopt that approach exclusively.  

First Grade Studies

Project 2673

This study was designed to compare the effectiveness of two reading methods at first grade level: individualized reading and the basal reader program. The individualized method used was designed specifically for this study and the Scott, Foresman basal reader series was selected for comparison.  

The individualized program was "divided into two parts: intensive systematic phonetic instruction and motivated varied story reading." Here, we see a change in the ordinary idea of the individualized method. Most programs, in use, do not have "systematic instruction in word skills and comprehension," but consist mainly of "self-selected story reading."

The reading readiness program consisted largely of concentrated instruction for the mastery of letter names and phonemes and activities to develop a sight vocabulary.

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53 Doris U. Spencer, "Individualized First Grade Reading versus a Basal Reader Program in Rural Communities," in The First Grade Reading Studies, ed. by Russell G. Staufer (Newark, Delaware: IRA, 1967), p. 134.

54 Ibid., p. 134.
Tests were given after ten days and in January results showed that the "individualized classes" obtained "significantly higher scores than the basal reader classes."

The wide difference in achievement on these tests at the midpoint in the year is evidence of the superior effectiveness of the word skills program of this individualized reading program over the basal reader system of vocabulary building skills.55

Groups that were using the individualized approach were grouped as the need arose. Also, teams of students worked together. Different methods were used to teach sight vocabulary, the words used had been selected from "standard reading" lists.

The oral and silent reading skills were taught through "individual teacher-pupil conferences, pupil teams and various types of groups instructed by the teacher, as determined by individual needs." Exercises were given to enforce skills and worked "independently by the pupils".

Teachers kept records of books read, reading levels, and skills mastered. Children also kept individual lists of books read and vocabulary learned.56

"Each classroom was allotted $300 for library books." Teachers "borrowed books from all possible sources". They prepared phrase lists and comprehension checks on each book, at the same time deciding its level. "All books read by each child were checked by the teacher in conference."

55 Ibid., p. 135.
56 Ibid., p. 136.
Each teacher organized her "daily teaching schedule" according to the way she wished.

Teachers of the Basal Reading Program used the manual, using the techniques suggested there, from the reading readiness all the way through first grade. Ability grouping was used but pupil-teams were encouraged.

All classes of both the individualized and basal reading programs spent the regularly scheduled amount of time in reading activities. It was not possible to define limits of formal reading instruction in the individualized method since the complete language arts program was involved. However, the classes of both methods spent comparable time on reading and related activities.57

The teachers of the Individualized Reading Program were given a three week workshop "for planning instructional techniques and constructing teaching materials." The teachers and supervisors also had three all-day evaluation sessions. They "were visited weekly by the project directors or local supervisors."

Teachers using the Basal Reading approach "met for two days to improve their teaching of the Scott, Foresman basal program. They were visited less often because adequate materials were available and they were experienced with the method."

Twenty-two "first and first-second combination grades participated in the experiment. Twelve classes

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57 Ibid., p. 137.
"used the individualized method and ten the basal program."
Average students per class were twenty-six in individualized and seventeen in basal readers. "Pupils were assigned to classes by a random method."

"Teachers for the project were selected as above average and paired as equal in effectiveness of teaching by superintendents and supervisors in local school areas."
They were permitted to use the method that they preferred.

The following conclusions may be drawn from this research:

1. Intensive instruction on letter names and phonemes provides an effective reading readiness program.

2. An individualized intensive phonetic program aids reading more effectively than the less formal more widely spaced basal reader phonics.

3. These results would imply that an intensive phonics program should be incorporated in first grade reading program.

4. The program which adjusts to individual progress in the subskills by teaching to points of weakness provides more effective learning than group analysis techniques.

5. Individualized reading is more effective than the basal method since pupils may progress at their own rate of mastery.

6. Individualized story reading provides independent application of skills and promotes interest in reading.

7. The effective individualized reading program at first grade level is based on an intensive individualized skills program and guided varied story reading program.
8. The teacher-pupil conference is a valuable technique for adjusting instruction to individual learning needs. This is superior to the ability grouping practice, which cannot serve individual needs.

9. Pupil-team learning activities should be a part of any classroom organization. Effective learning results when teammates change often, varying from pairs with equal ability to teams of unequal ability.

10. Writing and spelling skills are effectively developed in the individualized reading program.

11. Self-administering and self-correcting practice materials at several levels are essential for an individualized reading program.

12. The individualized reading program serves all ability levels effectively.

13. Boys and girls are served equally well by the individualized reading method. 58

Project 2673 For a Second Year

The evaluation and extension of Project 2673 for a second year was the "purpose of this study". The original first grade classrooms were to continue to use the method another year, more first grades were going to start it and the second grade classes that had it the previous year, were to continue.

The two methods were compared to "answer the following questions":

1. Does the individualized reading program produce results similar to Project 2673 at first grade level when compared with basal reader classes a second year?

2. Does the individualized reading program result in higher achievement than a basal series system when the pupils follow the individualized program through the second grade?

58 Ibid., pp. 138-139.
In which areas of reading are the major differences—at the end of first grade? second grade?

Does one method serve the high ability pupils, or low ability pupils better than the other? 59

The program was organized and set up in much the same manner as in the First Grade Study - Project 2673. There was a strong "Phonics Program", taught with the Individualized Reading Program; "Pupil Team Activities" were "popular and effective for providing interesting practicing and sharing periods"; oral and silent reading skills were developed through teacher-pupil conferences, special work activities, records kept (by pupil and teacher alike); and plenty of reading materials were collected and made available to students.

The Scott Foresman Basal Program was followed according to suggestions and ideas in the Teacher's Manuals.

Time schedules and the organization of the reading classes, plus supervisory and teacher education activities were the same as in Project 2673. However, one factor which contributed much to the second year project was the "enthusiasm and practical answers" as well as the "candid evaluation" of the teachers that had been involved in the project the previous year. 60


60 Ibid., pp. 94-98.
Some teachers who had worked with the project, the year before, kept the same position, some moved from working in the Basal Reading Program to the Individualized Reading Program, at their own request; others left the program altogether.

Pupils who had been in the first grade project continued in the same groups and new students were distributed randomly among the classes.

Pre-tests and post-tests were given, also tests during the year all of these "were analyzed by a multivariate analysis of covariance program available at the Boston University Computer Center." 61

Girls in individualized reading were "significantly superior to the boys on all subtests except Arithmetic Concepts test. There were no differences in achievement among the basal reader boys and girls ... ."

The post-measures results showed highly significant differences on all sub-tests at the first grade level, favoring the individualized reading method. These findings were in direct agreement with the results of the 1964-65 first grade classes. The individualized method served all ability levels equally well. A few final subtests showed the girls to be superior to the boys. 62

62 Ibid., p. 100.
There was very little difference between students who had kindergarten and those who had not attended, or between older and younger students. Those who were in the Individualized Reading Program had read more books and their interest and maturity in selecting them was more evident than that of the children in the Basal Reading Program.

The following observations were made after all the data had been analyzed.

1. The individualized reading pupils achieved significantly higher than the basal reader pupils on the tests requiring reading comprehension: Stanford Paragraph Comprehension, Science and Social Science Language and Gilmore Oral Reading Comprehension. The difference between the treatments on the pre-measures—Metropolitan Reading Comprehension were not significant.

2. The grade level differences between the treatments were greater in favor of the individualized method than on the initial tests.

3. The F-ratios were larger on the final measures, favoring the individualized method.

4. The individualized girls were significantly superior to the boys on several of the pre-measures and final measures. The basal reader boys and girls were not significantly different on any of the initial or final tests.

5. The youngest pupils of both treatments were significantly superior to the older pupils on the Word Recognition, Word Meaning, Reading Comprehension, Reading Accuracy and Spelling tests.

6. The data were not analyzed to determine the likelihood criterion for a true difference. However, test results indicate that the individualized method served the second grade pupils at least as well as the basal reader method.  

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63 Ibid., pp. 101-102.
Seemingly it was inevitable that this project should be successful. Each teacher had extra money to build up her classroom library, there was a special phonics program, many teachers were interested because it was an experimentation, there was an extensive in-service training and all of this served to promote a great deal of interest. "The study shows that a greatly enriched, partly individualized program taught by well-prepared, better than average, volunteer teachers can be successful." However, it does not tell us whether the same teachers could be as successful with other programs, under the same conditions. Nor does it tell us whether other teachers could have the same success without such unusual opportunities.  

Project 2674

Using a basal reader on a one-to-one basis might "lead to more favorable attitudes toward reading, reduce pupil activity about progress in reading, cause pupil sociometric choices to be less structured about reading, enable teachers to judge pupil progress in reading more adequately, and produce greater achievement in reading." This is the main hypothesis of this project.

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The one-to-one instructional relationship was defined as the situation in which all formal reading instruction took place in the form of conferences between the teacher and each child individually.

Students worked together in class during the reading readiness stage and then were gradually introduced to the experimental condition. Different teachers used various methods to introduce the teacher-pupil conference. In most classes teachers scheduled a conference with each student, lasting from ten to twenty minutes. During these conferences students were checked on the readings that were done since the last conference, new assignments were made, vocabulary was checked, with hard words put on cards for student to study and workbooks were gone over. Check sheets were kept by most teachers to record material the child had read and to mark down comments about progress or difficulties.

Many teachers occasionally set aside a day for whole-class reading activities. These activities might include oral reading of favorite stories, dramatizations, sharing of original stories and poems, and word games.65

Usual group procedures were followed for the students that were being taught in the traditional manner. Direct reading instruction was from twenty to thirty minutes each day. "The total amount of time devoted to direct reading instruction in each of the experimental conditions was approximately the same."

Two all-day orientation workshops were held early in September, 1964, to acquaint teachers with the project and to discuss ways and means of helping all participating teachers improve their teaching of reading.66

65 James B. Macdonald, Theodore L. Harris and John S. Mann, "Individual Versus Group Instruction in First Grade Reading," in The First Grade Reading Studies, ed. by Russell G. Stauffer (Newark, Delaware: IRA, 1967), p. 62.

66 Ibid., pp. 62-63.
Also available were two research assistants who were "well-qualified and experienced former elementary school teachers."

It was agreed that the research staff would not attempt to manipulate decisions concerning materials or teaching method beyond assuring that the experimental and control conditions were understood and adhered to. Within the structure of the one-to-one conferences or the ability groups, teachers were free to teach as they chose. This agreement was rigidly kept. 67

This experiment was carried out in small towns and rural areas of East and West Dane County, Wisconsin. There were ten Experimental and ten Control classes. Three teachers withdrew after the project had begun. "The total number of subjects in the final population equaled 163 in the experimental and 210 in the control groups."

Tests were given during the second and third week in September and these revealed no significant difference between the groups. Also, tests were administered during the second and third week in May. "Analysis of these data was by use of a "Cochran-Cox adjusted t . . . ."

On a specially devised Reading Picture Preference Test, in which paired-comparison choices among five school activities—reading, writing, arithmetic, drawing, and paper construction with scissors and paste—were examined, it was found by t test analysis that the experimental group preferred reading to other school activities to a significantly greater degree than did the control group.

The experimental group likewise differed from the control group to the same degree in its preference for academic over non-academic subjects. 68

67 Ibid., p. 63.

68 Ibid., p. 64.
It was also proven that the control group had a significant preference for "best" readers as friends. This was in relationship to the hypothesis on sociometric choices.

There did not seem to be any significant difference between the experimental and control groups regarding anxiety over reading.

Also it was found that teachers of both groups were able to make "quite competent" predictions about "the comparative reading success of her pupils".

The results of the study when put in a perspective of our broader knowledge of reading research would suggest that achievement variables affected by programs may well be predominantly related to the materials involved rather than the interpersonal instructional procedures. On the other hand, attitudes and social preferences most probably are, as our study appears to indicate, more closely allied to the nature of the interpersonal patterns of instruction. 69

It was felt that a "major dilemma in beginning reading instruction may be due" to irreconcilable "attitudes and achievement goals" in "traditional reading programs" which cause one thing to be emphasized more than another. So we can't say that a "positive attitude" will produce a better reader. 70


The author concludes with the suggestion that achievement variables affected by programs may well be predominantly related to the materials involved rather than the interpersonal instructional procedures. "This possibility has already been noted in connection with Spencer's study, where it is evident that superior achievement may have been the result of many extra materials rather than an individualized class organization."\(^7\)

Summary

"What recommendations might one, from these research findings and experiences, suggest?" Any basic program should contain many approaches to reading. One particular program might be successful under one set of conditions but not under another. The experiences and background of the children should be a major factor in evaluating a program and it should be realized that one program will not serve each child. "A comprehensive basal reading program" should be just the beginning of a program which stretches out to teach the reading and comprehension of newspapers, magazines, biography, poetry, plays, etc.

Teacher's manuals cannot offer every teacher the ideas and suggestions she needs to make the program a success.

\(^7\)Sartain, *Individualized Reading*, pp. 48-49.
Not every teacher tries to use all the procedures and materials given in the manuals; then there are those who rely too heavily upon them. "Knowledgeable teachers become less and less dependent on manuals, as their experience increases. They have learned much from the manuals and they progress beyond them."

There is one important additional point. Not all children profit to the same extent from any one set of procedures. What is desirable for average readers might not be equally good for poorer ones or for superior readers. . . . 72

Believing in the individuality of the student, the teacher may find that "shifting from one approach to another as the occasion and his own needs demand" may be helpful to a particular child. The teacher "does not force him entirely either into a group situation nor into an individualized, one-to-one, pupil-teacher structure. We now realize that some types of learning may best be obtained through individualizing instruction; others, through group instruction . . . . Education cannot become so individual that socialization is ignored." 73

The answer cannot be found in having all children use the same reader, cover the same pages and answer the same questions. The school that prescribes or encourages a program for all children consisting of the same methods and the same curricular experiences is destined to defeat


73 Dechant, Improving the Teaching of Reading, pp. 257-258.
its purpose. Such a school is setting the stage for a human drama of failure and discouragement for some of its pupils and boredom and disgust for others. In such a system, scholarship difficulties and behavior problems are sure to flourish.\(^74\)

Group instruction leaves much to be desired in providing "systematic and sequential learning experiences" for our better students. There is little "motivation and participation" and entirely too much "teacher direction".

It is well to remember that instruction is not an end in itself. Learning is the end product, and instruction is but a means to this end. Learning involves change that takes place in individuals, and this is the goal of all instruction.\(^75\)

Learning does not have to be all individualized or all group work. All children can profit from visual aids, by listening to the teacher present a lesson or some concept. However, "learning is limited, of course, by the degree of their native intelligence, experiential background, attitudes, interests, and other conditioning factors."

When all students must "read the same material", problems are evident. Difficulty of the material causes "confusion and frustration" for slower readers. On the other hand, to readers that are proficient, the material is not at all challenging.

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\(^74\)Schubert and Torgerson, *Improving Reading Through Individualized Correction*, p. 61.

Frequently, the child feels he is working for the teacher. With individualized correction he soon discovers he is working for himself at his own rate to overcome his deficiencies.

Recitation during group instruction is frequently wasteful since each child actually participates for only a fractional part of the class period. Individualized instruction gives each child an opportunity to work independently and to function effectively every moment of the instructional period.

Another point that both Shane and Emans bring out is that the teacher "must also be considered". There is a difference in the "experiences, philosophy, and competence . . . among teachers in the same school . . . ".

In an individualized program, teachers must diagnose a student's problem and prescribe a remedy. It is felt . . . "that the skills are too complicated for teachers to diagnose without formal tests", and therefore the program is "doomed from the start".

Therefore, the program which has a definite plan for ensuring exposure and mastery of the reading skills by the child without relying on individual teacher evaluation is more apt to achieve the reading objectives.

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76 Ibid., p. 62.
77 Shane, "The School and Individual Differences," p. 53.
There are many distinctive features in the individualized reading program and yet many do not consider it a method. Instead of a series of books, trade books are used. Robert A. McCracken feels that one cannot combine the best of two methods and have them prove to be equally effective. He feels that the following is the answer to why some are eager to do this.

1. We are in a hurry to produce young word callers.

2. As supervisors of teachers we are as afraid to allow teachers to learn as teachers are afraid to allow children to learn.

3. We are obsessed by sequential skill development.

4. We are obsessed by high-interest low vocabulary materials.\(^{81}\)

The main concern of Americans is "speed" and so we are eager to have our children appear to be reading as soon as possible.

It is felt that the children must be taught the skills in a sequential order so the two programs are combined. "Many skill programs are shot-gun approaches; everything is included lest something be missed." This is very harmful because:

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\(^{81}\) "Reactions to Individualizing Beginning Reading Instruction." *A Decade of Innovations: Approaches to Beginning Reading*. Proceedings of the Twelfth Annual Convention of the IRA (Newark, Delaware, 1968), p. 61.
1. It wastes time for each child who doesn't need it.

2. It gives the teacher a false sense of having done her job. The teacher's job is to sensitively diagnose each child regularly and mutually to prescribe work. This mutual prescription is the major function of the individual conference; combination programs vitiate this function. 82

Evans calls those who insist on one method to the exclusion of another "tub-thumbers". 83 He feels that those who believe that we should use the best from other methods in a combined program are the "level heads".

Botel has suggested that teachers use a "total approach". The best "materials, methods, organizational plans and in-service" workshops should be combined into a "unified package". 84

A balanced program will include, therefore, the following:

1. Sequence and continuity of skill and vocabulary development, involving basal readers and other aids two or three days per week, with the children diagnosed and grouped by levels. (Experienced teachers may use co-basals or other materials.) Reader stories need not be dull. Good motivation depends on the teacher at any time.

2. Wide reading. A good library is essential, with each child having a book of his own choice at all times.

82 Ibid., pp. 63-64.
83 Evans, "Individualized Reading--Myths and Facts," p. 582.
84 Ibid., p. 582.
Free reading at the independent level is important, but it assumes that skills have been taught which enable the child to unlock new words and to understand what he is reading. Each child should read as widely as possible in books he selects himself.

3. Some individual and small group activities, such as teacher-pupil conferences, sharing of reading experiences, independent work on vocabulary and reading lists, and literature appreciation.  

A "good, well-balanced reading program" is a combination of the best of these two programs; it is neither individualized nor group-oriented. As teachers grow in experience and competence in the skills of reading instruction, they should individualize their programs as much as possible, considering all of the problems discussed.

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85 Ibid., pp. 582-583.
CHAPTER III

AN ECLECTIC PROGRAM

Introduction

Individualized reading is not normally a replacement of an existing reading program, at least not in the lower grades, but rather an extension and enrichment of the existing reading program.¹

This writer feels that the program to be outlined in this chapter must be eclectic. Our students need to be given a course of study that will motivate, excite, challenge, and broaden them in their learning experience.

Using a strong Basal Reading Program with a well planned Individualized Reading Program will enrich the students and provide opportunities to use the skills taught.

Individualized reading is essential. It is a self-motivator for application of skills taught. It removes the temptations of poor work-study habits, dawdling and mischief. It provides for repetition of skill teaching. Its content leads children into joyful experiences with reading.²


However, this author feels that the various facets of the Individualized Reading Program must be explained before outlining the program.

**Teacher Preparation**

Learning to teach reading under any system requires time and experience. To learn to teach individualized reading probably requires more time than learning to teach following a syllabus or teacher's manual. We push teachers to follow syllabi because this gives teachers the appearance of teaching well sooner. As our excuse we say we are concerned with the children. If we as supervisors are concerned with children, we have to be as concerned about each teacher as we want each teacher to be concerned about each child. The more guides we produce for all teachers, the more manuals we prescribe for all teachers, the less likely we are to reach that goal. ³

Much has been said in Chapter Two about the role of the teacher in the Individualized Reading Program. It is evident from this that training is an absolute necessity, for a teacher who wishes to use this method. No teacher should be forced to use a method, with her students, for which she is not prepared or in which she feels insecure. If this were the case the students would be the ones who would suffer.

Many of our states are now requiring teachers to have from three to six credits in reading in order to be qualified to teach it in the classroom. This writer feels that this is essential if all children are to learn to read. However,

³"Reactions to Individualizing Beginning Reading Instruction," p. 63.
this is mainly with the use of a Basal Reading Program which has teacher's manuals that are self-explanatory. If a teacher is to teach, even in an enrichment program, another program like the Individualized Reading Program, then a thorough study must be made of that program.

Individualized reading is a "controlled" and "teacher-directed program." It is the child's own program and "no one else's." In view of this we see that the teacher must know how to diagnose a child's reading disabilities and what remediation to use. She must be able to discover the child's strengths and to use these to motivate and encourage him.

... This is not a program for the uncertain or the ignorant. An individualized reading program requires teachers who know the reading process, who know how children learn and who are sensitive and responsive. There is no guide book for an individualized reading program. Even though this program may be adjusted or adapted to an individual teacher's ideas, yet there are many necessary components that make up the program and these may not be changed, skipped or modified. If the latter would be done we would no longer have the Individualized Reading Program.

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4Hetty Archer, "Individualized Reading: Hard but Worth It," The Grade Teacher, LXXXV (September, 1967), p. 119.

These are the main reasons that this author feels the necessity for some type of teacher training before this program is started.

**Materials**

The world of children's books can be described as one of wonder, beauty, and breadth of knowledge. One essential feature of IRP is providing children with the opportunity, under guidance, to explore the boundaries of their world of children's books. A prime objective of IRP is to extend and enrich each child's thinking and appreciation by exploring books.

By contrast, most basal textbooks are anthologies of short stories or collections of excerpts from well-known original stories and books. Because each selection is short and discreet, there is little or no opportunity for the child to become deeply involved. All children need to read materials in which ideas are given extensive treatment and stories are fully developed through intricate patterns and complex story lines. Children, as readers, need to come to grips with total presentations as much as with selected parts—albeit the best parts of the book-length selection.⁶

Lyman C. Hunt, in the preceding quote, brings out still another reason why Individualized Reading may be used to supplement the Basal Reading Program. Children should be encouraged to read longer stories in which the main idea is enlarged upon and more is told of the personalities of the various characters. However, it is essential that students not only read fiction but other materials that interest them. Books on science, sports, animals, history, etc., should be available to them.

Many different kinds of materials may be used. Most classrooms already have a collection of individual library books. This can be greatly expanded by the acquisition of inexpensive paperback books, a few at a time or in the packaged paperback assortments now put out by several publishers.7

Some of the teachers and students may have children's books at home that they would be glad to donate or share with the school.

Also, the school library would be a good source for books. If the teacher explains her program to the librarian, it may be possible to permit the children to get a book or two outside of the regular library period.

Children should also make use of their public library cards, not only reading the books themselves but bringing them in to class to share with the others. Some public libraries will arrange with a teacher to loan "boxes" of books, sometimes one box to a child. Bookmobiles, if provided in your town, are an exciting source of borrowed books. And some schools have book fairs where new or used books are sold to the students, the money going towards the purchase of more classroom and library reading materials.

Although the individualized reading program is supposed to go beyond the traditional use of basals, a few copies of different sets of basal readers can be used. These readers are usually quite common in most schools and thus offer an immediately available source.8

Many parochial school principals would strongly object to an Individualized Reading Program if they felt that many books would have to be purchased in order to insure the success of this program. That is the reason for quoting so extensively from the Starting Tomorrow

7Reid, Individualizing Your Reading Program, p. 12.

8Ibid., p. 13.
Publication. If teachers and administrators realize that there are many sources from which books may be acquired then many more students could enjoy this program.

Materials attractive in format, interesting in content and suitable in style and level of difficulty motivate children to work at the task of learning to read. The materials should have life-like pertinent illustrations. The concepts discussed should be important to children. There should be good plot and much action, or the reading matter must give answer to questions that children ask. The materials also must be suitable in difficulty and in style, if interest is to be maintained.  

Most authors recommend, if possible, that the books be in the classroom and that there be at least ten books per child.

There are a number of aids for the teacher faced with the selection of a number of new books. These aids can be divided into three general categories:

1) books about children's books;
2) books lists, and
3) book reviewing services to keep you informed on current favorites.  

The three annotated lists noted in the quote above, from the same author, are given in Appendix A, page 89.

Also, in Appendix B, page 94, there is a list of Publishing Companies that include in their catalogs the title of the book, the age or grade level it is intended for and/or the age it would interest.

9 Bond and Wagner, Teaching the Child to Read, p. 6.
10 Reid, Individualizing Your Reading Program, pp. 14-16.
Tests

Some authors recommend that I.Q. and Reading Tests be given before starting the Individualized Reading Program. This writer feels that this should be done thus giving the teacher an idea of the child's capabilities and his weaknesses. This program is oriented to the needs of each individual child and a series of tests helps the teacher to know, right from the beginning, where the child should begin and what to incorporate in his program.

Without these tests the teacher will have to start a program that is either geared to where the child should be, at this particular grade level, or to where the previous teacher thinks the child is at this time. Consultation with the previous teacher is important but there has to be more than this, when setting up a program. The new teacher would have to spend time getting to know the child and observing closely his skills or lack of skills. Then his program would need an adjustment either backwards or forwards. If this is the case it may be felt that the child has wasted five or six weeks.

This writer feels that the two best I.Q. tests at the present time are the Otis-Lennon Mental Ability Test, which is put out by the Harcourt, Brace and World, Inc. and the Slossom Intelligence Test by Slossom Educational Publications.
Slossom also has an Oral Reading Test which "is based on the ability to pronounce words at different levels of difficulty."\(^{11}\)

Two excellent reading tests are Diagnostic Reading Scales by George D. Spache and Durrell-Sullivan Reading Capacity and Achievement Test. These tests must be administered on an individual basis but this is a marvelous way to establish a good relationship with the child. The time spent on this would not be wasted!

The Durrell-Sullivan has

... two sections: a reading capacity section and a reading achievement section. The reading capacity section ... is a hearing comprehension test ... . The reading capacity section requires no reading. The comprehension test ... of the reading achievement test is read by the pupil without help from the examiner.\(^{12}\)

The Diagnostic Reading Scales "yield three reading levels for each pupil".

The term "Instructional Level" is used to designate the child's grade level in oral reading. It implies the level and quality of reading which most teachers would find acceptable in group or classroom practice, and the grade level of basal or other reading materials to which the child should or would be exposed in the typical classroom.

\(^{11}\)Slossom Intelligence Test for Children and Adults (East Aurora, New York: Slossom Educational Publications, 1969), Teacher's Guide.

"Independent Level" is that grade level of supplementary instructional and recreational reading materials which the pupil can read to himself with adequate comprehension, even though he may experience some word-recognition difficulties.

The "Potential Level" indicates whether a child is capable of understanding materials of even greater difficulty than those he can read orally or silently. This might be considered the level to which his reading can grow under favorable conditions. Theoretically, a pupil can progress to his Potential Level when his difficulties with mechanics or vocabulary are overcome.

The latter test also includes six phonics tests to measure specific skills.

The Kottmeyer Interest Inventory was highly recommended to this writer to use with students, but it was impossible to find out who publishes it. In fact all efforts to find an Interest Inventory sold commercially met with failure.

It is felt that to give students an Interest Inventory is a very important part of the Individualized Reading Program since reading is to be done in different areas of a child's interest. Therefore, this writer has written an Interest Inventory, which may be found in Appendix C, page 97.

**Student Files**

A file should be kept on each student--this should be a working file. This file may contain the following: the

Reading Test and the Interest Inventory, plus a list of books the child has read and the date each was finished, a Reading Wheel (see Appendix G, page 114) copies of some of the activities that the student has finished, in connection with his Individualized Reading Program (e.g. pertinent questions he has written for a particular book, an original composition, a play, a poem, etc.) also "anecdotal records were added occasionally, especially when observations of a pupil's behavior seemed to show a pattern or require further investigation."\(^{14}\)

This file can be invaluable to the teacher to note the progress of the child, in parent–teacher conferences and to pass on to the next teacher.

Perhaps a teacher would rather not have this intricate a file on students and would rather keep a notebook or card. Whichever way it is done, some type of record must be kept.

Teachers who use the individualized approach to reading instruction have found it necessary to devise ways of keeping records of the children's development in reading. Some find that a card or notebook page for each child can be easily used to record notes informally during the pupil conferences. Others use a more formalized checklist on which the teacher periodically records her observations concerning her children's performances and abilities. Such records serve as a guide

for her own planning and a basis for reporting to parents on the child's progress.15

Conferences

Jeannette Veatch feels that the individual conference is a vital part of the Individualized Reading Program.

No part of the curriculum, no classroom activity, can begin to compare with the warmth of human relationships in a one-to-one conference. When the climate of learning has an element of personal warmth, the learning is faster, easier and more permanent.

The individual conference is the peak, the apex, the climax, the high point of the instructional reading program. Everything that comes before leads to it. Everything that comes after should be determined by what happens in it.16

Through these conferences the teacher may learn what the child's interest is, more about his personality and what his strengths and weaknesses are. The teacher can really use this opportunity to teach exactly what is needed, by this individual, at this particular time.

The conference should include these major phases:

1) Preparation (teacher and child)
2) Conference Proper Evaluation by teacher of
   a) comprehension skills
   b) clues to personality according to choice of books


c) mechanical skills
d) oral reading ability

3) Closure of the conference

Most authors agree that not less than ten minutes should be spent with the child. If a teacher has extra time the conferences should be extended. Also, it is strongly recommended that the teacher meet with each child once a week.

Some authors even recommend that the children sign up for conferences instead of the teacher scheduling them. This provides for individual differences and/or a child needing more than one conference a week because of some problem.

An Enrichment Program

Most authors feel that in the primary grades the Individualized Reading Program should be limited because the program is more effective after students know some reading and word attack skills. This writer fully agrees with this idea.

Language Experience Stories may be used extensively in the kindergarten and the first grade. It is felt that if the child is dictating a story to the teacher about

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something he is interested in or of an experience that has recently occurred, he will be using his own vocabulary. After the story is written down, he will want to read it over and over realizing that it is his. He will learn what various words look like in print and will be learning vocabulary in an interesting and exciting manner.

It is an excellent idea for the teacher to print or have the child copy this into his own little book. He can thus read his stories to his parents and his friends. The child, even the poorest student, will feel a sense of accomplishment and have the "happy feeling" that he knows how to read.

In their experiences with the language-experience approach many teachers have recognized that one of the smoothest entries into the act of reading via children's experiences is through the words the child uses to explain his drawings. It can be said almost without fear of contradiction that all children can draw and then tell about what they draw. Since children find this mode of personal expression so natural and fulfilling, they readily label their drawings. These become the prime material of first-step reading.18

However, the Language Experience Approach is meaningful and helpful beyond the first grade. As children become more fluent in their written expression they may strive to compete with their classmates. There should be a corner or

space in the classroom, where the writings of the children are kept and where anyone going into the center may read what others have written.

This writer feels that during the second semester of the first grade, there should be set aside one day, each week, for individualized reading. The plan which is outlined in this chapter may be used but should be narrowed down to include only the things that are possible for them to do.

The present concept of individualized instruction in reading extends far beyond the earlier plans permitting children to progress at their own rates. It is primarily concerned with reading as it meshes into and promotes child development in its many different aspects—physical, mental, social, emotional, linguistic, and experiential. It is interested not only in a child's reading achievement but also in his interests in reading, and his personal self-esteem and satisfaction in being able to read. 19

It is felt by this author that a very strong enrichment program is important. This writer has had Learning Centers, in her classroom, for the last three years and feels that they are a very important part of the reading process. They involve children through all of his senses, mentally, socially, emotionally and physically. They provide opportunities to do individualized reading, they teach responsibility and independence and they help students to learn the art of working and playing with others. Only by "doing" can a child become involved in the learning process.

19Smith, Reading Instruction for Today's Children, pp. 133-134.
It is felt that all of the things stated by Nila Banton Smith, in the quote above, are present in these Centers. They hold the child's interest and excite him about learning. Students are thrilled and can hardly wait their turn to go to the various Centers. This takes hours of careful planning, by the teacher, but it is a very rewarding experience.

A Learning Center can be anywhere in the school. It may be a corner of a teacher's own classroom or a section of the library, or it may be a separate room or central area. It may include materials of one subject area or of many. The important thing is this: The Learning Center should be a place where children can pursue independently the kinds of learning activities that meet their individual needs. That, more than anything else, is the heart of every good Learning Center.

This writer has the Learning Centers in various places within her classroom. Each area is called a Center; for example, the Listening Center or the Game Center. Some of the Centers remain all year and others are removed for a month or two and other Centers are put in their place. This helps to keep the interest of the students. For example, during the first three months of school there was a Film Center. It was removed for two months, and after that period it was brought back. The children cheered when they came into the classroom and realized that the Film Center was once again set up for use.

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As a person works with the Centers he finds that he is constantly getting new ideas on how to enlarge them and make them more effective. Also, from year to year more materials can be added to them. As has already been stated, the whole idea of this writer is that the Centers are used as an enrichment program; that is, used in coordination with the reading program. Each Center has its own purpose: it can extend the child's reading interest, reinforce certain skills that have already been taught, provide an opportunity for the child to progress at his own rate of speed, develop the child's power of concentration, and teach word attack or another skill in a pleasurable manner.

It is noted that some Centers have written material, workbooks, hectographed papers or worksheets that are an outgrowth of the activity of the Center. However, this writer does not feel that each and every Center must have written assignments. Some Centers serve the purpose for which they are set up by simply having the child participate in the activity which is peculiar to that particular Center.

Each child has the opportunity to go to each Center once or twice a week, depending upon how many Centers are set up and how many students are involved.

The SRA Reading Labs are excellent to be used with the Individualized Reading Program. They are interesting, informative, challenging and teach phonetics, reading and comprehension skills. The children really enjoy working with the SRA Reading Lab. These Labs should be used on each
grade level. The teacher must take the responsibility of providing the time for each child, in her class, to use the Lab.

Also, the SRA Word Games are excellent and are enjoyed immensely by the students.

The Listening Center may have phonic records, or story records where the children can plug in their earphones and listen to the record. It is interesting to all of a sudden hear clapping, marching or some type of movement or even hear words pronounced, from the group at the Listening Center.

Most schools would not have more than one listening unit per room, so it would be necessary to rotate between the records and the tapes.

One could use records for a month to six weeks and then put the tapes and tape recorder out. Or else through careful planning have various groups use one or the other at different times.

Records may be gotten from the local library, which will usually give them out for a month at a time. Tapes may be purchased from various companies. These come as stories, phonic tapes, and story tapes that have books to go with them. These may also be made by the teacher herself! All she has to do is read the story over the tape, round up several books of the same title, give the children the books to read, while they listen to her reading it on the tape.
With two or three viewers and some filmstrips, the teacher can have a Movie Center. Here again filmstrips can be gotten from the public library. They may also be purchased from various companies. Singer, in Chicago, has a wide selection—poetry, fairy tales, phonics, children's classics, musical adventure stories, animal stories, etc. These are classified as to grade levels.

The Typing Center is quite intriguing for students. Parents may be asked if they have any old typewriters around the house that no one uses any more. First graders may use it to practice their alphabet and gradually advance to typing small words. Second or third grade students may start out by typing their spelling lesson or vocabulary words. As children learn where the various keys are and the correct fingering, they may want to type a story or a book report.

Next we have the Game Center where we may have puzzles, educational and recreational games. Here again students may be requested to ask parents if they may bring in games that they no longer use. Many skills, both mathematical and reading, may be learned at this Center. The social aspect of learning is also developed here because children should learn to share, learn to get along together and learn to accept defeat as well as success.

It has been the experience of this writer that the Center for the Controlled Reader should have a teacher's aide present to work with the children. If one is not
there the students set the machine at a rather slow speed, read the story and return to their desks. They do not work at increasing their speed. Since this writer does not have a teacher's aide available for this Center, she has requested the junior high teachers for students who can give of their time during the week.

An Art Center is useful because here the students can paint, draw, make puppets, clay characters or work on a hobby that involves art materials. This is an important part of the activities for the Individualized Reading Program.

The Tape Recorder Center may also be available for a student to record a story, a book report or even for several to record a play, etc.

Films of children's stories may be gotten from the public library. This writer shows one or two films on Wednesday of each week. The films are from six to ten minutes long, occasionally one is twenty minutes long. A catalog containing annotated listings, plus the interest level may be checked out of the library. After careful perusal a list of films and the tentative dates may be given to the librarian. After the showing of the films, a discussion is held to check comprehension. Some parents are willing to pick films up from the library and return them, to save the teacher's time.
It is an excellent idea to have a Job Card File in the classroom. The children may go to this file and select a card, which will give them three or four things to do. This may be used when they cannot figure out which activity to use with their Individualized Reading Program or when their work is completed. The work on these cards may be planned so that various skills are reinforced. Examples of a few of these cards may be found in Appendix D, page 103.

Scholastic has an excellent kit out for Individualized Reading Programs, for each grade, one through six. There are about one hundred paperback books, conference cards, activity cards, games, records for each book, flannel board and figures, reading logs for students to record their work and conference pads for the teacher to use. This is an extremely well-organized kit and might be an excellent way to aid a teacher who desires to start Individualized Reading Programs but who is fearful. This may give her an idea of how to go about it and as students finish work in the kit she may be ready to go on with her own plan.

This author feels that the work given to the students, to do on their own, must be meaningful, it must reinforce skills taught, it must interest and challenge the children. Crossword puzzles are an excellent way of sharpening a child's mind. Also, the Reading Thinking Skills Books or Hectograph Masters, put out by Continental are excellent. If the children have not done either of these
in a previous grade, then it is well to start well below grade level. The writer's third grade started with first and second grade puzzles and Reading Thinking Skills and at first found them difficult. However, after they had worked on these, a few each week, for several months they easily worked up to grade level. Of course, this depends upon the students in the particular class.

Practically all of the authors recommend that a strong phonics program accompany the Individualized Reading Program. However, the latest editions of our basal readers now have a phonics program incorporated into the child's book and the teacher's manual. This writer has used the Reardon Baer now called the Modern Curriculum Press for many years and feels that this is an excellent program. However, the teacher must constantly apply the lessons to the vocabulary of the basal reader, so that it is not an isolated program.

**Daily Program**

On Mondays we work in our basal readers, using the traditional grouping and moving from one group to another. We also move from one Center to another as shown in the program, Appendix K, page 124. It will also be noted that small groups are formed for oral reading. One of the children is appointed as teacher and he may conduct the reading as he wishes. It is amazing how many follow the procedure
of the teacher in asking comprehension questions. They have not been told to do this but are not discouraged either. This writer feels that reading outside of the teacher's class is important and so books from the first grade, second grade and third grade are on the shelf. The children, depending on grade and ability, read the books at each group's pace. These are extra basal readers that were once the basic text or else were purchased as supplementary books. One must be careful, however, that the groups do not defeat the purpose and vie with one another to see which group can read the most books.

Most authors have indicated that individualized reading should be started with a small group and then gradually other groups may be added. This writer started with seven third graders in this program. Tuesday is spent by the students in individualized reading.

At the beginning of their individualized reading the students must write out a contract, Appendix E, page 107. These are to be kept in a spiral notebook and shown to the teacher during the conference.

Each student is to spend from twenty to thirty minutes in reading a book—either a book from the Scholastic Individualized Reading Kit or a book of his choice. These students were permitted to go to the school library and check out three books that especially interested them, and
these books were to remain in the classroom for all to use. These books should be changed monthly or oftener if the students feel that they should have new books.

A card or paper is placed on the front of the book, to be signed by those who have read it. This helps the teacher and students to know the interests of various students and to form groups for various activities with the book as background.

Each student must select one or more activity to be accomplished during the individualized reading period. If it is not completed he will take up where he left off on Friday, as he continues his program. Suggestions for these activities are in Appendix F, page 110.

Students need a lot of training and guidance in the selection of these activities. A list should be posted on the bulletin board, in the classroom, so that they may ponder and select. At first they will select the easy way out and just do the drawings. Gradually they will try harder things that are listed.

It is felt that students should not only list words that they could not or cannot pronounce but should look up definitions of words which they do not understand. Once again this takes a lot of guidance, direction and time.

In Appendix G, page 114, we have a Balanced Reading Wheel which is important for students to realize what other areas are available in the field of reading. Also,
as the children read or select a book they should learn to
determine what area it is in and to color a small space
in the correct block. It will also give them ideas to try
other types of reading besides fiction, animals and sports.

The suggestion that the teacher "sell" books to the
children is very important at the beginning of the program.
It is mentioned in this particular spot because she may wish
to select various books, according to the Balanced Reading
Wheel, to interest the students. She may show a colorful
book jacket or several illustrations from the book and
tell just a small portion of the book. If she tells it in
an enthusiastic, excited manner she will leave most of the
students with an ardent desire to read the book. The
teacher may do three or four of these, according to the
amount of time she has, each time the children have individualized reading.

SRA Reading Lab, Word Games and Listening Skills have
the classes full attention on Wednesday. Everyone works
at this and the teacher goes around giving assistance
wherever needed.

On Thursday once again the basal reader is taken.

Fridays in our Individualized Reading Program, our
time is limited because most of it is taken up with our
Sharing Period. Suggestions for activities during the
Sharing Period may be found in Appendix H, page 116.
Here again, guidance and training is necessary. The students are mainly interested, at present, in doing two things—acting out the story and giving a very brief book report. Guidance is necessary here because they just go to the front of the room and start the play. It is necessary to ask them to follow a regular procedure; such as, tell the name of the story, the author, one or two things about each character and give the names of the students who will be acting out the various parts.

Students must learn to stand properly, speak loudly enough so all can hear and speak in an interesting manner. It is evident that even though students know that Sharing Time is at two o'clock on Friday, those who give the book reports are not prepared. Here again it is necessary to give students a format to follow and more or less force them to prepare.

It is evident to this writer that students will take the easy way out and do the easiest tasks, unless they have a teacher who will suggest new ways of doing things and carefully plan the presentation of each activity to be performed and the manner in which each sharing activity is to be presented. The teacher has an unusual amount of work to do as she inaugurates this program. After the program is well under way she will have more time to circulate among the students giving more and more guidance and direction. Certainly, it is wise to start with a small
group and then to include more and more students in the program because as the group increases the teacher will be better prepared to handle them. As she continues in the program she sees various little things that can be done to improve it.

Tuesdays, Wednesdays and Fridays, conferences are held with the students. In Appendix I, page 119, there is a sample of the questions which may be asked of the students. At the present time, ten minute conferences are scheduled for each child. They are at the same time each week unless something unforeseen happens. The child knows when he is to see the teacher. The time is not strictly adhered to because it is felt that this could cause tension on both the part of the teacher and the child. Some children have taken a few minutes longer and some less time depending upon the individual and what he needs according to the observation of the teacher during the conference.

For the conference the teacher should use a medium sized loose leaf folder, so that pages can be added or taken out as needed. At the present time, this writer does not feel the need for a special form. It is felt that what the child has accomplished, since the last interview, should be written down, also, any observations made.
The special help and guidance given during the conference should also be noted and if a special assignment, which is particular to this child, is given, it should be marked down so that the teacher can check on it the following week or sooner.

Appendix J, page 122, has an idea for a checklist of reading skills which may be altered according to the particular items that the teacher wishes to check each child on during the conference. The teacher may decide to use a special list for awhile and she may wish to change this list every six weeks to two months, repeating some things, on a new list, that she felt was one of the children's weaknesses.

Making a checklist of this nature may help the teacher to see where two or more students need special group work on a particular skill.

It is felt by this writer that the formation of these groups is not as important when using the basal reader as the main teaching source. However, if this is not the case and the individualized reading is the main reading program, then these spontaneous groups are a very necessary part of the program. Yet, teachers must be alert to the needs of the students and if she sees that one, two or more are having difficulty with a particular skill, she should form a group and work with them.
The outline of the program for one week is given in Appendix K, page 124.

Summary

The success or failure of this program depends upon the teacher. She must thoroughly understand it, spend a lot of time preparing for it, be flexible in changing her ideas as she sees the need and, most of all, have the best interest of the students at heart. She must realize that each child has individual differences in learning, as well as in physical appearance, background, personality, etc.

The teacher also must make sure that there is no emotional strain in the classroom. There must be organization and control but the children will learn best if they are relaxed, permitted the necessary freedom to move about the room and have a full knowledge of what is expected of them and the reason why they are doing a specific activity.

A teacher must not become impatient with students or the program because it takes a long time for both teacher and students to become oriented to this method and to this way of thinking. Students will not do big projects the first few weeks but will do activities that they are sure are easy and that they know will be successful. They will need praise and encouragement to move on to a task that is more difficult. They, too, are fearful and uncertain about a new type of program.
Evaluation of this program will depend upon the attitude of the students, the learning of phonetic and reading skills, whether or not individual differences are being provided for, whether or not the teaching is diagnostic and remedial, and if through standardized, diagnostic and "teacher-made" tests, it is evident that students are learning and making progress.

At all times the key to program evaluation is a single question: Is every reasonable attempt being made to focus upon the person in the reading program. 21

This writer feels that if the answers to all the points above are positive, then the person is definitely the one thought of and planned for and is really the center of the whole reading program.

This writer senses a greater interest and enthusiasm among the children toward reading. They are definitely learning and on countless occasions students have expressed the feeling that they enjoy reading and the activities that they are involved in during that period.

It cannot be said that the room is always tidy and quiet but there is a "businesslike" movement and children know where they are going and what they plan to do when they get there. There is the murmur of voices but one can see that they are discussing a play, activity or an assignment. Sometimes, there are lively discussions and loud arguments;

21Otto and Smith, Administering the School Reading Program, p. 133.
however, children must learn that these things can be discussed in a quieter tone.

As a teacher it is exciting to look around the room and see one group of children practicing a play, another clapping or making motions to a record, another discussing a crossword puzzle, another typing (even it if is a love note) and other children sitting engrossed in a book. This is what happens on the days that we have individualized reading. It is a difficult program to start, but as each day passes a person can see that the children are growing in a "love of learning" and this is very rewarding for a teacher who has the student's best interest at heart.
CHAPTER IV

SUMMARY OF FINDINGS

Introduction

During the last few years, publishing companies have been revising their basal readers. In Chapter Two we reviewed the writings of Arthur Trace and Jeanne Chall regarding these readers, before 1965 and 1967 respectively. Are their statements still true of the newer books?

Stated throughout the paper is the query as to how we can help our students become better readers. How can we help the child who needs to be accelerated in reading? What can we do for the student who is average or below grade level? Is an Individualized Reading Program the answer?

Restatement of the Problem

The primary purpose of this paper was to discover, through research, whether or not there was a fundamental difference between the Basal Reading Program and the Individualized Reading Program. The secondary reason was to develop a plan based upon the research.
Writer's Evaluation of Chapters Two and Three

This writer referred extensively to the books written by Trace and Chall in Chapter Two because there has not been much more written during the last ten years. However, are their remarks still true of the newer readers which have come out in the last few years? The answer to this is both "yes" and "no".

Speaking about vocabulary control we find that the newer books have loosened up quite a bit. There is still a certain amount of control but more words are taught in each lesson. Will this "control" ever be completely dropped? Can all children handle a book where there is no control over the vocabulary? This writer feels that the better students only need this control in the Pre-Primers and Primer. After these students have read this far and learned a certain amount of phonics, they no longer need it. However, the average or below average students need it much longer. These children need to have words taught phonetically and some words must be learned by the sight method. Many teachers have dropped the word "drill" from their vocabulary and their pupils are not learning to read. Drill can be made very interesting by using a wide variety of ideas. Constantly referred to in this paper is the fact that various authors state that we should suit the method to the needs of the child. Some children need drill, phonic lessons that are applied to the reading vocabulary and plenty of review.
Trace has stated that reading specialists are looking to the child for reasons why they are having trouble with reading, not to the method. Could one thing wrong with the method that teachers use be the lack of drill? Who among us can read a thing once and master it?

Certainly the point that the teacher's manual put words into the teacher's mouth is well taken. Yes, initiative on the part of the teacher was stifled. However, it is felt that teachers soon realized that this was happening and they began to break away from these manuals. The manuals of the newer books are a little less detailed but they still can enslave a teacher.

As has been proposed in Chapter Three, if a teacher uses various methods and approaches in her teaching of reading, she cannot follow teacher's manual for her every move. It takes planning and preparation, it is far more time consuming and "yes" it does threaten her security but, in the long run, she will find that her students learn to read better and enjoy it more.

A delightful and refreshing addition to the newer readers is poetry, folk tales, great American stories and even accounts of historical and scientific facts. Instead of rosy cheeked, white children we now have many nationalities, living in cities, apartments, small towns, the farm and in countries outside of the United States.
True is the fact that when working with basal readers the children are still being divided into groups. However, the teachers are now making groups smaller and have more than the traditional three. It is felt that we will have groups for several more years yet. Educators must accept the individuality of children, classes must be smaller, more teacher aides are needed, there should be greater dedication of our teachers and then, too, parents must be educated to the newer methods before this will change. If an eclectic program is followed, children will not only be in the traditional groups for the basal readers, but will be working with all types of children in many different groups.

The newer basal readers, both the child's copy and the teacher's manual, now contain phonics. Some contain more phonics and some less; some present the lesson too fast and some too slow. Each series is different in its presentation; however, all the material is eventually covered.

The workbooks which accompany the new basal readers have been greatly improved. Formerly, it seemed as though the material could not possibly have any other purpose than to keep the child busy. Now one can see and understand a definite purpose to the pages. It is felt that in some of the workbooks there is not enough repetition,
particularly in the phonetic concepts. However, as stated there is an overall improvement in these workbooks.

One of the most important goals in reading instruction is to develop independent, interested readers. We do not want students to read well only under guidance. They must choose to read frequently whenever choices present themselves. Moreover, they must read in many areas: in science, biography, mystery, adventures, etc.¹

We have children who are poor readers and/or who do not know the "joy of reading" because we have not really brought students and books together. In the past we thought that by teaching our daily reading class, children would automatically read various books. It hasn't happened and therefore, we, as teachers, must do something positive to bring this about.²

Individualized reading does bring children and books together and it leaves the selection of the book to the child. He chooses a book on his interest and is encouraged to read in more than one area. Time is given, during school, to read the chosen book.

Bond³ and Dechant⁴ do not feel that a student, especially the poorly talented ones, can benefit from the individualized program. Many authors have written that they

²Ibid., pp. 15-16.
³Bond and Wagner, Teaching the Child to Read, p. 373.
⁴Dechant, Improving the Teaching of Reading, p. 256.
feel that in the primary grades, this program should not be the sole reading curriculum. They stated that they felt that the students need a systematic development of reading and phonetic skills. This writer has proposed an eclectic program which seems to be the type of program that most authors have recommended.

In view of the above we can answer the statements of Bond and Dechant by concluding that poor students can benefit from the individualized reading because they can select books under teacher guidance. Here we see that the child is reading books that he is interested in. But the important point is that he is sitting down to read. True, the program must be slowed to allow him to "fit in", but this is the whole idea of individualized reading. He is also in a basal reader and a special phonic program which is teaching him a sequential development of skills.

It is necessary to agree that many teachers will not have the background or the interest to diagnose and prescribe problems and remedies for each child in this program. However, with greater emphasis, by colleges, state education departments and leading authorities in the field, more teachers are made aware of the necessity to discover the child's weaknesses and to do something positive to overcome it. The future may see greater interest, concern and more earnest efforts on the part of teachers to help children with reading problems.
Many schools now have their own library. Perhaps this is due to the fact that a number of state departments of education have stated that the schools in their state must have them established within a certain number of years. The fact is that the libraries are there and the librarians will permit books to be taken to the classroom and kept there for as long as necessary. Therefore, the argument that schools or classrooms do not have enough books for this program does not ring true. Also, if by some chance there isn't any school library the local library will permit the same privilege as mentioned above.

Also, true is the fact that many colleges do not offer any courses on reading; or if they do, they are the traditional method courses. However, quite a number of colleges have added courses that do teach about different programs and how to use them; also, about reading disabilities and problems and how to cope with them. So we can see that this is now changing and definitely will continue to do so.

The research studies have not convinced this writer that one program is better than the other because it is not evident, in each and every program, that the scores were significantly higher in one over the other.

In the Three Year Longitudinal Study, Dr. Gleason writes:

At the end of the first year, subjects in the Individualized Reading Program scored significantly higher on their Word Knowledge and Reading tests than did those in the Basal Reading Program. However, no significant differences were found on any of the tests
in grades two and three. When the nine tests (three at the end of each year) were grouped by treatment, Individualized group means were higher than Basal group means in every variable but the differences were not large enough to be statistically significant.5

In the First Grade Studies, in Project 2673, it was felt that there were so many advantages afforded the study that it had to be successful. If each teacher had money to build up her classroom library, in-service training, in addition to being especially chosen because of interest and above average qualifications, then it seems that every school would be a major success in producing excellent readers.

It is felt that the individualized program is excellent as an enrichment program because of the whole underlying philosophy.

The goal of personalized (individualized) reading instruction is to help all children to learn to read better and to enjoy both the process and the results of reading. To the extent that the teacher using personalized (individualized) reading instruction achieves these goals, she has been successful. When reading is more than just a school assignment, the reading program has been successful.6

Students will be far more interested in reading because of the fact that they can select the book that interests them and can read it at their own pace.

5Milwaukee, Wisconsin, Lakeshore Curriculum Study Council, p. 66.

Making it still more exciting is the fact that the activity or work which they are to do is not something that the teacher has chosen, but something that they themselves have picked because they wish to do it.

Evidently they will read more than do children who are solely in the Basal Reading Program because the Program is geared to this fact. Perhaps, it will depend upon the teacher and the amount of time that she allots to the children to do individualized reading. However, it has been stated in this paper that teachers of individualized reading give more time to it because of the time allotted for individual conferences. This, too, depends upon the teacher since students may be given work or a special project which may be done for another class. It is felt that the same amount of time should be given to reading as is done in the Basal Reading Program on other days.

Individual conferences may serve many purposes. They are on a one-to-one basis and help the teacher to know the child better. It helps the child to feel important because he is not competing within a large group but has the sole attention of his teacher. His problems, concerns and ideas are the main topic at this particular moment.

Authors have stated that they feel that not all teachers can analyze the problems of each child. Be that as it may, if we think of the overall good that the child is getting from this program, we can be assured of its success.
It is important at this stage of development of personalized reading that people not memorize any rigid definition for personalized reading—nor should people be willing to follow the pattern exactly as someone else has set it. At this stage of its development, personalized reading should be considered an idea to be discussed. How it is implemented should be developed within each particular school situation. It is more important that we think about different methods of teaching reading than that we adopt any one method. The very inter-change of ideas among teachers will result in the development of better methods of teaching reading.7

In Chapter Three this writer proposed an eclectic program which sets forth ideas and plans to use the "best" from several programs. It is felt that a "good" teacher can be successful no matter which program she uses. Especially is this true if she is firmly convinced that the program used is the best way to teach reading. Also, a "good" teacher will not stick to any one program alone; she will add or subtract according to the manner in which she sees its good or bad points.

This author has frequently mentioned the dedication of teachers because she has frequently taught with people who only "do what has to be done" and no more. A program as has been proposed (Chapter Three) is not for such people.

"In the second place," Jacob states, "individualized reading is not a guarantee of the alleviations, for either the child or the teacher, of all the problems and pressures involved in reading instruction."

7Ibid., p. 232.
Jacob's warning is important for individualized reading instruction is no panacea or even an easier method for the teacher who found the basal reader approach too time consuming or tedious. It is not unlikely that those teachers who did the best job with the basal reader approach are the ones who may do a still better job with the personalized approach. A new procedure is always threatened by its appeal to those who want change because of their own shortcomings. The personalized approach does not offer this kind of change.  

We are not proposing an easy program to organize and teach. It is one that takes hours to prepare and "set up". It takes an infinite amount of patience to orient the children to the various functions and movement from one activity to another. Patience is necessary also to teach the children to operate the machines used in Learning Centers and to cope with the noise which is bound to be present when students are involved in so many activities within the same room. Children have to be taught to control this noise and to work quietly; but by quietly it is not meant without talking. We mean a "busy" noise; however, we have to expect that some days will be worse than others and that every once in awhile there will be eruptions of excited noise. The important point is whether learning situations are provided and learning is "going on" in each situation. We are teachers for the child, and our main concern must be to interest and excite the child about learning.

Ibid., p. 17.
The very characteristics of flexibility, wide interest and teaching skills and deep understanding of children are even more important in personalized reading than in the traditional basal reading program.9

Areas for Further Research

Further research should be done on the "rate of learning". Understood is the fact that this will be different for each child; but groups of children, with each group representative of various Intelligence Quotients, could have various research projects done with them. Teachers need to have some idea of the potential of each child with which she is working. Just how much should one encourage or "push" a child to get more finished or to have greater interest and concern for his own progress? Some research projects on this topic would be welcome.

The mechanics of reading is another area where further research can be done. Specific skills and techniques which would profit from further investigation are phonics, vocabulary control, re-appraisal of readiness programs, critical reading skills and development of better techniques of teaching dictionary and reference skills. Perhaps it would be profitable to do further research into the psychology of learning, with particular reference to the nature of the reading process and to principles of child growth and development.

9Ibid., p. 17.
Summary

In spite of statements by many of the proponents of personalized or individualized reading instruction programs, it is not necessarily an "either-or" proposition. The two methods of teaching reading are not incompatible. For personalized reading instruction to be successful, all basal reading instruction does not have to be eliminated. There are certainly strong features of both programs and the desirable method of teaching reading is the one which works most effectively for each particular child. The wise teacher has many methods at her disposal and does not hesitate to use another method when the one being tried is unsuccessful.¹⁰

Therefore, we are not saying that an eclectic program is the answer to every problem that a teacher has with her students. But it is a step in the right direction if it does nothing else but stimulate the child's interest. After all, when one becomes interested in something, he will want to be a part of it, to get more deeply involved in it and to learn more about it. This writer feels that we will always have students who are slower in learning, but teachers can do more for them by providing the "right" kind of program, one that will give them a desire to learn.

¹⁰ Ibid., pp. 223-224.
APPENDIX A

Annotated List of Books

1 - Books About Children's Books:


The above three books were designed as college textbooks for classes in children's literature, but they serve equally well as teacher references on books of lasting interest. As has been said, "the books are old but the children are new".


Part I describes children's interests at various levels and books to match. Part II suggests ways teachers relate books to children's personal and social groups, and feed reading appetites. Part III suggests ways to evaluate reading activities.


This consists of a comprehensive list of the best children's books ever published, as well as a description of the books, why they are so well liked, and their interest level.

These two books written by sensitive librarian/mother offer a provocative account of the way that children and books came together in her family.

From the teacher’s point of view, these books recount the endless opportunities to integrate books into the everyday affairs and activities of children. And most important of all, Annis Duff demonstrates the wide variety of books that fill the special needs of children in various stages of their growth into adults.

2 - Book Lists (revised frequently)

Arbuthnot, May Hill, Children's Books Too Good to Miss. Press of Western Reserve University.

A group of specialists suggest which of the old books should be kept alive and which of the new measure up to earlier classics.

Association for Childhood Education, International, Children's Books for $1.25 or Less. Washington, D.C.


Brief annotations on the most outstanding books reviewed for 15 years (1950-1965) in the Bulletin of the Center for Children's Books.


Published about every five years, materials classified by subject and age levels, 3-14.
3 - Book Reviewing Services Available to Classroom Teachers:

Teachers who join certain professional organizations receive monthly journals which devote one section to reviews of children's books. Here are three such journals:

**Childhood Education.** Published by the Association for Childhood Education, International. "Books for Children" is edited by Richard L. Darling.

**Elementary English.** Published by the National Council of Teachers of English. "Books for Children" is edited by Shelton L. Root, Jr.

**The Reading Teacher.** Published by the International Reading Association. "Literature for Children" is edited by Dorothy Kendall Bracken.

Other publications which contain timely reviews of current books are:

**Bulletin for the Center of Children's Books.** Published monthly by the University of Chicago Press. Reviews books for students--pre-school through 9th grades. Rates books: recommended, additional, marginal, not recommended.

**Horn Book Magazine.** Published bi-monthly by Horn Books, Inc., 585 Boylston St., Boston 16, Mass.

**Saturday Review.** Published weekly. Carries a column about once a month, "Books for Young People," edited by Zena Sutherland.

**Scholastic Teacher.** Published weekly during the school year by Scholastic Magazine, 50 West 44th Street, New York 36, New York.
Published annually. Reviews briefly about 4,000 best juveniles in print. Coded to indicate recommendations.

Young Readers' Review. Published monthly, September to June, by Young Readers' Review, Box 137, Wall St. Station, New York. This contains very complete reviews of books approved for grades kindergarten through high school.

Schools which have professional librarians will have these book review sources:

The Booklist. Subscription Books Bulletin, published semi-monthly and Top of the News, published quarterly by the Children's Young Adult Services Division, 50 East Huron St., Chicago, Illinois.


Notable Children's Books. Children's Services Division, American Library Association, Chicago, Ill.


An important additional source is The Calendar, a quarterly bulletin published by the Children's Book Council. The publication not only highlights books published for pre-kindergarten through high school since 1966, but it also keeps the teacher up to date on current happenings in the book world, such as awards and prizes, and reminds the teacher of special books related to special days throughout the year.

The Calendar. Published by the Children's Book Council, 175 Fifth Avenue, New York, New York 10010.

APPENDIX B
APPENDIX B

List of Publishing Companies

Catalog listing of books according to age or grade level or interest level:

Reader's Digest Services, Inc.
Educational Division
Pleasantville, N.Y. 10570
Primary--I Wonder Why Readers
Holt, Rinehart and Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

Books for Young Readers
Delacorte Press
750 Third Ave.
New York, N.Y. 10017

The Dial Press
750 Third Ave.
New York, N.Y. 10017

Golden Gate Junior Books
Box 398
San Carlos, Calif. 94070

Dolch Supplemental Teaching Aids
Garrard Publishing Company
Champaign, Ill. 61820

Scholastic Magazines, Inc.
900 Sylvan Ave.
Englewood Cliffs, N.J. 07632

"Individualized Reading" from Scholastic (Very Good)
Garrard Publishing Company
Champaign, Ill. 61820

G. P. Putnam's Sons/Coward-McCann
200 Madison Ave.
New York, N.Y. 10016
Attn: School & Library Div.

Farrar, Straus and Giroux
19 Union Square West
New York, N.Y. 10003

Houghton Mifflin Company
2 Park Street
Boston, Mass. 02107

Multilevel Bibliography of Independent Reading
Science Research Assoc, Inc.
259 East Erie Street
Chicago, Ill 60611

Harper & Row, Publishers, Inc.
School Department
Evanston, Ill. 60201

Hawthorn Books, Inc.
70 Fifth Ave.
New York, N.Y. 10011

Field Reading Programs
902 S. Westwood Ave.
Addison, Ill. 60101

E. P. Dutton & Co., Inc.
201 Park Avenue, South
New York, N.Y. 10003
"House of Books"
Benefic Press
10300 West Roosevelt Rd.
Westchester, Ill. 60153

Field Educational Publications, Inc.
609 Mission Street
San Francisco, Calif. 94105

The Macmillan Co.
Riverside, N.J. 08075

Abelard-Schuman, Ltd.
257 Park Ave., South
New York, N.Y. 10010

Archway Paperbacks
Simon & Schuster, Inc.
Rockefeller Center
630 Fifth Ave.
New York, N.Y. 10020

Parnassus Press
2422 Ashby Ave.
Berkeley, Calif. 94750

Thomas Nelson, Inc.
30 East 42nd St.
New York, N.Y. 10017

Henry Regnery Co.
Reilly & Lee Books
114 West Illinois St.
Chicago, Ill. 60610

Educational & Library Dept.
Simon & Schuster, Inc.
630 Fifth Avenue
New York, N.Y. 10017

The John Day Co., Inc.
257 Park Ave., South
New York, N.Y. 10010

Department of Books for Boys and Girls
Thomas Y. Crowell Co.
201 Park Ave., South
New York, N.Y. 10003

Children's Press
1224 West Van Buren St.
Chicago, Ill. 60607

Gale Research Co.
Book Tower
Detroit, Mich. 48226

Dover Children's Books
Dover Publications, Inc.
180 Varick St.
New York, N.Y. 10014

Harlin Quist Books
Harlin Quist, Inc.
192 East 75th Street
New York, N.Y. 10021

Perma-Bound
Hertzberg-New Method, Inc.
Vandalia Rd.
Jacksonville, Ill. 62650

Dell Publishing Co., Inc.
750 Third Ave.
New York, N.Y. 10017

The World Publishing Co.
110 East 59th Street
New York, N.Y. 10022

Steck-Vaughn Co.
Vaughn Building
P. O. Box 2028
Austin, Tex. 78767

The Economy Co.
5811 West Minnesota
Indianapolis, Ind. 46241

Books on Exhibit
Mount Kisco, N.Y. 10549

The University of Chicago Press
11030 S. Langley Ave.
Chicago, Ill. 60628
APPENDIX C
APPENDIX C

Child's Interest Inventory

Name________________________ Age in Years ___ Months_____
School________________________ Grade___ Date of Inventory ___
Teacher's Name________________________

1. Home Environment:
   a. What things do you do with your Mother and Father?
       __________________________________________________
   b. Names and ages of brothers and sisters _________
       __________________________________________________
   c. What things do you do with them?______________
       __________________________________________________
   d. Do you have parties at home?____________________
   e. Do you have a radio at home?____________________
      And a television set?__________________________
   f. Tools and toys at home?_______________________
   g. What are your regular duties at home?__________
       __________________________________________________
   h. Do you have a weekly allowance?_______________
   i. What pets do you have?_______________________
   j. What animal would you like for a pet?__________
   k. What things do you like best about your home life?
       __________________________________________________
1. Where would you really like to live--city or country?

2. **Activities Outside School:**
   a. What do you do:
      1) After school?
      2) In the evening?
      3) On Saturday and Sunday?
      4) On vacations?
   b. Do you work for pay?
   c. How do you spend your money?
   d. How would you spend your money if you had a lot of it?
   e. What are the names of your close friends?
   f. How old are they?
      In what grades?
   g. What do you do with your friends?
   h. What kinds of clubs or youth groups do you belong to and what do you do there?
   i. What do you want to do when you are through school?

3. **Recreational Activities:**
   a. How often do you go to the movies?
   b. What movies do you like best?
   c. What games do you like to play with neighborhood children?
d. Do you go to:
   1) Ball games?
   2) Concerts?
   3) Circuses?
   4) Picnics?
   5) Amusement parks?

e. What do you like best to play with other boys and girls or by yourself?

f. Do you enjoy swimming, skating, and other outdoor sports?

 g. Would you prefer indoor games?

h. What do you like most to do in your free time?

i. If tomorrow were a free day, what would you do?

j. What hobbies or collections do you have?

4. Excursions and Travel:

a. Have you been to:
   1) A museum?
   2) A zoo?
   3) A summer camp?
   4) A farm?
   5) A trip by boat, train or airplane?
b. Have you been:
1) Outside your home town?
2) To another state?
3) To the seashore?
4) On a long vacation trip?

c. Are you interested in airplanes?

d. What method of traveling would you enjoy most?

e. Do you enjoy time spent in the country?

5. Intellectual and Special Activities:

a. Have you had any special classes in:
1) Music?
2) Dancing?
3) Church school?
4) Art?

b. Would you like to play the piano or some other instrument?

c. Do you like to draw?

d. What do you draw when you are free to make what you wish?

e. Do you like school?

Why, or why not?

f. Which subject do you like best?

Least?

g. What kind of books or stories do you like to read?
h. When you choose a book, what kind do you look for first?_____________________________________

i. Do you ever read anything outside of the reading assigned to you?_____________________________________

j. How frequently do you get books from the library?_____________________________________

k. What books and magazines are there at home?_____________________________________

l. Do you like to read poetry?_____________________________________

m. Do you enjoy listening to poetry?_____________________________________
## Suggestions for Job Cards

### JOB CARD NO. 3

**COMPREHENSION:**

**ANTICIPATING OUTCOMES**

1. **BEFORE** you read the story, do these things:
   - Read the title.
   - Study the first picture.
   - Read the introductory paragraphs.
2. **Now—before** you finish reading the story—tell what you think will happen in the story. Put your ideas into good sentences.
3. Finish reading the story.
4. How many of your ideas were correct?

### JOB CARD NO. 5

**COMPREHENSION:**

**COMPARING AND CONTRASTING**

1. Read two stories from the same unit in a reader.
2. Tell which of the two stories you like best. Explain why.
3. In what way(s) were these stories alike?
4. In what way(s) were they different?
5. What kind of stories were these: Make-believe? True-to-life?

### JOB CARD NO. 8

**COMPREHENSION:**

**COMPARING AND CONTRASTING**

1. Where did this story take place? Would you have to make any change in your daily life to live in a setting such as this? If so, list the changes.
2. Choose one character from the story. Compare this character with some person you know quite well. Tell the ways in which they are alike. Then tell the ways in which they are different.

### JOB CARD NO. 12

**COMPREHENSION:**

**EVALUATING CHARACTER TRAITS**

1. Think about two characters in the story. Write sentences telling what kind of individual each of these characters is.
2. Tell whether these characters would make good neighbors. Give good reasons for your answers.
JOB CARD NO. 21

COMPREHENSION:
FINDING THE MAIN IDEA

1. Read the story, then write four sentences which tell:
   a. Who or what did something funny or important or exciting in the story.
   b. When this happened, or was done.
   c. Where it happened.
   d. Why it happened.

JOB CARD NO. 22

COMPREHENSION:
FINDING THE MAIN IDEA

1. Pretend that you are going to change a certain story into a play. Give the title of the story.
2. List the characters you will need for the play.
3. Tell what scenes you will need.
4. Which scene will be the most important? Why?

JOB CARD NO. 24

COMPREHENSION:
FINDING THE MAIN IDEA

1. Read a story and fill in the following outline for each character.
   a. Name of character.
   b. Tell the problem that he had.
   c. Tell how he solved his problem.

JOB CARD NO. 25

COMPREHENSION:
FINDING THE MAIN IDEA

Read a story.

1. Draw a series of pictures to show the main things that happened in the story.
   a. What happened in the beginning? Show this in a picture.
   b. What happened next? Show this in a picture.
   c. How does the story end? Show this in a picture.

JOB CARD NO. 34

COMPREHENSION:
INTERPRETING EMOTIONAL REACTIONS, MOTIVES AND BEHAVIOR OF STORY CHARACTERS

1. Tell what kind of person the main character was.
2. Copy several sentences from the story to prove your statements.
3. What can you find in the story pictures to help prove your statements?

JOB CARD NO. 45

COMPREHENSION:
RECOGNIZING PLOT STRUCTURE

1. What is one problem in the story?
2. Which character has this problem?
3. Tell how the character solved this problem.
JOB CARD NO. 38

COMPREHENSION:
RECOGNIZING SEQUENCE IN A STORY

Read a story, then
1. Briefly outline the major events as they happened in the story.
2. Draw several pictures in comic strip form showing the events as they happened. Write a caption for each picture.
3. Prepare a short oral report from your outline. Be sure to tell all episodes in order in which they were related in the story.

JOB CARD NO. 49

COMPREHENSION:
MAKING JUDGMENTS AND DRAWING CONCLUSIONS

1. Choose a story character which you would like to have as a friend. Tell why you believe this character would make a good friend.
2. Name a story character which you would not like to have for a friend. Tell why.
APPENDIX E
APPENDIX E

Individualized Reading Contract

NAME ___________________________ Date __________

Book Report ___________________________ Author __________

Read from page _______ to _______.

I read from _________ to _______.

Activity: ___________________________

Difficult words that I do not know: 

Definition of words that I do not understand:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Problems with reading, understanding of the story, with the activity or with the planning that I wish to talk over with my teacher:
APPENDIX F
APPENDIX F

Suggestions for Activities

2. Write a play.
3. Write six questions that would elicit the story from another student.
4. Study an animal, a bug or something that interests you.
5. Work on a hobby that you've been wanting to get at, but haven't had time.
6. Write a story.
7. Write a letter to a friend, telling him about a good book that you've read.
9. Write to a newspaper editor about an article you read in the newspaper.
10. Write a poem and illustrate.
12. Cut out comic strip and cut out bubbles and then write your own dialog.
13. Draw a series of pictures illustrating the important points in the story and give to another child to write the story.
14. Draw a series of pictures illustrating the important points of the story and then write the story.
15. Make a clay figure of the most important person in the story.
16. Write an advertisement.
17. Write descriptions of a few favorite characters.
18. Write an imaginary episode that could be included in a book.
21. Write five improvements that would have made a book better.
22. How is the book like or different from the reader's life?
23. Write a different ending for a book.
24. Write an invitation for others to read the book.
25. Write a list of questions about the book.
26. Write a few riddles about the book.
27. Write several clues as to the identity of the book.
28. Write a list of interesting words or sentences from a book.
29. Write an outline of its plot structure.
30. Write a plan for a demonstration of something from a book.
31. Write what might happen in the next chapter of a book.
32. Write what a book would say about itself if it could talk.
33. Draw four pictures that depict the story.
34. Write up a trip that you took.
35. Study a country that you are interested in.
36. Study a sport that you particularly like.
37. Write a poem.
38. Write a commercial.
40. Write a biographical account of its author.
41. Write a parody or satire of a book.

42. Write a list of things learned from a book.
APPENDIX G

Name: [Handwritten name]

Balanced Reading

- Biography
- History
- Historical Fiction
- Science Fiction
- Adventure
- Mystery
- Fantasy
- Humor
- Poetry
- Music
- Arts
- Classics
- Folk Tales
- Mythology
- Nature
- Sports
Sharing Suggestions

1. Book Report (with or without pictures).

2. Play--format
   Title
   Author
   Characters--Tell something about each (ex. mother, two children--Jane and Jim).

3. Act out the story with puppets.

4. Pantomime the story and then have class tell you what happened.

5. Tell only part of a story in such a manner as to get others to want to read it.

6. Read a newspaper article that you especially liked to the class.

7. Give a radio or TV skit.

8. Choral readings.


10. Discussion of settings found in various books--places, descriptions, how they differ, how they fit the story.

11. Demonstration and/or discussion of moods or feelings displayed by characters.

12. Show cartoon strips of interesting incidents.

13. Give demonstrations or experiments (in reporting on science books).

14. Show a mural--as a story or as a backdrop for a presentation.

15. Use a picture as a basis for a book review.

16. Play "Twenty Questions" with class.
17. Tell riddles—Who am I?
18. Shadow box presentations.
19. Give quotations—guess who said it?
20. Give oral reading of favorite passages—descriptive, humorous, exciting.
21. Have a group discuss the relative merits of a book students have read.
22. Draw four pictures that depict the story.
23. Tell about a trip that they took.
24. Tell about a country that they are interested in.
25. Tell about a sport that you particularly like.
26. Read poem that they have written.
27. Act out a commercial.
29. Give a biographical account of its author.
30. Give a parody or satire of a book.
31. Tell a list of things learned from a book.
APPENDIX I
APPENDIX I

Suggested Questions for Conferences

Questions for Assessing the Student's Understanding, Knowledge and Interpretation of the Material Read:

1. What kind of book is it? Fiction, nonfiction, fairy tale, humorous, descriptive, scientific, other?
2. What is the title? Is it a good one? Why? Are there other possible titles?
3. Who is the author or authors? What do you think was his purpose in writing this book? Does he have a particular point of view? Has he written other books?
4. Who are the main characters? Could you describe the characters that impressed you most? What part did they play in the plot?
5. What is the main theme or plot of the book?
6. Would you tell me about a specific part of the book that you found especially significant?

Questions for Assessing the Student's Reactions to the Book:

1. Why did you choose this book?
2. Did it live up to your expectations? Why or Why Not?
3. Did you like the theme or story?
4. What part did you like best? Could you find the section and read it to me?
5. Which character did you like best? Why?
6. How do you know what kind of person a certain character is? Can you show me where it says so?

7. Did the book end the way you thought it might? Was the ending reasonable? Would you have ended it differently? How? (If the student has not finished the book: How do you think the book will end?)

8. Additional questions concerning events, situations, motivations of the author, and so forth should also be asked.
APPENDIX J
<table>
<thead>
<tr>
<th>Skill</th>
<th>Nov. 28</th>
<th>Dec. 5</th>
<th>Dec. 12</th>
<th>Dec. 19</th>
<th>Jan. 9</th>
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</thead>
<tbody>
<tr>
<td>Reading silently with ease and concentration.</td>
<td>Very good</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reads orally with clearness and expression.</td>
<td>X</td>
<td>Practice</td>
<td>More practice</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Can select the main idea from a story.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Can summarize or outline a story or article.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>Very good</td>
</tr>
<tr>
<td>Can read critically and evaluate information.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Uses context, phonetic and structural clues to identify words when reading.</td>
<td>X</td>
<td>Good</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Can skim.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reacts creatively to story plots and characterizations.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Uses reference materials efficiently.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Very good</td>
</tr>
<tr>
<td>Improves reading speed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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APPENDIX K

Program for One Week

MONDAY

8:45  Reading with teacher - Group 3
      Learning Centers - Group 2

<table>
<thead>
<tr>
<th>EDL</th>
<th>Viewers</th>
<th>Typewriter</th>
<th>Games</th>
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<tbody>
<tr>
<td>Annette</td>
<td>Colleen</td>
<td>Stephanie</td>
<td>Beth</td>
</tr>
<tr>
<td>Mark</td>
<td>Mary</td>
<td>Chrissy</td>
<td>Jenny</td>
</tr>
<tr>
<td></td>
<td>Steve</td>
<td></td>
<td>Matt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lucy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Joe</td>
</tr>
</tbody>
</table>

Seatwork - Group 1

9:10  Reading with teacher - Group 1
      Learning Centers - Group 3

Typewriter  Record  Games
John          Jay L.    Jimmy J.  
Leo           Jay C.     Joe K.

Seatwork - Group 2

9:35  Reading with teacher - Group 2
      Learning Centers - Group 1

<table>
<thead>
<tr>
<th>EDL</th>
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<th>Typewriter</th>
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<tbody>
<tr>
<td>Patrick</td>
<td>Annette</td>
<td>Laura</td>
<td>Dory</td>
</tr>
<tr>
<td>Bill</td>
<td>Rod</td>
<td>Maria</td>
<td>Janette</td>
</tr>
<tr>
<td></td>
<td>Lisa</td>
<td></td>
<td>Tom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jolynn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chris</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kathy N.</td>
</tr>
</tbody>
</table>

Seatwork - Group 3

125
10:00  Phonics with teacher - Group 3  
Small reading groups - Group 2  

<table>
<thead>
<tr>
<th>Annette</th>
<th>Chrissy</th>
<th>Stephanie</th>
<th>Joe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve</td>
<td>Mary</td>
<td>Mark</td>
<td>Colleen</td>
</tr>
<tr>
<td>Kathy</td>
<td>Beth</td>
<td>Lucy</td>
<td>Jenny</td>
</tr>
<tr>
<td></td>
<td>Matt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seatwork - Group 1  

10:20  Recess  

10:35  Phonics with teacher - Group 1  
Small reading groups - Group 3 with students from Group 2 as teachers  

<table>
<thead>
<tr>
<th>Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
</tr>
<tr>
<td>Kathy M.</td>
</tr>
<tr>
<td>Jay L.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colleen</th>
<th>Chrissy</th>
<th>Stephanie</th>
<th>Joe K.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy J.</td>
<td>Mary</td>
<td>John B.</td>
<td></td>
</tr>
<tr>
<td>Jay C.</td>
<td></td>
<td></td>
<td></td>
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Seatwork - Group 2  

10:55  Phonics with teacher - Group 2  
Small reading groups - Group 1  

<table>
<thead>
<tr>
<th>Dory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jolynn</td>
</tr>
<tr>
<td>Marty</td>
</tr>
<tr>
<td>Laura</td>
</tr>
<tr>
<td>Annette</td>
</tr>
<tr>
<td>Tom</td>
</tr>
<tr>
<td>Janette</td>
</tr>
<tr>
<td>Chris</td>
</tr>
<tr>
<td>Maria</td>
</tr>
<tr>
<td>Rod</td>
</tr>
<tr>
<td>Lisa</td>
</tr>
<tr>
<td>Patrick</td>
</tr>
<tr>
<td>Bill</td>
</tr>
<tr>
<td>Kathy</td>
</tr>
</tbody>
</table>

Seatwork - Group 3  

11:15  Another subject  

Sometime in the afternoon ½ hour is taken and conferences are held.  

10 min. - Dory  
10 min. - Chris  
10 min. - Lisa
TUESDAY

8:45  Phonics with teacher - Group 3

Learning Centers - Group 2

<table>
<thead>
<tr>
<th>EDL</th>
<th>Typewriter</th>
<th>Viewers</th>
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<tbody>
<tr>
<td>Steve</td>
<td>Kathy</td>
<td>Jenny</td>
<td>Beth</td>
</tr>
<tr>
<td>Colleen</td>
<td>Joe</td>
<td>Matt</td>
<td>Lucy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annette</td>
<td>Chrissy</td>
</tr>
</tbody>
</table>

Seatwork - Group 1

9:10  Phonics with teacher - Group 1

Learning Centers - Group 3

<table>
<thead>
<tr>
<th>Typewriter</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy J.</td>
<td>John</td>
</tr>
<tr>
<td>Joe K.</td>
<td>Leo</td>
</tr>
</tbody>
</table>

Seatwork - Group 2

9:35  Phonics with teacher - Group 2

Learning Centers - Group 1

<table>
<thead>
<tr>
<th>EDL</th>
<th>Typewriter</th>
<th>Viewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dory</td>
<td>Patrick</td>
<td>Tom</td>
</tr>
<tr>
<td>Annette</td>
<td>Janette</td>
<td>Jolynn</td>
</tr>
<tr>
<td>Kathy</td>
<td>Marty</td>
<td>Chris</td>
</tr>
</tbody>
</table>

Seatwork - Group 3

10:00  Teacher has six student conferences.

10:00 Kathy  10:30 Rod
10:10 Jolynn  10:40 Maria
10:20 Tom     10:50 Laura

All students working on individualized reading. Group 3 started with the individualized reading in the Second Grade Scholastic Kit. They continued in the Third Grade Kit and were then ready to go in to the regular program.
10:20 Recess--Continue conferences

11:00 Teacher moves around the room giving help wherever needed.

11:20 Another subject

Sometime in the afternoon ½ hour is taken and the following conferences held.

10 min. - Annette
10 min. - Patrick
10 min. - Marty

WEDNESDAY

8:45 SRA Listening Test--All students given and corrected

9:05 SRA Word Games--All students play two games with their partners and return to seats to start SRA Reading Lab.

9:30 Teacher has six student conferences.

9:30 Janette  10:00 Colleen
9:40 Bill  10:10 Kathy
9:50 Stephanie  10:20 Joe

All students working in SRA Reading Lab.

10:30 Phonics class with teacher - Group 3

Small reading groups - Group 2

<table>
<thead>
<tr>
<th>Annette</th>
<th>Chrissy</th>
<th>Stephanie</th>
<th>Joe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve</td>
<td>Mary</td>
<td>Mark</td>
<td>Colleen</td>
</tr>
<tr>
<td>Kathy</td>
<td>Beth</td>
<td>Lucy</td>
<td>Jenny</td>
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<tr>
<td>Matt</td>
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Learning Centers - Group 1

<table>
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<th>EDL</th>
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<th>Games</th>
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<tbody>
<tr>
<td>Jolynn</td>
<td>Kathy</td>
<td>Rod</td>
<td>Annette</td>
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<td>Marty</td>
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<td>Bill</td>
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<td></td>
<td></td>
<td>Chris</td>
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<td></td>
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<td>Tom</td>
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<tr>
<td></td>
<td></td>
<td>Janette</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dory</td>
<td></td>
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</tbody>
</table>
10:50 Movie and discussion--All students

11:20 Another subject.

Sometime in the afternoon 1/2 hour is taken and the following conferences are held.

10 min. - Jenny
10 min. - Annette
10 min. - Lucy

THURSDAY

8:45 Reading with teacher - Group 3

Learning Centers - Group 2

<table>
<thead>
<tr>
<th>EDL</th>
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<tr>
<td>Matt</td>
<td></td>
<td></td>
<td>Mark</td>
<td>Annette</td>
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Seatwork - Group 1

9:10 Reading with teacher - Group 1

Learning Centers - Group 3

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<tr>
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<tbody>
<tr>
<td>Jay L.</td>
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<td>Joe</td>
</tr>
<tr>
<td>Jay C.</td>
<td>John</td>
<td>Jimmy</td>
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Seatwork - Group 2

9:35 Reading with teacher - Group 2

Learning Centers - Group 1

<table>
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<tbody>
<tr>
<td>Janette</td>
<td>Chris</td>
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<td>Lisa</td>
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<td>Tom</td>
<td>Rod</td>
<td>Laura</td>
<td>Jolynn</td>
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<td>Maria</td>
<td>Bill</td>
<td>Dory</td>
<td>Marty</td>
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<tr>
<td></td>
<td>(after viewers)</td>
<td></td>
<td>Patrick</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Kathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annette</td>
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Seatwork - Group 3
10:00 Phonics with teacher - Group 3
Small reading groups - Group 2

Annette Chrissy Stephanie Joe
Steve Mary Mark Colleen
Kathy Beth Lucy Jenny

Learning Centers - Group 1

EDL Typewriter Record
Laura Jolynn Maria
Chris Tom Marty

10:20 Recess

10:35 Phonics with teacher - Group 1
Small reading groups - Group 3 with students from Group 2 as teachers

Lucy Colleen Stephanie Kathy Mary Chrissy
Leo Jimmy Joe K. Jay L. John B. Jay C.

Some of Group 2 at Learning Centers

EDL Typewriter
Jenny Mark
Beth Steve

Rest of Group 2 - Seatwork

10:55 Phonics with teacher - Group 2
Small reading groups - Group 1

Dory Laura Chris Lisa
Jolynn Annette Maria Patrick
Marty Tom Rod Bill
Janette

Learning Centers - Group 3

Games Viewers Seatwork
Leo Joe Jimmy J.
John Jay C.
Jay L.
11:15 Another subject

Sometime in the afternoon one hour is taken and conferences are held.

10 min. - Mark 10 min. - Beth 10 min. - Chrissy
10 min. - Matt 10 min. - Mary 10 min. - Steve

FRIDAY

8:45 Phonics with teacher - Group 3

Learning Centers - Group 2

<table>
<thead>
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<th>Typewriter</th>
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<td>Kathy</td>
<td></td>
<td></td>
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<td>Stephanie</td>
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Individualized reading - Group 1

9:10 Phonics with teacher - Group 1

Individualized reading - Group 3, except -- Viewers

Learning Centers - Group 2 cont.

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Individualized reading - Rest of Group 2

9:35 Phonics with teacher - Group 2

Learning Centers and Individualized Reading - Group 1

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<td>Rod</td>
<td>Annette</td>
</tr>
<tr>
<td>Lisa</td>
<td>Dory</td>
</tr>
</tbody>
</table>

Individualized Reading and Activities - Group 3

10:00 Sharing - Each student is responsible for sharing in some manner something learned from Individualized Reading. It need not be a long presentation.
Teacher has three student conferences.

11:00 - Jimmy
11:10 - Joe
11:20 - Jay C.

Sometime in the afternoon 1/2 hour is taken and the following conferences are held.

10 min. - Jay L.
10 min. - Leo
10 min. - John
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