Materials for use with retarded readers in junior high school

Mary Horvath

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MATERIALS FOR USE WITH RETARDED READERS IN JUNIOR HIGH SCHOOL

by
Mary Horvath

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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Sister Marie Colette, 0.C.S.F.
(Advisor)

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CHAPTER I

THE PROBLEM

Introduction

Various sources point out the fact that many students in the upper grades and secondary schools possess very immature reading abilities. Blair quotes Gray who says:

Records of the achievement of pupils show that from twenty to thirty per cent of the pupils who enter either the junior or senior high school read so poorly that they can engage in required reading activities only with great difficulty. Indeed, some of them are so much retarded in reading that it is impossible for them to read the books ordinarily used at their respective grade levels.¹

For the most part, formal reading instruction is discontinued with grade six in most schools. It is assumed that pupils have learned to read by the time they have finished this part of their schooling. There is plenty of evidence to disprove this premise. A growing number of students are leaving the elementary schools quite unprepared to cope with the pressures of the Junior High School.

One of the basic needs of an individual is the need for achievement, and when this is rendered impossible in a given area such as reading, different forms of personality maladjustment are likely to develop.

A child may react with a deep sense of failure, not only because he realizes his inability to develop adequate reading efficiency, but also because he constantly has to face various social pressures. He must deal with the attitudes of his parents, who are frequently greatly disappointed at his inability to learn, as well as those of his fellow pupils. He must deal also with the attitudes of teachers, many of who do not understand the differences between an inherent reading disability and an unwillingness to learn. Thus it is not unnatural that frustration and its consequences play an important role in the case of children who have reading difficulties.¹

Teachers in the Junior High School are perpetually faced with the problem of what to offer the child who comes deficient in reading. Quite often these students passively accept material offered to them but there is hardly joy in this acceptance. These pupils are really the readiness problems of these grades and are most in need of audio-visual materials--pictures, filmstrips, movies and records. Books and magazines on a wide range of subjects as well as newspapers and study-type exercises should be used. The content must be sufficiently mature to captivate and hold interest while the vocabulary must permit easy comprehension. This will make it possible for the retarded reader to experience success and the joy of achievement from the beginning.

Statement of the Problem

A remedial reading program is effective only when it considers the individual student and his needs. Students who reach the Junior High School suffering from reading difficulties have developed a strong resistance to reading, especially when it is imposed upon them. They find no pleasure in reading because it is both uninteresting and difficult, and more often than not, these students have met both failure and

frustration in their previous reading experiences.

In trying to develop a remedial reading program for Junior High School students, and also keeping in mind variations in need and ability, teachers are often faced with the problem of finding and choosing suitable materials. It was such a situation which prompted this research.

Those concerned with working with remedial students are faced with the dilemma of selecting varied and interesting materials. It is the purpose of this paper to determine the availability and variations in type of materials in reading at the Junior High School level.

Specific objectives forming the basis of this paper are:

1. Is there a variety of materials available?
2. What special features within the materials are there to facilitate teacher-use?
3. Are there special features within the materials which would provide motivation and direction of the pupils?
CHAPTER II

REVIEW OF LITERATURE

It was assumed in the early days of American education that a student learned to read in the primary grades and then he read to learn in the subsequent grades.¹ For too long children have been passed from grade to grade as a group, and the fact that each student is unique in performance and potential has been unheeded. By the time some students reach the Junior High School, they are unhappy and frustrated because they are not able to keep up with the group.

Characteristics of Retarded Readers in J.H.S.

Any attempt to describe a retarded reader is bound to be unsatisfactory since "reading disability is a subtle and difficult condition to describe."² Spache used the Rosenzweig Picture Frustration Study with one hundred and twenty-five severely retarded readers to determine their personality patterns. He affirmed the following:

Retarded readers differ in a number of characteristic. Poor readers show significantly less insight and tendency to self-blame, more defensiveness, and less solution-seeking behavior as well as less social-conforming tendencies when dealing with adults than


²Guy L. Bond and Miles A. Tinker, Reading Difficulties Their Diagnosis and Solution (New York: Appleton-Century-Crofts, 1967), p. 82.
does the normal group. They are also prone to be hyper-sensitive to adverse criticism of failure, responding to these with defensiveness or counter aggressions.¹

In a study done by Paulo in 1963, one trait was found to be common to all disabled readers. After examining school records of ten able and ten retarded readers in high school, a hypothesis was formed. This hypothesis was that if characteristics, traits or patterns which were unique to either group could be identified, these could become basic considerations for improving reading instruction. One trait common to all disabled readers was apparent, "a pattern of failure, from first grade on," On the basis of this information, the attitudes these pupils had were studied by means of taped interviews with a psychologist. Four photographs depicting school scenes served as the tools. All students in the picture were of Junior High age. The anticipated result was affirmed by the following data:

The failure pattern unique to the disabled reader group had been a long term one, originating for each child in the first grade where he was placed in the lower group.

This pattern of failure with its accompanying self-perception had had a markedly negative effect upon the attitudes of the disabled readers toward school and reading.

By the time he had reached Junior High school age, the disabled reader's negative attitude toward reading was firmly fixed as an integral part of his total personality.²


² William E. Paulo, "Improving Reading in Junior High School," Childhood Education, XL (September, 1963), pp. 54-55.
Several outstanding leaders in the field of reading have commented on attitudes of the retarded readers. These are reported by Geren in her thesis. Harris describes retarded readers as defiant. Dolch attributes the retarded readers with tendencies of withdrawal, escape, self-assertiveness, boasting and belittling others. Betts identifies them as anti-social, timid, shy eccentric, irrational, impetuous, nervous, dreamy and quarrelsome.\(^1\) Research, however, still concludes that the retarded reader cannot be typed and that he must be looked upon as an individual.

Chapman gives certain basic underlying needs of youth that teachers must attempt to satisfy. Students need to be prepared for, first, maximum personal adjustment and, second, social participation. By social participation is meant the interdependence of persons to formulate values, attitudes and behavior which will contribute to a peaceful society. Specifically, personal development comprises:

1. an acceptable self-concept, or self-esteem
2. social recognition among one's peers
3. academic competence
4. an understanding of our natural world
5. an appreciation of the aesthetic features of life
6. a judicious use of leisure time

The demands of society are:

1. personal adjustment
2. ability to work effectively in group situations
3. an understanding of issues, peoples and ideas
4. a respect for the rights of those of diverse national, racial and religious origins
5. international awareness

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None of these needs exist in a vacuum; they interact with each other. Reading must in some way help to realize these goals. To the best of their ability teachers must make it possible for even the slow-moving student to attain them.¹

Many adolescents profess an indifference to reading while secretly envying those who read successfully. How to get under this veneer is difficult, often calling for patience and understanding, certainly demanding materials aimed at the personalities of those involved.²

Variety of Instructional Media for Reading

Teachers of all subject areas have come to the agreement that in order to teach a lesson successfully, books are not enough. More and more educators are beginning to recognize the contributions of other media to the teaching-learning process. Reading teachers acknowledge the fact that no one method is best for all students, and that, especially in working with retarded readers, individual differences must be met, and interesting materials must be provided.

Engler states that in our age the two main modes of communication are visual and aural. Each day the normal child is assaulted verbally by his parents telling him what to do and not do, while his eyes and ears are numbed by a host of radio broadcasts and TV favorites. Not much information is gleaned from books, newspapers or magazines.³


If this is true of the ordinary child, how much more of the retarded reader who treats a book as if it were a hand grenade with the pin pulled out. Until the resentment toward books has been overcome, other formats of reading must be presented and any materials which students associate with failure should be avoided.

Audio-Visual aids have a multi-sensory appeal. Probably one of the most stimulating approaches to building or perhaps, rebuilding the self-confidence of retarded readers is to teach them to successfully utilize a variety of audio-visual materials and equipment. One can think of at least three advantages of audio-visual materials:

1. communication with others
2. learning to follow directions
3. development of an oral vocabulary

The retarded reader with normal learning ability usually talks better than he writes and learns more from listening than from reading. By using the tape recorder and phonograph one can reach the aural learner with sounds of experience, imagination and sounds of language.

The visual learner can begin with the simple and unpretentious filmstrip presented separately or in varying combination with auditory and graphic modes. Through the motion picture students can be shown pictures that would never be seen even if they travelled the seven seas or the lengths of the earth--pictures of pupae, molecules, satellites, and a host of other wonders.

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Reading Laboratories are based upon the findings that individuals learn the various reading skills at different rates. Students are stimulated and motivated by this type of program because they can, through a self-checking technique, know their scores immediately and compare them with earlier successes. These laboratories have been found effective with retarded readers.¹

Artley states that one's point of view toward reading retardation and remediation will affect the selection of materials and instruments of teaching. He feels that the only difference between a sound remedial program and an effective first-teaching program would be in degree. Someone once said that a retarded reader needs what the normal reader needs, only more of it.²

The following is a list of the criteria for selecting materials as listed by Artley:

1. The materials should provide for the development of a systematic sequence of skills.

2. Materials and devices used to supplement the basic program must be specifically related to the particular skill or ability in which the child is deficient.

3. The materials should provide an inherent motivation to read. They should be interesting.

4. Materials used for remedial purposes should be varied as to type.


5. The materials should provide a natural approach to reading.

6. In certain phases of the program, materials are effective to the extent to which the child helps to construct them himself.¹

It needs to be stated that audiovisual materials are not a cure-all in education in general nor in reading in particular.

Audiovisual materials in the classroom are tools to be used with the students to impart knowledge. They do offer the teacher in the classroom a chance to use a variety of approaches to a learning situation. If a teacher in any classroom does not use this approach, she in turn, cannot hope to reach all of the students. Each child is an individual, he learns differently than others. Only with this approach to the subject matter can the teacher hope to reach the majority of the students.²

There is no available evidence that any audio-visual aid or training device has ever taught an individual to read more critically or discriminatively.³ They cannot possess the flexibility and personal elements of the teacher-pupil relationship. Audio-visual instruments cannot supply the stimulation of group discussion or the individualization essential in remedial reading.

Since there are so many new materials flooding the market, many geared to the retarded reader especially, much time and effort is required to explore and evaluate these materials. It is the purpose of the next chapter to select suitable materials that could be successfully used with retarded readers in Junior High School.

¹Ibid., pp. 172-176.


CHAPTER III

ANNOTATED BIBLIOGRAPHY

Selecting materials for retarded readers is a task that requires time and care. It is hoped that the following annotations will be of use to teachers who are in search of materials to use with retarded readers in the Junior High School.

The description of these materials has been gleaned chiefly from the catalogs and brochures of the publishing companies.

Filmstrips and Films

Context Vocabulary

Teaching Technology Corporation
Box 3817
6837 Hayvenhurst Avenue
Van Nuys, California 91407

This is a teacher-oriented program that can help improve comprehension and promote a smooth transition to good silent reading skills through vocabulary development. The approach: training students to determine word meaning by using the clues found in the context.

Using a building-block approach, this material can be effective as an enrichment, developmental or remedial teaching aid. Because it is multi-level, the program can be used in a class that reflects a wide range of ability.

Rather than teaching specific vocabulary lists, the program encourages the student to pinpoint the meaning of any word by using the total idea expressed in the reading matter. The main objective is to make reading and thinking a simultaneous process.

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Fundamentals of Reading

Gate House, Inc.
146-31 Archer Avenue
Jamaica, New York 11435

There are nine filmstrips in this series which are suitable for remedial junior high use. These filmstrips provide drill in mechanics of reading, phonetics and also reading comprehension.

Hoffman Gold Series

Hoffman Information Systems, Inc.
South Peck Road
Monrovia, California

This program comprises six achievement units, each containing ten study units. Each of the ten albums contains four filmstrips and two records. The first filmstrip and one side of the first record contain the story. The pupil sees and hears the story read and then reads it with the narrator. The second filmstrip and the opposite side of the first record tests recall and comprehension. The pupils answer in their own books and at their own speed. The third filmstrip and one side of record two measure vocabulary. Word attack skills are developed in the fourth filmstrip and side two of record two. A Mark IV Audio-Visual Projector that handles filmstrips and records comes with the program.

Reading Growth Series

Coronet Instructional Films
65 East South Water Street
Chicago, Illinois 60601

This new series of five fascinating films pinpoints the skills that a good reader needs. Boys and girls who have been struggling to learn to read may not be aware of the actual skills involved. Now as
they move into upper grades and have more work in the content areas, they find an increased dependence on these skills for success.

A light, slightly humorous touch is used as a motivational teaching device to catch and hold interest and to show students that reading can be enjoyable. The series includes the following titles:

Basic Skills
Understanding Word Meanings
Getting the Big Ideas
Adjusting Your reading Speeds
Reading Critically

Reading Improvement Series

Coronet Instructional Films

The purpose of this series is to define a good reader, to motivate the pupil to read better and to show him how to master the varied skills which lead to reading improvement. Sound methods of reading improvement are vividly presented in these films.

Materials used throughout the films are easy enough for quick understanding, but interesting enough to avoid offense to the student. These films constantly seek to make each student a real participant in reading activities and help him to appraise his own reading effectiveness.

Remedial Film Programs

LEXICATECHNICS, Inc.
1900 Pickwick Avenue
Glenview, Illinois 60025

This is a multi-level program designed for students who have experienced difficulty in mastering skills necessary for efficient
reading. It has a two-fold purpose:

1. To provide the teacher with special filmed lessons and techniques for handling particular reading problems.

2. To offer pupils direct assistance in improving specific reading problems without any stigma of performing at lower grade levels.

The twenty multi-level films can be used for:

1. supplemental reading in the classroom to reinforce a basal reading program

2. an effective remedial program to use with special reading groups within the classroom

3. a total developmental, corrective or remedial program in a reading laboratory or clinic.

"Tell Me A Story" Library

Taylor Associates
Hawk Drive
Lloyd Harbor, New York 11743

These materials consisting of four color filmstrips, two cassettes or four records, four script books and four tell-back pads can be used with reluctant readers to reawaken their interest in reading, and to encourage independent reading, thereby ensuring them of successful reading experiences.

The selections in Library II are written on a 3rd reading level but the interest is within the range of the older reader. The selections included are:

Paul Bunyon and His Blue Ox
John Henry, Steel Drivin' Man
Pecos Bill and the Long Lasso
Bob Bodden and the Grand Ship Rover
This new and interesting program contains:

1. **Picture Dictionaries** which serve as resource materials for the program. The information gained helps students to build language concepts and vocabulary skills. The subject matter and full color photos provide maximum student involvement and motivation.

2. **Study Prints** are full color pictures printed on sturdy tagboard. These pictures introduce the program, heighten motivation, and reinforce vocabulary.

3. **Trophy Books** provide semester-long experiences in languages and human communication.

4. **A Teaching Program** which gives the teacher necessary guidance for daily and long term language development and objectives.

5. **A Sound Recording** of each complete text helps the slow reader. Originality, humor and ingenious work make this learning tool thoroughly enjoyable and rewarding.

**Building Verbal Power in Upper Grades**

Demco Educational Corporation
Box 1488
Madison, Wisconsin  53701

Three records and the teacher's guide form the basis of this program. The first album contains thought-provoking word games dealing with antonyms, homonyms and multi-usage words which stimulate interest and help build vocabulary. It also provides for effective reinforcement.
In album two, the student listens for and is trained to understand the significance of common words that signal meaning, e.g. because, but, if-then.

The student learns, through the third album, to increase his ability to categorize and translate ideas into verbal statements. There are also exercises in similes and analogies.

The Checkered Flag Series

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

This series deals with the problem of providing "high-interest low-vocabulary" stories for junior and senior high school students reading below grade level. Each of the eight volumes deals with some aspect of car racing. Subject matter ranges from dune buggy races to the Indianapolis 500. The reading range of the selections is from 2.5 to 4.5. Each book in the series contains exercises to reinforce such skills as interpretive and critical reading.

Audio-visual kits are also available for use with the series. They contain professionally narrated magnetic tapes of the text which parallel the stories. In addition, they contain exciting sound filmstrips that provide students with background information about the subjects of the stories.

Imperial Junior High School Aural Reading Lab

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511
This is a corrective reading program which is self-directing and self-evaluating. It consists of forty tapes, six identical story cards to accompany each tape (six students can work at the same time), thirty consumable pupil response books and an instructor's manual.

Students listen to the tape while they read and work with the story cards. They record their answers into the response booklet which also has a space for charting progress in both comprehension and effective reading rate.

All the lessons are directed at building the student's vocabulary and increasing comprehension and speed by properly motivating him. The final portion of each lesson is devoted to a specific word attack skill which the student is provided with many interesting discovery lessons. The stories used were chosen for their interest to junior high students, for their level of difficulty and for their scholastic value.

The teacher's manual contains a brief description of each lesson, what the lesson hopes to accomplish, all questions and answers on the tapes and suggestions pertaining to further developing word attack skills which were taught.

Listen and Read Program

Educational Developmental Laboratories
75 Prospect
Huntington, New York

This series of thirty tapes and workbook helps the pupil to listen better, to understand words, sentences, and paragraphs, and introduces him to intensive study-type reading, to critical reading and listening.
Students develop skills in listening, following directions, recognizing sequence, making comparisons and other necessary listening, reading and study skills. Since the lessons are taped, the student is able to work on his own. The teacher is free to work with students who are most in need of individual attention. These kits can be purchased at three levels of difficulty—3-6; 3-8 or 7-9.

New Reading Skill Builder Audio Lessons

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Reader's Digest Skill Builders for the fourth level of reading are recorded. The dramatized portions of the recorded lessons can prove to retarded readers that excitement and adventure can be found on the printed page. After hearing the dramatized portion of each lesson, most pupils will want to read the story for themselves.

A lesson consists of more than a dramatic reading. Each lesson emphasizes a particular skill. After the pupil reads the story, the audio-instructor guides him through exercises designed to measure comprehension and to build reading skills. It provides him with the directions to exercises and gives him answers with an explanation of why they are the best choices.

The Audio Lessons are available on cassettes, reel-to-reel tapes and LP records. Directions for use are given in a free teacher's guide.
Reading Development Tapes

Educational Audio-Visual Inc.
Pleasantville, New York 10570

This program consists of thirty-six tapes which are integrated with student involvement workbooks. These deal with problems such as:

1. motivation—parts of words, reading tools, consonants, vowels
2. syllabication—dictionary, physical eye movements, reading speed
3. skimming—main ideas, concentration, study skills
4. reading newspapers, taking notes, tests, library skills
5. vocabulary skills
6. creative-critical reading skills

A teacher's guide is included to facilitate use of materials and for further suggestions for teaching.

Reading Skill Tapes

Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Each SKILLTEXT, for grade levels 1-6 contains short entertaining, informational stories which have been widely used and acclaimed for their ability to hold the interest of even the most reluctant reader.

Exercises which are aimed at developing the skills most widely accepted as being basic to reading success follow each selection. There are also specialized tests to diagnose and record progress in comprehension, vocabulary, speed and listening abilities. A diagnostic pre-test and a final test are given to help the teacher evaluate progress.

Using the appropriate SKILLTEXT, the student listens to the instructions given on the tape, reads the high-interest selection and then does the exercise. He listens again to the tape for an evaluation.
In this one-to-one approach, the student regains his self-confidence.

**Sound Skills for Upper Grades**

Educational Record Sales  
153 Chambers Street  
New York, New York

These six records can be used for students who need help in word recognition through sound discrimination. Basic principles and exercises in vowel and consonant recognition are presented on self-correcting records that can be used with or without supervision. A teacher's guide is included for additional help.

**Woodcraft**

Listening Library  
1 Park Avenue  
Old Greenwich, Connecticut 06870

This is a new audiovisual approach to rapid vocabulary building especially for fourth to Junior High levels. Its purpose is to teach frequently encountered but misunderstood words. These words are used in easily understood sentences which taken together, make up a story. A sentence using the study word is presented, then repeated, using one or two simple synonyms or definitions.

The materials included are three LP records, a variety of fun-to-take tests and a manual which includes self-help directions and scripts for further practice.

**Work-study Books**

**Guidebook to Better Reading**

Economy Company  
P.O. Box 13998  
Atlanta, Georgia 30324

This new remedial reading program was developed primarily to overcome the reading deficiencies of junior and senior high school students.
It may also be applied to certain individuals on the intermediate and adult levels.

This program consists of the student's instructional book, along with a teacher's manual and six supplementary readers. The teacher's handbook contains high-interest, low-vocabulary material.

The text contains thirty structured lessons that present phonetic elements and broad applicable principles, skill-building exercises, new vocabulary words, and high interest stories and articles to provide an interesting and pleasurable approach to reading and comprehending.

An essential point to remember about the Teacher's Manual is that it must be used if success is to be achieved. The teacher's handbook shows how to set up a remedial reading program and how to use the supplementary reading books. Included also are the answers to comprehension and word study exercises.

**Michigan Language Program**

Learning Research Associates, Inc.
1501 Broadway
New York, New York 10036

This program which is an integrated Language Arts program was designed for beginning readers, readers of any age who have reading problems and also for exceptional children.

The learner works at his own pace, and advances when he achieves success. The materials included in the program are:

- Programmed books for reading, listening, writing
- Pre-reading and mastery readers for the learners
- Directed language arts activities, word attack and comprehension skills exercises which can be used for an entire class.
Day by day instructions are given to the teacher in the Program Administration Manual. A book, Classroom Management provides creative techniques for controlling the environment. Performance Tasks enables the teacher to measure the daily progress and mastery of specific skills by the students.

New Rochester Occupational Reading Series

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Both reading instruction and information about the world of work are provided through these books. The content is mature but scaled as low as second grade. The series emphasizes, in story form, attitudes and skills that lead to success on the job and in society.

Exercise books contain developmental reading skills, vocabulary, and proper vocabulary attitudes. The selections are drawn from various content areas—science, math and social studies.

Social Contact Programs
The Turner-Livingston Reading Series

Follett Educational Corporation
P.O. Box 5705
Chicago, Illinois 60680

This program was designed to establish contact between schools and turned-off students.

Six booklets bridge the gap to the world in which these youngsters live and through content which is related to the real-life experiences of these students. Each booklet presents daily lessons which improve vocabulary and paragraph comprehension to help these students grasp main and related ideas. At the same time the content
the student to a better understanding of himself and his environment. Critical reading and many higher skills are also developed.

**Vocational Reading Series**

Follett Educational Corporation

Here is a unique, daily lesson program that helps motivate teen-agers to read and upgrade their language and comprehension skills. The materials are geared for students reading in the 4-6 levels. Stimulated to read and learn, students also gain an idea of the training required for a specific vocation and the kind of person that is best suited for it.

**Kits**

**Activity-Concept English**

Scott, Foresman and Company
Glenview, Illinois 60025

ACE is a total language skills program geared to the tuned-out student. It is a program which involves the student totally and makes him feel successful.

Each ACE kit provides the student with all the materials needed to develop all the basic language skills. It includes:

1. Four pads of color-coded worksheets which develop the specific language skills area.

2. Three paperback booklets which start the student connecting reading with pleasure.

   a. **Combo #3** contains stories, articles, ballads and plays that talk right to the student.

   b. **Reference and Solo Book** which provides special helps and fun-to-do things.
c. *His to the Hunters* which is an abridged form of Jesse Stuart's novel.

3. Forty-six activity cardboard for unique projects which involve many language arts skills.

4. A Planbook for the teacher which provides a day-to-day lesson plan for a whole year's course. It contains an easy-to-follow chart of materials to use each day, suggestions for use with ACE materials under a variety of classroom conditions.

ACTION

Scholastic Book Services  
Dept. RT-10  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632

This kit contains a full semester program for up to twenty students. A record containing two stories on each side is used to introduce a different comprehension skill. After the story is introduced, unit books are used to reinforce the skills. After reading from the unit book, students enjoy stories from a free reading book. Free reading builds self-confidence in students. Role playing gives a change of pace to the students and opens the way for creative thinking and judging. There are posters included in the kit which promote discussion and motivate interest and student involvement.

A thoroughly comprehensive manual contains the text of every story, play and any other form of material in the student kit. Also included are survey-inventory tests and hundreds of suggestions for additional and supplemental work, exercises and activities.
Building Reading Power

Charles E. Merrill Publishing Company
Columbus, Ohio 43216

This programmed course of non-consumable materials provides a concentrated remedial reading program. It is self-correcting and self-regulating. It is designed to improve the reading techniques of low-level readers who read on or about fifth grade and whose inadequate reading abilities hinder progress in other areas.

Each kit includes Study Booklets, Response Sheets, Masking Sheets and a Teacher's Guide.

Reading Development

Addison-Wesley Publishing Company, Inc.
South Street
Reading, Massachusetts 01867

Reading Development is a series of three kits which are designed to provide self-teaching reading for functional illiterates. The program offers a wide range of entry points: together the three kits cover from 1.75 to 10 grade levels.

Each kit has five preparatory units which provide instruction and review in the selected basic reading and thinking skills. Each skill is then reinforced throughout the remaining lessons.

A variety of articles and stories provide repeated and concentrated reading practices. There is a wide range of topics, such as health, law, safety, science and work. The practical value of this content generates higher reader interest.

Each self-contained kit accommodates 30 pupils. Also included are an instructor's manual, 30 copies of an informal reading inventory and a reading progress record.
Through the use of this individualized reading program, a student learns to grasp the full meaning of what he reads by analyzing what he reads and making logical conclusions.

The exercises are composed of short, provocative paragraphs in areas of interest to the older student. After the student reads the selection he chooses the best of four suggested conclusions implied in the selection but never stated directly. Each student works independently, recording his responses in his own booklet and checking his own work with answer keys which are provided.

Because of its simplicity and flexibility, this program fits readily into most reading programs. A teacher's handbook provides direct help for maximum use.

SPRINGBOARDS

Portal Press, Inc.
a subsidiary of John Wiley & Sons, Inc.
605 Third Avenue
New York, N. Y. 10016

Springboards is a non-textbook approach to reading created exclusively for book-shy students in junior and senior high school. There are two reading labs to choose from, each containing timely material which is easily read and thoroughly understood. The selections are drawn from many areas--geography, science, history, and are written at a 4-6 Dale-Chall reading level.

Each kit contains 4 copies each of 90 titles plus a teacher's guide.
Breakthrough!

Allyn & Bacon, Inc.
Rockleigh, New Jersey  07647

Breakthrough! is a unique program for the junior and senior high school designed to help the reading dropout change his mind.

The easy-to-read material requires minimal instruction and thereby builds up self-confidence in the students. A fresh approach to reading is presented through these mature-interest, low-level selections which are relevant to the urban experience.

The topics of each book appeal to readers of grades 7-12 but the range of reading difficulty is only from grades 3-6.

The teacher's manual for each book pinpoints the reading level and the point of view of the series and provides brief introductions for each story.

Happenings

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

Four narrative-dialogue novelettes written on fourth grade level make up this series. These books focus on the lives of urban minority group teenagers. Against a backdrop of pop music and teen bands, realistic problems of inadequate housing, exploitation through credit selling, handicaps of speech and appearance and attitudes toward ethnic background are presented. By facing these problems and forming insights into their solutions, the characters develop increased self-awareness and a sense of direction for the future. The story content relates to
several study areas. Exercises included are designed to reinforce a broad variety of skills.

Holt's Impact

Holt, Rinehart & Winston, Inc.
382 Madison Avenue
New York, New York 10017

For the tuned-out student this program takes the form of literature that says something to him. It takes stories, songs and poetry that are honest and speak his language in terms of his own thoughts, feelings and experiences.

Each unit stresses a multi-media approach: The text uses illustrations that act as powerful springboards to discussion. A 12-inch LP record encourages students to read along with the performers and leads them through difficult selections. A classroom library of related titles invites independent reading. Two teacher's manuals accompany this program, one for the text and the other for the library selections.

The Kaleidoscope Reader

Field Educational Publishing Company, Inc.
609 Mission Street
San Francisco, California 94105

The reading levels for this book range from grade two through nine. A placement inventory is available to insure the successful entry into the program.

At each level, the reading material covers a wide range of student interests: careers, dating, authority, and drugs. For each of the eight books there are ten units of a central theme. The selections are short enough to retain interest and provoke discussion. The series offers no
conclusive solutions to problems of values and attitudes. Instead, it organizes information so that the student will be encouraged to examine himself and others and to engage freely in discussion.

An ordered and continuous spiral development of basic skills of word attack, vocabulary, comprehension and study skills is built into each book. Included is a balance of literary forms: poetry, drama, short stories, informational articles and narrative materials.

Progress tests are interwoven throughout the text. Detailed lesson plans for each unit are included in the teacher's edition.

What's Happening?

Scott, Foresman & Company  
Glenview, Illinois 60025

A 192-page reading experience that gives students much to think about, enjoy and discuss because the selections tell it like it is. Thirty-three short selections, most of them city-oriented, relate to what matters most to young people— their struggles, fears, hopes and triumphs. The readability level is grades 5-6.

Materials Utilized with Machines

EDL Learning 100

Educational Development Laboratories, Inc.  
75 Prospect  
Huntington, New York

Learning 100 was designed to help the potential or actual dropout. It utilizes a total system approach to provide instruction in reading, writing, listening, speaking and observing. It allows the student to enter the program at his own level and to progress at his own rate.
To initiate and maintain interest many media are employed as the Aud-X, filmstrip and disc recorder, the Tach-X, a tachistoscope, and the Controlled Reader. This variety of activities helps stimulate interest.

Each level of Learning 100 is organized into thirty lessons which the student completes at his own rate. Generally a cycle is completed during each instructional session, but the cycles are so structured that slow learners have the opportunity to master the skills before proceeding to the next cycle.

Reader-Pacer Improvement Program

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

This program is designed to improve reading techniques and increase speed and comprehension. It is designed specifically for the disadvantaged pre-high schooler stuck at third and fourth grade reading levels.

The Eye Gate program is geared to an initial reading speed of only 100 words per minute but upon completion of the program, an increased speed and improved comprehension should be achieved. The program centers around the following items:

1. Student workbooks
2. Reading Pacer
3. Lesson Rolls
4. Dictionary
5. Instructor's Manual
CHAPTER IV

SUMMARY

One out of every four students nationwide has significant reading deficiencies... In large city school systems up to half of the students read below expectation... Thirty per-cent fail the Armed Forces Intelligence Battery purely because of reading disabilities.  

With this background of statistics, Commissioner of Education James E. Allen has announced the major goal of American education in the 1970's: A guarantee of every schoolchild's "Right to Read."

This is not an easy challenge to meet. Students in secondary schools with such severely retarded reading achievement need more than motivation to develop reading independence. They need work--training in the basic skills. A successful program for these students needs three things: relevance to teen age interests, structure and accessibility to pupils of limited vocabulary.

Desiring to stimulate curiosity and to create success, the remedial teacher will have to select a wealth of materials on a variety of levels and interesting topics. More and more such materials are being produced. It remains the responsibility of the discriminating teacher to search out those materials which will be most beneficial to the needs of the individuals who come for help.

This paper contained an annotated bibliography of films, filmstrips, records, tapes, kits, work-type materials as well as those materials which require machines for the teaching of reading suitable for instructing retarded readers in junior high school.

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