Developmental reading program for junior high students at Henry Clay School

Florence Anne Timm
A DEVELOPMENTAL READING PROGRAM
FOR JUNIOR HIGH STUDENTS
AT HENRY CLAY SCHOOL

by
Mrs. Florence Anne Timm

CARDINAL STRITCH COLLEGE
LIBRARY
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(Advisor)

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TABLE OF CONTENTS

ACKNOWLEDGMENTS ........................................ iii
LIST OF ILLUSTRATIONS .................................. v

CHAPTER

I. THE PROBLEM ............................................. 1

   Introduction
   Statement of the Problem
   Scope and Limitations of the Study

II. SURVEY OF LITERATURE ............................... 3

   An Overview of Reading at the
   Junior High Level

III. A PROGRAM FOR JUNIOR HIGH STUDENTS AT
     HENRY CLAY SCHOOL ................................ 15

     Reading Teacher's Role
     Student's Role
     Study Plans
     Summary

BIBLIOGRAPHY ............................................... 28

APPENDIX .................................................. 33

   Study Guides
   Outline of Reading Skills
   Inventory of Pupil Interests and Activities
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Letter Informing Parents</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Referral Sheet to Special Services Department</td>
<td>18</td>
</tr>
<tr>
<td>3.</td>
<td>Student Profile Sheet</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Student Profile Sheet</td>
<td>21-22</td>
</tr>
<tr>
<td>5.</td>
<td>Summarized Diagnosis and Treatment Sheet</td>
<td>23-24</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

Introduction

Reading and study are practically synonymous and, therefore, it has become necessary to develop a sound, sequential, developmental reading program which will equip the student in meeting the demands of the modern world. Every student needs to be constantly challenged to improve his reading skills to the utmost of his ability.¹

It is a known fact that very few young people enter junior high school as mature readers. They are generally still in the process of developing attitudes, skills, and knowledge necessary to read and learn independently.

With these needs in mind the writer has chosen to develop a program which will adequately meet the needs of junior high students at Henry Clay School.

Statement of the Problem

The Philosophy of Education as adopted by the Board of Education of Whitefish Bay states:

The community of Whitefish Bay has entrusted to its school system the prime responsibility of providing the

¹Lawrence Heyerdahl, "Reading Curriculum: Junior High School," Whitefish Bay, Wisconsin, August, 1963, p. ii. (Mimeographed.).
best educational opportunities for all its youth. With the education of the individual child as the central focus, the school strives to provide an educational climate in which each student attains maximum self-realization, acquires a sound body of knowledge, develops values and ethical standards which emphasize his obligation to himself and to his fellowman, and learns the necessary balance between self-discipline and freedom which enables him to participate successfully in a democratic society.¹

The purpose of the study is to research and develop a program that will help individual students who are experiencing reading difficulties in junior high.

Specifically, this study includes diagnostic procedures, sound sequential instructional materials, and a plan of action to follow.

Scope and Limitations of the Study

The study will incorporate techniques using informal inventories, tracking, application of skills, and sample reading plans to aid in instruction.

CHAPTER II

SURVEY OF LITERATURE

An Over View of Reading at the Junior High Level

During the past ten years reading instruction has received much attention throughout the United States. Barbe states that the reason for the prominent place reading has in the school curriculum today is due to the new emphasis on "quality" education.¹ Further he says that "Public reaction to entrance into the space age has been a demand for more and better education of all children. The degree of success in this goal will be reflected by how well our children learn to read."²

Educators are aware of the importance of reading in the life of an individual. They believe that the teaching of reading is an all-school program from the first grade through the twelfth, and continuing on through college, and is the responsibility of every teacher regardless of the specific area in which he teaches.

²Ibid..
Many junior high schools do not have formal reading programs today. Any number of students reaching these grade levels are experiencing difficulty in reading. Therefore, junior and senior high schools must assume the responsibility for teaching reading.

The writer is aware of the reading programs that have been researched and developed on the elementary level and found renewed interest in reading on the junior high and secondary level.

Most books that are written about reading on the junior high and secondary levels emphasize what is needed in the content areas. Unfortunately, the course of reading development does not run smoothly. Some students reaching these levels lack the reading competencies needed to comprehend the books they are expected to read on their grade level. "So far as their abilities allow, they must relearn or be taught the basic vocabulary, word-recognition, and comprehension skills in which they are deficient."\(^1\)

Massey and Moore present the section on the content area by saying:

Reading is the most widely used learning procedure for acquiring content at the secondary level. To this extent, every teacher in the content area is a reading teacher. Whenever any teacher instructs the student

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from printed material, he becomes a reading teacher. Reading is a process for learning, rather than a subject to be taught at any particular school level.¹

The following outline was suggested by the authors to guide content area teachers in teaching various reading skills. It is as follows:

1. Word meaning
2. Comprehension skills
3. Purpose for reading
4. Rate of reading²

Nila Banton Smith says that "If students are to adapt to our present changing society and to our increasingly accelerated future, they must know how to adjust their thinking to different situations, how to evaluate changing conditions, and how to solve problems."³ She suggests the use of content reading to develop these abilities.

Viox asserts that the slogan, "every teacher should be a teacher of reading" has led to many misconceptions by secondary teachers because they are afraid they will have to give up teaching their content subject and, that in its place, they must teach reading skills. She states that this


²Ibid., p. 52.

attitude has now changed so that the saying might read, "Every content teacher is responsible for teaching the reading and study skills of his particular subject."\(^1\)

Jan-Tausch states that "most educators agree with Karlin that secondary teachers in the content areas who require students to acquire skill or knowledge should be able to teach the reading skills needed."\(^2\) She thinks we have not yet arrived at the time when this is generally so and says the reading specialist can help the content teacher through: "(1) in-service training conferences; (2) supplementary instruction of the children experiencing difficulty; (3) incorporating into the developmental program instruction in the special reading skills required by the various subject areas."\(^3\)

Simpson advocates a four-fold approach to help secondary students to read better and to evaluate whether or not the reading program is a balanced one. These four approaches are:

First, the basic reading program to teach students how to develop general reading abilities-word recognition, vocabulary meanings, comprehension, rate and study and work habits.

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\(^3\)Ibid.
Second, the specific reading and study skills that may best be taught in the various content subjects by the content teachers themselves.

Third, guided reading to provide experience for purposeful growth, such as reading to develop a hobby or to pursue a vocational interest.

Fourth, free reading for enjoyment.

All four approaches need to be emphasized concurrently by the appropriate staff members for an effective, well-organized developmental reading program. 1

In order for a reading program to succeed it must be "tailor-made" to suit the needs of a school. The following five requirements are fundamental to the success of all reading programs.

1. "Readiness" on the part of the staff to develop the best possible reading programs in a school. It is highly unlikely that one hundred per cent staff readiness will exist in all schools, but the success of the program is highly correlated with how eager the teachers are for students to read better.

2. Administrative enthusiasm and support. Administrators are the key catalytic agents between the teaching staff and the community. Administrative leadership is essential to organize and extend the reading program.

3. Active interest on the part of parents who have an important role in the reading success of youngsters. Parents profit from guidance from the school. Some schools have organized parent study groups on reading. These parent study groups are conducted by the reading teachers who meet regularly with parent groups to discuss issues related to reading. Parents can set an example for youngsters with their own reading habits.

4. Adequate budget. This requirement is self-explanatory.

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5. Emphasis throughout the school and in the community upon the values of reading. Increased concern for reading as an esteemed activity is certainly needed in our country now more than ever before.¹

The writer finds the above requirements to be present at Henry Clay School. Many of the staff members have taken courses in reading or are willing to seek help from the reading specialist when the need arises. Administrators have shown enthusiasm and given support to reading efforts on the elementary and secondary levels. Parents have given of their time to assist the teachers in implementing a program at the junior high level. Materials have been supplied when needs have been made known.

Reading programs on the junior high level can be developmental, corrective or remedial.

In 1941 Bond and Bond introduced the term developmental reading. The purpose was to designate the difference between remedial reading in secondary schools and reading instruction given to those who didn't need special help but for whom continued growth was desirable.

Bond and Bond explain developmental reading as follows:

The secondary school developmental reading program is concerned fundamentally with the continued refinement and development of the more mature aspects of the self-same types of abilities that were being refined and developed in the elementary school. This refinement and development likewise continue as long as the

¹Ibid., p. 19.
individual continues to learn. The newer demands made on reading by the secondary school curriculum make it unreasonable to expect the elementary school to complete the developmental process.¹

Jan-Tausch says:

Developmental reading designates a sequential plan of instruction, the purpose of which is to produce the skilled and enthusiastic reader—maximum progress for every student: slow, average, and superior. While its content is, in general, based upon the concepts and skills judged appropriate for the various grade levels of the curriculum, in actual functioning the developmental reading program provides for both vertical and horizontal growth in that 'new learnings are built on previous learnings and the base is broadened constantly.'²

Artley predicted that when the history of reading instruction is written the 1960’s will be noted for the emphasis on developmental reading programs on the secondary level.³

He goes on to state the reasons why developmental reading programs are not implemented, namely that there is a lack of specialized leadership and the lack of time available.⁴ He further says reading is a process and not a subject. Its continued growth cannot be turned over to the junior high English department, class, or teacher.

¹Guy L. Bond and Eva Bond, Developmental Reading in High School (New York: Macmillan, 1941), p. 54.

²Jan-Tausch, op. cit., p. 45.


⁴Ibid., p. 3.
Therefore he states that every teacher, within the context of their teaching area, must develop the competencies that contribute to effective reading.\(^1\)

In a later study Artley comes to the conclusion that most secondary programs are still remedial programs and not developmental.

He says trends may be seen in these directions:

1. Units dealing with aspects of reading and study taught as parts of the language arts or English program.
2. Short term intensive programs (one semester, four weeks, summer).
3. Voluntary programs for college bound, or any student who wishes to continue work in reading.
4. Reading taught in conjunction with English instruction. (This may mean many different things. Unfortunately it frequently means little.)
5. Reading and study taught in conjunction with one or several content areas.
6. Separate classes distinctly designated as reading and included as part of the regular secondary curriculum.
7. Free or sustained reading.\(^2\)

Carl Smith defines developmental, corrective, and remedial reading as follows:

Developmental reading instruction starts at the instructional level of a child, helping him to proceed at his own rate, and follows a sequential series of reading activities. This kind of instruction takes place in the classroom by the classroom teacher.

Remedial reading instruction includes the characteristics of developmental instruction but deals with children who read at two or more years below their capacity

\(^1\)Ibid., p. 7.

\(^2\)A. Sterl Artley, "Are Secondary Developmental Reading Programs Feasible?" The Quest for Competency in Teaching Reading, ed. by Howard A. Klein (Newark, Delaware: International Reading Association, 1972), p. 75.
or grade level. This kind of instruction is given by a remedial reading teacher outside of regular classroom settings, usually in a clinic or special classroom.

Corrective reading instruction, like remedial instruction, has the characteristics of developmental instruction. It deals with children who read up to two years below capacity or grade and is given by the regular classroom teacher in the regular classroom. The classroom teacher is the single most important factor in the process which determines whether or not and how well the child learns to read.

In summarizing, the writer noted that the surge in education is toward "quality" education. The emphasis is now toward an all-school developmental reading program. Even though few schools have this kind of program efforts have been noted.

The importance of teaching reading in the content areas was emphasized. Robinson said that we should visualize the teaching of reading in the secondary school as a fan which spreads through all subject areas.

Developmental, remedial and corrective programs have been defined.

Teachers face many common problems in the teaching of reading:

1. how to develop in every pupil a wholesome self-concept and a positive attitude toward reading;

1Carl B. Smith, Correcting Reading Problems in the Classroom, Target Series Book Four - The Classroom Teacher (Newark, Delaware: International Reading Association, Inc., 1969), p. 11.

2H. Alan Robinson, "Reading in the Total School Curriculum" (Speech delivered at the seventh annual conference of the Niagara Frontier Council of the International Reading Association, Buffalo, New York, October 7, 1967).
2. how to plan for the complex of skills that must be developed;
3. how to organize programs and classes for individual small group, and whole group instruction;
4. how to maintain balance among developmental, recreational, curricular, and news reading.
5. how to include content that will capture pupil interest;
6. how to foster growth in all areas of language;
7. how to diagnose individual strengths and weaknesses;
8. how to teach pupils to read and think on three levels;
9. how to base reading instruction on specific individual and group needs.¹

Better reading lies in the solution to these problems.

The self-concept of a person is important at any age level but can be rated extremely important at the junior high level. Failure in reading at this level has many damaging effects on a student. The teacher's role in building healthy self-concepts is crucial. There is a wealth of research evidence that shows the impact of teachers' attitudes on pupils' success.²

Whether a pupil sees himself as worthy or unworthy, capable or incompetent, confident or unsure of himself, will be determined largely by his teacher's reaction to him and his work.³

¹Reading Success with My Weekly Reader (Columbus, Ohio: American Education Publications, 1968), p. 3.
³Ibid., p. 4.
Recent studies have shown that teacher expectancy alone can determine academic success and intellectual growth of students.

To develop a student's self-confidence, teachers can:

1. Provide successful experiences;
2. Praise and give recognition;
3. Show interest and friendliness;
4. Instill self-discipline;
5. Know your pupils;
6. Develop responsibility; and
7. Develop in yourself a positive self-concept.¹

The diagnosis and appraisal of students is extremely important if a program is to be effective.

Carter has defined diagnosis as applied to reading, as a systematic and rational explanation of an individual inability to make anticipated progress in learning to read.²

Bond and Tinker give us various levels of diagnosis:

(a) appraisals which are routinely made for all children in the schools or for all children referred for special study;
(b) appraisals which are more detailed in character and are made only in those instances in which more analytical study is warranted; and

¹Ibid., pp. 4-5.

(c) appraisals which are highly individual in nature which are made only when confronted by more subtle cases.\footnote{Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, 1967), p. 154.}

The writer intends to set guide lines for a program that has the characteristics of a developmental program using some content material, but the diagnosis and evaluation of a corrective program.
CHAPTER III

A PROGRAM FOR JUNIOR HIGH STUDENTS AT HENRY CLAY SCHOOL

Reading Teacher's Role

The most important single aspect of the junior high curriculum is appropriate remedial instruction for students with reading difficulties. Evidence shows that many junior high students need extra help in reading; yet many are neglected because no provisions have been made to help them overcome their difficulties. At Henry Clay School time has been provided for these youths. They have a number of study periods which are drawn upon. They are still allowed to pursue their music, art, home economics, or industrial education interests as electives.

The policy has been to have the sixth grade reading teacher, the reading specialist, and the administrator hold a staffing on individual students who are experiencing difficulty in reading.

Cumulative folders, standardized test scores, informal inventories, and teacher observations are used as a basis for making recommendations. The guidance counselor is called in on certain cases where he has been seeing students on a regular basis.
Parents are informed by letter that their child has been recommended for the junior high reading course early in spring (Figure 1). Prior to this parents have been made aware of existing problems through conferences, phone calls, and report card comments.

The individual students are conferenced and told in which areas they have strengths and weaknesses and how they will benefit from the junior high program.

It has been said that the teacher has greater influence on better reading than the particular method that is used. "Every study that has been made recognizes the teacher as the most important key to success—regardless of methods, materials, or facilities."¹

After a general diagnosis has been completed and a student has been found to be doing well in nonreading subjects, but low in general reading ability he is then referred for further diagnosis. The referral is filed in the principal's office and is referred to Special Services for further testing by qualified personnel (Figure 2).

The student is either scheduled for the junior high reading program or the reading clinic.

The following reading tests are recommended for use before programming students in the reading classes. They are as follows:

Dear Parents,

In order to provide further reading services to seventh and eighth grade pupils, an individualized developmental reading program will be offered for those grades during the 1972-73 school year.

Various children will be selected for this program and the selection will be based on reading needs as determined by the Junior High reading teacher and the Reading Specialist.

Children selected will be placed on an individualized, developmental program, and will work under the direction of the Junior High reading teacher. Scheduled times for working in the reading room will replace Study Hall times on the pupils' daily program. A child in the reading program will be scheduled out of two or three study halls per week for work in the reading room. This should not affect or influence the opportunity to choose any other electives the child or parents may desire.

Your child, ____________________________, will be scheduled for this reading program next September.

Robert E. Fabich
Whitefish Bay Public Schools

REFERRAL SHEET TO SPECIAL SERVICES DEPARTMENT

PLEASE FILL OUT IN TRIPlicate

Date

1. Identifying Information:
   Name ____________________________ Sex _____
   Address __________________________ Phone __________
   Birthdate
   School ___________ Teacher ________ Grade_____

2. Referral to: (Check where applicable)
   ____ School Psychologist  ____ Guidance Counselor
   ____ Reading Specialist  ____ Speech Therapist
   ____ Other (Please specify) ___________________

3. Reason for Referral: (Be specific and complete)
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

4. Name of person making referral: ___________________

5. Approval of Assistant Principal: ___________________
   Parents Notified ___________________

6. Comments and other Information not included in
   Cumulative Folder:
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

Figure 2
1. Intelligence—Otis Quick Scoring Mental Ability Test, Beta Form, Grades 4-9.

2. Survey Test—Gates MacGinitie, Form E-1, 2, 3.

3. Wide Range Reading-Level II.

4. Wide Range Spelling-Level II.

5. Informal Reading Inventories—to find:
   a. Independent level
      Word recognition—99%
      Comprehension—90%
   b. Instructional level
      Word recognition—95%
      Comprehension—75%
   c. Frustration level
      Word recognition—90% or less
      Comprehension—50% or less
   d. Hearing Comprehension level:
      This is the highest level at which the child can satisfactorily understand materials when they are read to him. Criteria for judgment of adequacy of hearing comprehension are similar to those for establishment of the instructional level.
   e. The student's specific strengths and weaknesses.¹

The above information will help the student become aware of his levels of achievement and his specific strengths and weaknesses. Number 1, 3, and 5 are individually administered; while numbers 2 and 4 can be group tests.

The reading specialist should keep individual profiles on each student (Figures 3-4). These forms should be kept updated. Also, it is recommended that a summarized diagnosis and treatment sheet be maintained. This contains the weekly emphasis for each student (Figure 5).

¹Marjorie Seddon Johnson and Roy A. Kress, Informal Reading Inventories (Newark, Delaware: International Reading Association, Inc., 1965), pp. 6-12.
Henry Clay School  
Junior High Reading Program  
(Instructor Use)

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<tr>
<th>Name of Pupil</th>
<th>Grade</th>
<th>Date</th>
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Factors in Reading Achievement

Intelligence Test -

Vision-
Telebinocular-

Hearing-
Audiometer-

Left ear: Right ear:

Reading Achievement

Test-
Gates Mac Ginitie E (1,2,3)
Vocabulary-
Comprehension-
Speed-
Accuracy-
Wide Range Reading Level II
Wide Range Spelling Level II

Scores-

Other Information-
Figure 3
Henry Clay School
Junior High Reading Program
(Instructor Use)

| Name of Student
| Reading Instructor

| Glasses: Yes ___ No ___ | Approach: Visual ________ |
| Handedness ___________ | Auditory________ |
|                      | Kinesthetic____ |
|                      | Vis-Aud_______ |

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</tr>
</thead>
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<tr>
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<td>Phonetic</td>
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<td>Contextual</td>
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<tr>
<td>Dictionary</td>
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<td></td>
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<td>2. Vocabulary</td>
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<tr>
<td>Words in context</td>
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<tr>
<td>Special vocabulary</td>
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<tr>
<td>Extended meanings</td>
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<tr>
<td>3. Comprehension</td>
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<tr>
<td>Grasping main ideas</td>
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<td>Reading for details</td>
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<td>Perceiving relationships</td>
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<td>Critical reading</td>
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<tr>
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<td>4. Rate</td>
</tr>
<tr>
<td>Study reading rate</td>
</tr>
<tr>
<td>Accelerated Reading Rate</td>
</tr>
<tr>
<td>Skimming and Scanning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. Study Skills</td>
</tr>
<tr>
<td>Locating Information</td>
</tr>
<tr>
<td>Using SQ3R</td>
</tr>
<tr>
<td>Notetaking</td>
</tr>
<tr>
<td>Summarizing</td>
</tr>
<tr>
<td>Outlining</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. Library Skills</td>
</tr>
</tbody>
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<th>Date</th>
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</tr>
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Figure 4
<table>
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</thead>
<tbody>
<tr>
<td>7. Content Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td><strong>Reading Skill 1-6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Classification Pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of a Technical Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions for an Experiment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Detailed Statement-of-Facts Pattern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Problem-Solving Pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbreviations, Symbols, and Equations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Skill 1-6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture and Map Patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Noting Detail</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Cause and Effect Pattern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequential Event with Dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propaganda Pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Skills 1-6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension and Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graph and Chart Patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Movements</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions</td>
<td></td>
<td></td>
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<td><strong>Reading Skills 1-4</strong></td>
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Figure 4
Summarized Diagnosis and Treatment

Area to be strengthened:

Materials to be used:

Quarterly evaluation:

Weekly Emphasis (Student Objective Sheet Summary)

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

Comments:

Figure 5
## WEEKLY OBJECTIVES

<table>
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<tr>
<th>DAY</th>
<th>OBJECTIVES</th>
<th>MATERIALS USED</th>
<th>LEVEL</th>
<th>EVALUATION</th>
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**Emphasis-Objective (Indicate by number and letter.)**

(See Study guides)

I. Word Analysis  
II. Vocabulary  
III. Comprehension  
IV. Rate  
V. Study Skills  
VI. Library Skills  
VII. Content Areas

Adjusted emphasis for next week.

Figure 5
Methods by which students learn to read differ. It is essential that teachers are aware of which approach will help the student. Some students learn best by a visual-visual approach, some by a visual-auditory, some by a visual-kinesthetic, and some by a visual-tactual approach. The reading teacher must select and modify instructional procedures to meet the needs of each student.¹

An interest inventory filled in by the student can aid the teacher in suggesting books and activities of special interest to the junior high student. Book lists can be obtained from *Adventuring with Books: 2,400 Titles for Pre-Kindergarten-Grade 8* and *High Interest Easy Reading for Junior and Senior High School Students*. The librarian has checked in the latter book all the selections that are available in the Henry Clay School library.

**Student's Role**

Many junior high students enter the reading program embarrassed and sometimes belligerent because they have failed and they have received attention only when they have displayed unacceptable behavior.

When they are motivated and meet success, their self-confidence is built up and they are more apt to enjoy the reading program.

Teaching them to evaluate their own work, to be self-directed and to pace themselves is an important part of their learning experience. As they mature in these areas, learning becomes more meaningful to them.

Hintze sets the following objectives for the high school program which would be applicable to the junior high program, also. They are as follows:

1. To encourage each individual to evaluate his specific reading strengths and weaknesses, and to plan a personal reading improvement program.
2. To instill confidence in reading ability by helping each student achieve a better balance between his reading capacity and his reading performance.
3. To develop general reading skills to an acceptable level of proficiency.
4. To develop specific study-reading techniques for improving comprehension and retention in the content areas.
5. To encourage wide and varied literature experience through the reading of fictional and non-fictional selections.
6. To provide practice in selecting and combining reading.
7. To build understanding that the learned and practiced reading-thinking skills are applicable in the related skill of listening.

---

1Lois Hintze, "Developmental Reading Guide," Whitefish Bay, 1972, p. 3. (Mimeographed.)
Study Plans

At the outset of the school year a teacher-guided, planned program of instruction is a necessary part of the reading program in the junior high.

The following guides are intended to be models from which the reading teacher can extend into other academic fields. They may be used with individual or in small group instruction. Refer to the appendix for the guides.¹

Summary

The writer is more conscious now than ever of the importance of a reading program on the junior high level.

The technological time we live in has put greater strain on the student. Science programs, as an example, are more highly-developed and demand more extended vocabularies and skill development.

Many students reach this level unprepared to cope with the amount and type of required reading. Therefore, allowing time for help in reading in the junior high schedule is very important.

Good diagnosis, evaluation, and reading plans by the teacher are essential if a program is to succeed.

As the student meets success in reading his self-confidence is built up and he is motivated to try harder in all areas affected by reading.

¹See Appendix, pp. 34-42.
BIBLIOGRAPHY

Books


Smith, Carl B. *Correcting Reading Problems in the Classroom: The Classroom Teacher.* Target Series. Newark, Delaware: International Reading Association, 1969.


. Reading Diagnosis and Remediation. Newark, Delaware: International Reading Association, 1968.


Articles and Periodicals


Reading Success With My Weekly Reader. 1968.


Unpublished Materials

Heyerdahl, Lawerence. "Reading Curriculum: Junior High School." Whitefish Bay, Wisconsin (August, 1963), ii. (Mimeographed.)


APPENDIX
## STUDY GUIDES

### Henry Clay Junior High Reading Program

#### I. Word Analysis

**Materials:**
- *English Grammar and Composition, 7-8*
  Warriner, Treanor, Laws
  Chicago: Harcourt, Brace, and World, Inc. 1969
- *Phonics We Use Books F and G*
  Chicago: Lyons and Carnahan, Inc. 1966
- *SRA Reading Laboratory, IIc-IIb*
- *Flash X Machine-Spelling Cards-Grades 6-9*
- *100 Spelling Demons (Ditto)*
- *Be A Better Reader-A,B,C,I,II,III*

**Areas of Emphasis and Materials**

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<td><em>Phonics We Use, G</em></td>
<td>pp. 67-68</td>
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<tr>
<td>Suffixes</td>
<td><em>Phonics We Use, F</em></td>
<td>pp. 63-66</td>
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<tr>
<td></td>
<td><em>Phonics We Use, G</em></td>
<td>pp. 63-66</td>
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<td></td>
<td>pp. 69-74</td>
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<td>Syllabication</td>
<td><em>Phonics We Use, F</em></td>
<td>pp. 86-92</td>
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<td><em>Phonics We Use, G</em></td>
<td>pp. 86-92</td>
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<td>Consonants, Vowels</td>
<td><em>Phonics We Use, F</em></td>
<td>pp. 1-62</td>
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<td><em>Phonics We Use, G</em></td>
<td>pp. 1-62</td>
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<td>pp. 111-112</td>
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<td><em>Phonics We Use, G</em></td>
<td>pp. 111-112</td>
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<td><em>Text-7</em></td>
<td>pp. 248-275</td>
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<td><em>Teaching Test-7</em></td>
<td>pp. 33-34</td>
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<td><em>Flash X</em></td>
<td>Cards Grade 6-9</td>
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<td>Be A Better Reader</td>
<td><em>A,B,C,I,II,III</em></td>
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34
## I. Word Analysis - 8

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<td>pp. 63-68; 69-74</td>
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II. Vocabulary

Special Vocabulary
Materials:
- *English Grammar and Composition*, 7-8
  Warriner, Treanor, Laws
  Chicago: Harcourt, Brace, and World, Inc.
  1969.
- *Text-Teaching Tests*, 7-8
- *Success with Words-Social Studies*,
  *English, Science, Math*, Harold Herber
- *Word Puzzles and Mysteries*
  *Scope/Word Skills II*
  Scholastic Book Services, 1970

General Vocabulary
Materials:
- *Vocabulab III Kit*
- *Ed! Word Clue Books*, G-M
- *Reading for Understanding Kit*

Kaleidoscope of Skills: Reading
Vocabulary Games:
- Probe
- Scrabble
- Family Fun with Words - Reader's Digest
  (Ditto)
- RSVP

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<td>Text-7</td>
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<td>pp. 488-497</td>
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<td>Using New Words</td>
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<td>pp. 503-509</td>
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<td>Word List</td>
<td>Text-7</td>
<td>pp. 509-511</td>
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<td>Text-Teaching Tests</td>
<td>Text-7</td>
<td>pp. 53-58</td>
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Kaleidoscope of Skills: Reading
Word Puzzles & Mysteries
Vocabulab III

Start with Level A
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<td>R.S.V.P., Scrabble, Probe, Family Fun with Words Games</td>
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### II. Vocabulary-8

- Learning New Words: Text-8 pp. 555-558
- Related Word Forms: Text-8 pp. 558-559
- Special Vocabularies: Text-8 pp. 577-584
- Text-Teaching Tests: Text-8 pp. 57-68
- Success with Words—Social Studies, English, Science, Math: To be selected
- Word Puzzles and Mysteries: To be selected
- Vocabulab III: To be selected
- Reading for Understanding: To be selected
- Edl Word Clue Books: To be selected
- Kaleidoscope of Skills: Reading: To be selected
- Probe: To be selected
- Scrabble and RSVP: To be selected
- Family Fun with Words: To be selected

Eighth grade students can continue with supplementary materials where they left off while in seventh grade.
III. Comprehension


Kaleidoscope of Skills: Reading

Webster Readers
Barnell Loft Series
Reader's Digest
Controlled Reader Books
Teen Age Tales Series
Allyn and Bacon
a) The Time is Now
   With It
   Winner's Circle

Gates Peardon Reading Exercises
Checkered Flag Series
Trompit
Moments of Decision Tapes

Texts - Literature

Movie: Comprehension Skills
   The Mature Reader
   Defining a Good Reader

Using the above materials the following skills can be developed.

1. Understanding sequential development
2. Select main ideas
3. Read for detail
4. Understanding concepts - developing mental images or abstract concepts
5. Making inferences and generalizations
6. Draw conclusions
7. Make value judgments
8. Mastery of content
IV. Rate

Materials:  
- SRA Rate Builders, IIb, IIc
- McCall Crabs Lessons
- Kaleidoscope of Skills: Reading
- Be A Better Reader, A, B, C, I, II, III

Controlled Reader Machines and Books

1. SRA Rate Builders - Paragraph and Questions, timed
2. Mc Call Crabs Tests - timed
3. Kaleidoscope of Skills: Reading - timed stories
4. Be A Better Reader - each book has special pages that develop rate
5. Controlled Reader - develop rate and recall
6. Pacers - can be used with any book
7. Movie: Reading Improvement: Effective Speeds

To teach the student to vary rate for different reading needs
Materials:  
- English Grammar and Composition Book 7-8
- SRA Organizing and Reporting Skills
- EDL Study Skills Library
  - Reference
  - Science
  - Social Studies
- Use of S.Q.3R method-SRA Reading Lab
  - Survey
  - Question
  - Read
  - Review
  - Recite

Movie: Reading Improvement: Word Recognition Skills

Explanations & Reports  
Writing Summaries & Reports  
| Chapter 20 | p. 374-392 | Text-7 |
| Chapter 22 | p. 436-455 | Text-8 |

The kits have plans to follow.

Dictionary  
English Grammar and Composition

| Finding words | Text-7 | p. 466-469 |
| Text-8 | p. 512-517 |

| Finding the right meaning | Text-7 | p. 470-473 |
| Text-8 | p. 517-520 |

| Kinds of information in a dictionary | Text-8 | p. 521-527 |
| Spelling | Text-7 | p. 474-478 |
| Text-8 | p. 528-531 |

| Pronunciation | Text-7 | p. 479-484 |
| Text-8 | p. 532-536 |
VI. Library Skills

Materials:
- English Grammar and Composition, 7-8
- Teaching Tests, 7-8
- Guidebook for Teaching Library Skills - Book Four

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Using the Library

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VII. Listening Skills

Materials:  
English Grammar and Composition, 7-8  
SRA Reading Lab, IIb, IIc

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WHITEFISH BAY JUNIOR HIGH

OUTLINE OF READING SKILLS

I. Vocabulary development
   A. Word discrimination skills
      1. Listening vocabulary
      2. Speaking vocabulary
   B. Word attack skills
      1. Context word attack of:
         a. Different meaning of words
         b. Meanings which apply
         c. Accent and pronunciation aids
      2. Phonetic word attack of:
         a. Vowel sounds
         b. Short and long sound of each vowel
         c. Sounds of certain vowel combinations
         d. Common endings and prefixes
      3. Structural word attack of:
         a. Root words (words that cannot be divided)
         b. Root words plus endings (prefixes and suffixes)
         c. Compound words (words made up of root words each having its own meaning)
      4. Dictionary word attack of syllabication and diacritical marks

II. Oral reading development
    A. Purposes of:
       1. Read to answer a question
       2. Read to illustrate a point
       3. Read to prove a point
       4. Read to show difference in meaning
    B. Interpretation of the material
       1. Read for proper phrasing
       2. Read for meaning
       3. Read for inference
       4. Read with proper speed
       5. Read with inflection
    C. Integration of speech activities

III. Silent reading development
    A. Types of reading
    B. Visual rather than motor
    C. Rate of speed
IV. Comprehension development
A. Informative material aids
   1. Paragraph development aids
      a. Contrast construction
      b. Enumeration construction
      c. Comparison construction
   2. Signal word aids (perceptual words)
      a. Maintain some speed (and, furthermore, also)
      b. Weighty idea coming (therefore, consequently)
      c. Prepare to stop (as a result, finally)
      d. Signal turn about (but, nevertheless, despite)
   3. Key word aids
   4. Reading aids
      a. Heading cue
      b. Punctuation cues
      c. Typography cues (bold faced type, italics)
      d. Topic sentence placement cue
      e. Summation cue
B. Organizational skills
   1. Find main ideas
   2. Find details
   3. Relate details to main ideas
   4. Draw conclusions
   5. Prepare an outline
   6. Employ note taking
C. Reference Skills
   1. Use of glossary
   2. Use of encyclopedia
   3. Use of Readers' Guide
   4. Use of cross references
   5. Use of indexes
   6. Use of graphs, maps, charts and pictures
   7. Use of skimming to determine usefulness of material
D. Critical reading skills
   1. Determine relevancy
   2. Determine accuracy
   3. Determine validity
   4. Determine significance
   5. Determine implications
E. Study methods
   1. Use of S.Q.3R
      a. Survey
      b. Question
      c. Read
      d. Review
      e. Recite
   2. Use of varied reading rates
V. Recreation and wide interest development
   A. More varied
   B. More refined
   C. More mature
INVENTORY OF PUPIL INTERESTS AND ACTIVITIES

Name ___________________________ Date of Birth ______ Age ______
Grade ______ School ______ Teacher ______ Date ______

1. What do you usually do:
   a. Directly after school? __________________________
   b. In the evening? __________________________
   c. On Saturdays? __________________________
   d. On Sundays? __________________________
At what time do you usually go to bed? __________________________
When do you get up? __________________________

2. In the space below write the full names of your close friends:
   a. __________________________
   b. __________________________
   c. __________________________
Do you have a nickname? ____ What? ____ Do you like it? ____
Would you rather be by yourself, with other boys, girls, or boys and girls? (Underline)
Do you quarrel with your friends? Never, sometimes, often. (Underline)
If you have any brothers or sisters, how old are they?
________________________
Do you play with them? __________________________
Do you do things with your father or mother? ________
What? __________________________

3. To what club or organizations do you belong? ________
What do you do in your club? __________________________
Are you an officer? __________________________
How long have you been a member? __________________________
Where do you meet? __________________________ When __________________________
Do you go to church? __________________________
4. Do you take any kind of special lessons outside of school?
   ____________________________
   What kind?___________________ Do you like them?____________
   Is there another kind of lesson you would rather take?_________

5. Do you receive spending money?______________________________
   Regularly or occasionally?______________________________
   Do you have a job after school or on Saturdays?_______
   If so, what do you do?______________________________
   How many hours each week do you work?__________________
   If you do not have a job, have you ever earned any money?___________How?____________________
   Do you have regular duties to do at home?________________
   What?________________________________________
   What do you use your money for?______________________

6. How often do you go to the movies?________________________
   With whom, usually?________________________
   Underline the kinds of pictures you like best:
   Comedy western sad news love serial mystery gangster educational cartoons

7. Have you been to a farm___ circus___ zoo ___
   museum___ amusement park___
   Do you ever go to concerts? _____ How often?__________
   Have you ever been to a picnic? Have you ever taken a trip by boat? ___ Train ___ Airplane ___ Bus ___ Auto-
   mobile ___ Where did you go?_______________________

8. What are your favorite television programs? 1.________
   ______________________ 2.________________________
   ______________________ 3.________________________
   To how many programs do you listen regularly?
   One, two, three, or more. (Underline)

9. What would you like to be when you are grown?_______
   What would your father and mother like you to be?______
10. Do you have a pet? _____ What?________________________
   Are you making any collections?________________________
   What?______________________________________________
   Do you have a hobby?________________________ What?_____

11. Do you like school?________________________
    What school subjects do you like best?
    1.________________________ 2.________________________ 3._____
    What school subject do you dislike most?____________
    What other subjects do you dislike?____________________

12. About how much time each day do you spend doing school
    work?____________________________________________
    Do your parents make you study?  Never,  Sometimes,  Often.
    Do they help you with lessons?  Never,  Sometimes,  Often.

13. Do you enjoy reading? ______ Do you like to have some-
    one read to you?_________ Who?__________ Do your
    parents encourage your reading at home?_______________
    How often do you get books from the library?__________
    How many books do you have of your own? _____________
    Name some of them _________________________________
    About how many books are there in your home? ________
    What other books would you like to own?______________

    Underline the kinds of reading you enjoy omost?
    history, travel, plays, adventure, science, poetry, novels, detective, fairy tales, animal stories, mystery stories, biography, music, art.

14. What newspapers do you have in your home?__________
    What parts do you read?______________________________
    What magazines are received regularly in your home?
15. If you could have an ideal teacher, how would you like him to be?

16. What would you like the teacher to do to help you when you have some difficulties?

17. When you have any troubles, would you like to stay and talk it over with the teacher? Yes_____ No ______
   Why would you like to do this? _________________________
   Why wouldn't you like to do this? _________________________