

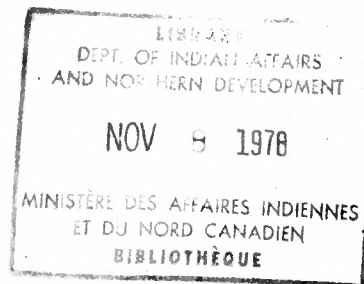
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A DIAGNOSTIC SURVEY OF THE READING
STATUS OF STUDENTS IN THE RESIDENTIAL
SCHOOLS AT GORDON'S AND MUSCOWEQUAN

Dr. James R. Gordon

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A DIAGNOSTIC SURVEY OF THE READING STATUS
OF STUDENTS IN THE RESIDENTIAL SCHOOLS
AT GORDON'S AND MUSCOWEQUAN

Prepared by Dr. James R. Gordon

for

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A DIAGNOSTIC SURVEY OF THE READING STATUS
OF STUDENTS IN THE RESIDENTIAL SCHOOLS
- AT GORDON'S AND MUSCOWEQUAN

Inability to read is recognized by the majority of educators as the most important cause of failure in school. At the primary level the teaching of reading is considered by most teachers to be their major educational task. A child comes to school expecting to learn to read. Parents send their children to school expecting that the teacher will begin to instruct their children how to read immediately. Supervisors and principals frequently assess a teacher's ability in terms of how well the students have conformed to the "norms" in reading. All too often these norms are those that are indicated on a standardized test.

Many children do not learn to read as quickly and as well as educators have determined they should. The basal reader lends itself to presupposing that all children can and will learn at the same time, in the same manner, in the same sequence and at about the same rate. It is well known this is not true. The basals make allowances and recommendations for individualizing instruction but many teachers fail to realize this.

Reading difficulties can drastically affect a student. Frequently they are the main cause of failure in the Primary grades. This is particularly true if reading is the sole criteria for determining the unit to which they are assigned. At all grade levels a student's self-concept is constantly being reinforced by his reading ability. If he constantly reads poorly he will be comparing himself unfavorably with his classmates each time. He is not likely to like what he sees. In the intermediate grades success in all subject areas becomes difficult if not impossible for students with serious reading problems.

Schools must accept the challenge to change and modify their school programme to suit the educational needs of their students. If the children are not responding

to the present method or approach to teaching, more of the same will not remediate the problem.

Change for the sake of change, however, is not justifiable. Change should be based on accurate and valid assessment. It should be built upon the strengths and should attempt to eliminate the weaknesses of present programmes.

Purpose

The purpose of this study was to analyse in detail the reading status of the pupils in the two residential schools at Gordon's and Muscowequan in Saskatchewan. A profile was drawn for each pupil in which were indicated his phonetic weaknesses, his reading levels, his vocabulary grade level and level in listening. A class profile was drawn from which a cumulative picture for each class could easily be seen.

This study was undertaken in an attempt to assess the strengths and weaknesses of the present programme, to engender an increased interest in the teaching of reading for the teachers in the schools, to provide assistance in the grouping for next term's classes and to give a solid basis and guidance for future educational plans in the schools.

Method

Part I of the study was conducted during the month of May 1969. Five clinicians tested the children in the reading area and two educational psychologists administered the WISC to a sample of 39 randomly selected students.

The following tests were utilized:

A. Botel Reading Inventory

This is a group test and includes a Phonics Mastery Test, a test of Comprehension and a Listening Test.

B. Peabody Picture Vocabulary Test

This test was designed as a test of verbal intelligence. To administer this test the subject was shown a plate upon which were four pictures. He was given a key word and asked to indicate the picture of the word said. The raw scores obtained from this

test were converted into mental ages. A vocabulary mental age of 6-0 to 6-11 was assumed to be the vocabulary level that we expect of the average first grader. A vocabulary mental age of 8-0 to 8-11 was assumed to be the level we would expect for the average third grader.

C. Test of Color Blindness

This test was used at the beginning of each session only to help establish rapport.

D. Informal Reading Inventory

Betts' criteria was used to determine the independent, instructional and frustration levels. Care was taken not to penalize the students for accent and obvious characteristics of their own vernacular.

The Informal Reading Inventory yielded three reading levels. These levels were determined by having each child read individually from material at various grade levels. All errors such as substitutions, hesitations, repetitions, omissions and refusals were carefully recorded to determine his word-calling ability. Questions were also asked to determine the level of comprehension that he attained for each selection.

Sample

The sample used for this study consisted of all the students at Moscowequan Residential School who were present during the day when their class was tested (145 subjects). At Gordon's Residential School 171 subjects, consisting of all grade one to six students present on the day of testing, two of the seven students in seventh grade and four of the five eighth graders were used.

One hundred and fifty-eight students at Punnichy Public School were also given the vocabulary test as well as the Comprehension and Listening sections of the Botel Reading Inventory. This sample consisted of 106 Indian children-- grades one to seven, and fifty-two randomly selected pupils from grades one to seven who were not from the reserves.

Findings

No significant difference was noted when comparing the two residential schools. No advantage could be seen in interpreting the data from each of these schools individually and attempting to make comparisons. For the purpose of this study, the data from both schools was combined and interpreted.

Table I indicates the independent levels as found by the Informal Reading Inventory. The independent level is the grade or level of difficulty of the reading material which a student can and will read independently. To be able to read at this level the student must be comfortable with the task. He will experience little or no difficulty unlocking new words. Virtual perfection of word calling is necessary so that nothing will slow him down and break his train of thought or interfere with the pleasure he is experiencing during the reading task. His comprehension should be at least 90 per cent if he is to read at this level. If children are expected to practice and improve their reading skills, they must be given opportunity to read material that is written at their independent level. Not only will this consolidate the skills that have been taught during the formal reading lesson but it will also develop positive attitudes about reading and about themselves.

To work at this level, both word-calling ability and comprehension must be high. If either of these drops, the child is likely to stop reading for his enjoyment level is no longer high enough to motivate him to continue. Fluent word calling ability is not enough. A score of zero indicates that no independent level was found.

TABLE I

5.

INDEPENDENT

GRADE LEVEL		I	II	III	IV	V	VI	VII	VIII
	8				1	2			
	7					1			1
	6				1				1
	5				1	6	2		1
	4				1	4	6	1	2
	3		1	8	11	15	12	1	
	2		3	11	25	13	11		
	1	3	20	25	11	9	3		
PP	12	14	5	3	1	1			
0	42	15	1	1					

GRADE PLACEMENT

The diagonal line represents the grade level at which the majority of these children will be placed next term.

Table II indicates the distribution of instructional levels for the sample.

The Instructional Level is the level of difficulty of the material that may be used for instructional purposes in the classroom. The material is more difficult than the previously mentioned level but the teacher is available to provide purpose or motivation for the student. The teacher is also available to give special help and direction that the class or individual may require. Without this help, the pupil would soon become frustrated with the material. The further the pupil must operate from his instructional level, the more difficult it becomes for both him and his teacher. The optimum situation is to have every child working in texts and books at his instructional level.

The criteria for this level is at least 75 per cent comprehension of the material and about five word errors per hundred.

This study found that the situation was particularly serious in this area. Only 10 per cent of the students will have an instructional level that is at or above their grade placement for next fall. Fourteen per cent will be expected to work with an instructional level one year retarded, 32 per cent will be two years retarded, 24 per cent will be three years retarded. Three students, at the end of grade six, have an instructional level of grade one.

The implications here are numerous. Most important, however, is that the teachers must not assume that these students can be given reading assignments in their prescribed text or reference books and read them with any degree of success or interest. They must be prepared to spend much time and effort in preparing the class for reading assignments--provide strong motivation, extensive vocabulary assistance, and a supply of material that is written at the appropriate level. To accomplish the latter, the teacher may well expect to re-write some of the material himself.

TABLE II
INSTRUCTIONAL LEVEL

7.

GRADE Level

	I	II	III	IV	V	VI	VII	VIII
9					1			
8				2		2		
7					2	3		
6				1	6			1
5			1	2	4	9	2	1
4			3	7	10	8		1
3		6	12	24	18	12		1
2	3	10	14	18	6	6		
1	9	23	18	2	1	3		
PP	18	9	2	1	1			
0	28	5	1					

GRADE PLACEMENT

FRUSTRATION LEVEL

GRADE LEVEL

	I	II	III	IV	V	VI	VII	VIII
9				2		2		
8					2	2		
7				1	6			
6			1	3	3	10	2	2
5			3	6	12	7		1
4			8	15	8	6		1
3	1	6	13	16	17	10		
2	4	18	21	11	5	5		
1	21	18	4	3	1			
PP	32	11						

GRADE PLACEMENT

Table III is a distribution of the frustration levels found for the sample.

The Frustration Level is the level of material that a child finds too difficult. His comprehension is less than 50 per cent or he is making more than 10 word-calling errors per hundred. Under normal conditions the teacher does not have time to give the pupil enough help to work in material that is this difficult. Being exposed to such material is likely to cause a child to dislike reading.

This table indicates that over 90 per cent of the students will be expected to operate at frustration level next term when working in the prescribed texts.

Vocabulary Grade Level

This is the average level of vocabulary that we would expect a child, under normal conditions, to have at a specific grade level. i.e., Vocabulary Grade Level of 3 is the average score obtained by Grade 3 students. This is the vocabulary that the textbook writers would assume that the Grade 3 child would have when he is assigned a Grade 3 text. The amount of deficiency here should give some indication of the difficulty the child is likely to experience when he is working at his grade placement level. A negative score signifies years below preprimer level.

Tables IV & V indicate the distribution of vocabulary grade levels of the residential school children. It is noted that only 1 per cent of these pupils have a vocabulary score above their next terms grade placement. In all grades from 1 to 6 some students are working at the preprimer level--a total of 15 per cent of the population.

TABLE IV

10.

VOCABULARY GRADE LEVEL - RESIDENTIAL SCHOOLS

GRADE LEVEL

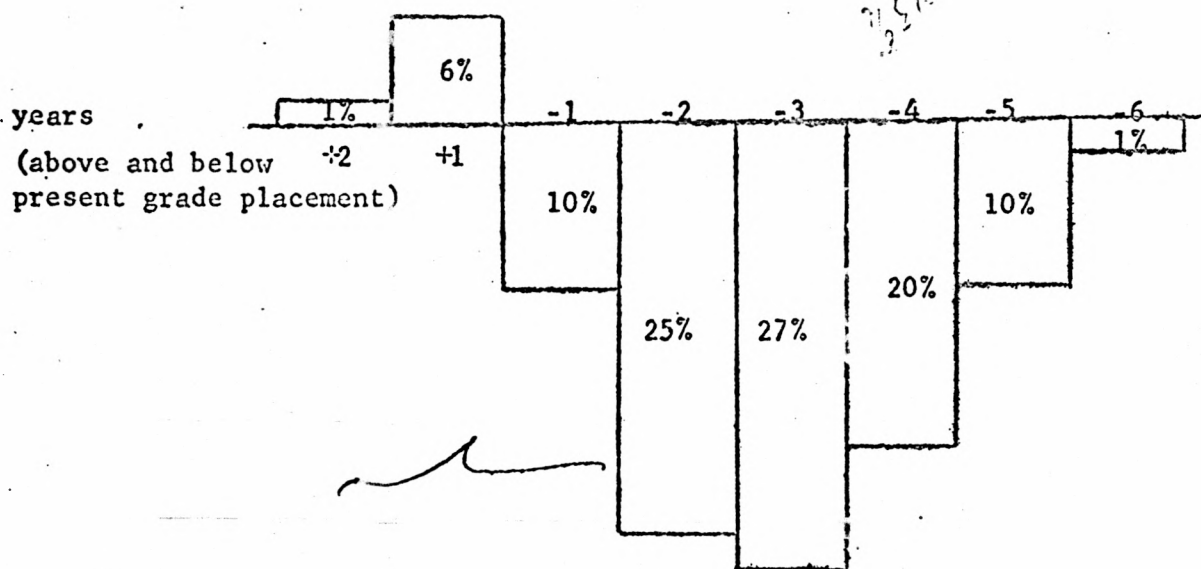
	I	II	III	IV	V	VI	VII	VIII
9								1
8						I	I	
7					1	3		1
6					1	3		
5			1	7	12	12	1	I
4			I	5	3			
3		4	I	2	5	6		
2		6	9	17	16	12		1
I	3	26	23	16	10	5		
-1	25	13	14	7	I	I		
-2	23	4	I	2				
-3	5							
-4	1							

GRADE PLACEMENT

TABLE V

11.

VOCABULARY GRADE LEVEL - RESIDENTIAL PUPILS



Expected 'average' range

The vocabulary grade level distribution of the Indian students currently enrolled in the integrated school is presented in Tables VI and VII. It is noted that almost twice the percentage of these students will work at the same level as their present vocabulary grade score next term when compared with the residential students--11 per cent v.s. 6 per cent. It is also important to note that almost half of the residential children are three or more years deficient whilst only 23 per cent of the integrated children have this great a handicap.

TABLE VI

12.

VOCABULARY INTEGRATED INDIANS

GRADE LEVEL

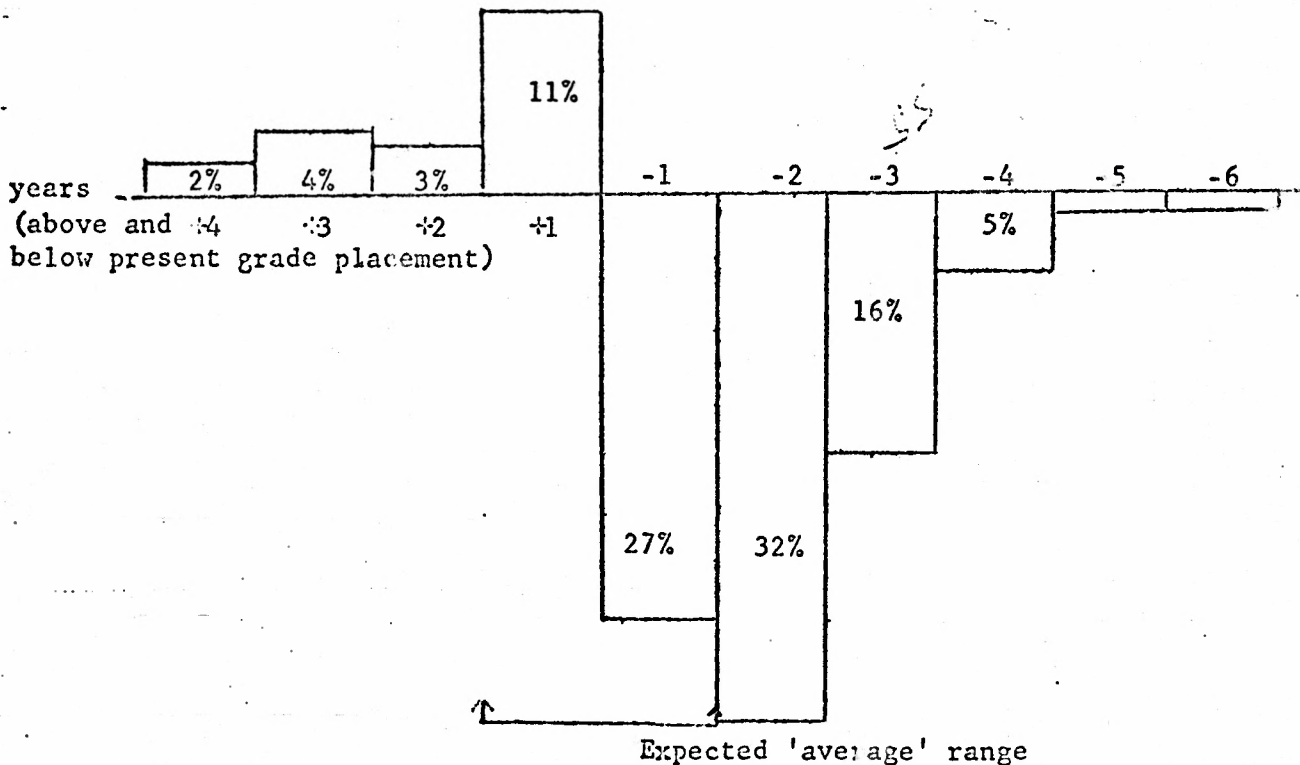
	I	II	III	IV	V	VI	VII	VIII
11							1	
10						1	4	
9								
8								
7						3	5	
6				1	4	2	5	
5			1	2	5	2	1	
4	1			4			1	
3	1	1	1	5	1	1		
2	2	2	8	1	2	1		
1	8	4	6			1		
-1	9	3	1					
-2	5							

GRADE PLACEMENT

TABLE VII

13.

VOCABULARY GRADE LEVEL
INTEGRATED SCHOOL - INDIAN CHILDREN



Indian children from the reserves who have been integrated into the provincial school. N = 106

Tables VIII and IX indicate the distribution of scores of a sample of 52 students from the integrated school from which the Indian children who reside on the reserves have been excluded. This is a fairly normal distribution in which present placement (end of the term) plus or minus one year comprises 55 per cent of the sample, 31 per cent of the scores are above this and 14 per cent of the scores are below. From this we can imply that our instrument appears to be valid.

It is important to note that these tables represent the total Indian population of the schools and no attempt was made to establish equivalent samples.

VOCABULARY GRADE LEVEL
INTEGRATED SCHOOL

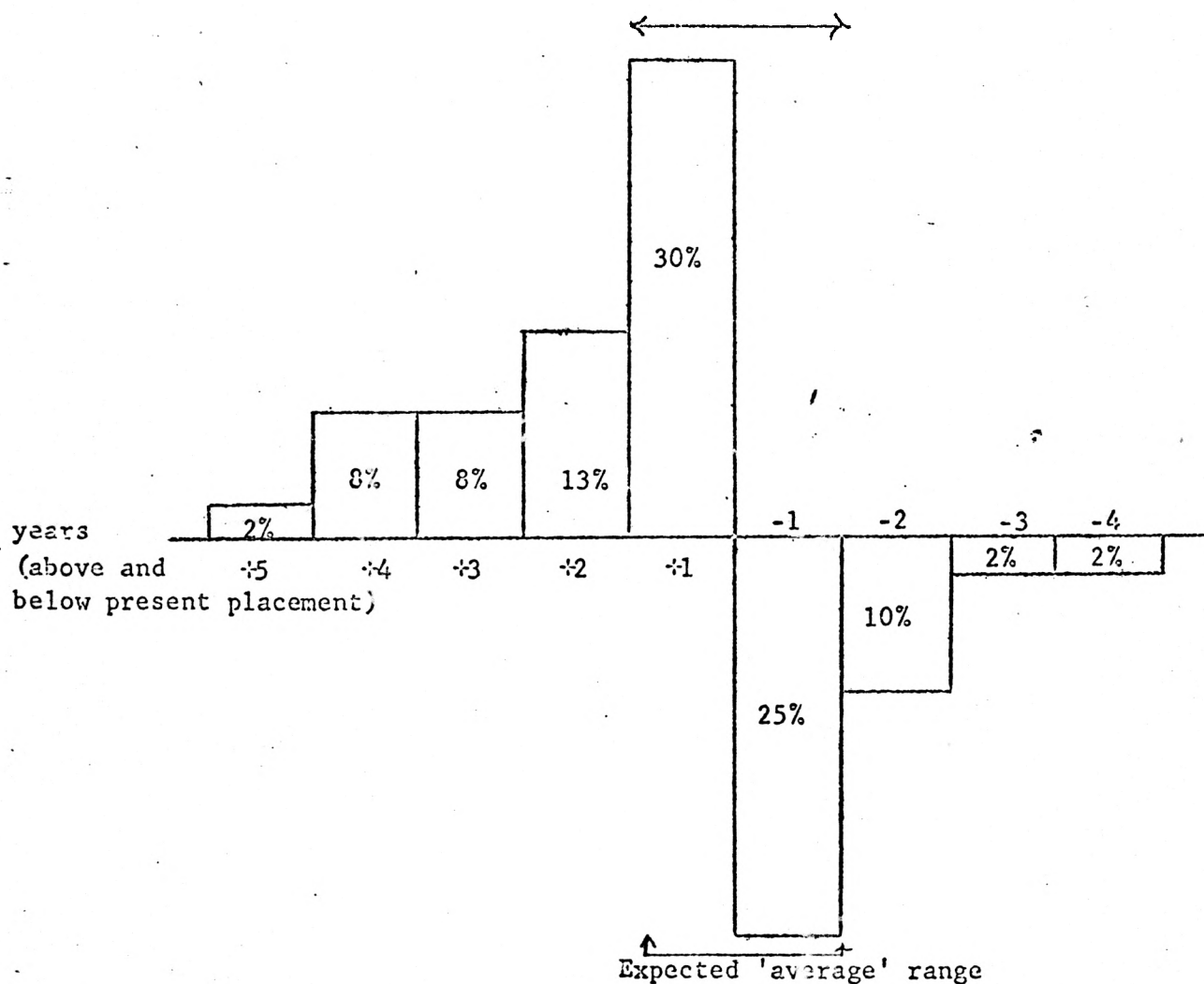
GRADE LEVEL

	I	II	III	IV	V	VI	VII	
10						4	2	
9				1			2	
8						1		
7					1	3		
6			1		2		1	
5			1	6	5			
4	1	1	3					
3	1	1	3					
2	1			1				
1	5	3		1				
-1	1							
-2								

GRADE PLACEMENT

VOCABULARY GRADE LEVEL
INTEGRATED SCHOOL

Typical end of year situation/score



These students are from the integrated school. Indian children from the reserves have been excluded from this sample. N = 52

Reading Comprehension

An instructional level in reading comprehension was determined by utilizing the Word Opposites Test (Reading) from the Botel Reading Inventory. In this test a key word was given and the student was required to pick its antonym from a group of three or four words. A score of 70 per cent or better was accepted as instructional level. Only one word had to be decoded and remembered at one time for this test. This may account for the fact that superior comprehension was noted on this test to comprehension scores on the informal reading inventory where comprehension involved interpretation, making inferences and judgements and getting the main idea of a complete selection. The results of this test are shown in Table X. Once again it supports the contention that the vast majority of the children will be working at an instructional level which is well below their grade placement for next term.

READING COMPREHENSION

	I	II	III	IV	V	VI	VII	VIII
Sr								
Jr				2		1		1
6			1	4	6	11	4	2
5			8	27	28	28	2	2
4		6	18	11	4	2		
3	2	20	18	7	7			
2	4	11	4	4	4	1		
1	6	10	2					
0	46	6						

GRADE LEVEL

GRADE PLACEMENT

TABLE XI

18.

LISTENING

	I	II	III	IV	V	VI	VII	VIII
Sr						3		
Jr					2	4		
6				1	2	9		
5			11	17	32	21		
4			12	1	4	1		
3	2	20	15	3	7	5		
2	4	13	11	3	3			
1	8	3						
0	44	15	2					

GRADE PLACEMENT

Listening

The listening test was the same test as the comprehension test except that this time the words were read to the students and from these they selected the antonym to the first word. It would be expected that the children would do much better on the listening test than on the reading test. This is the normal situation for remedial readers. However, such was not the case. Table XI is a distribution of the listening score. When compared to reading (Table X) a slight decline in scores was noted.

Conclusion

From the data assembled during this study it would seem obvious that the present reading programme is not accomplishing the desired results.

Very few of the children are able to read at an instructional level in the grade level at which they are presently assigned or at which they will be placed next fall. Over 90 per cent of the pupils will be expected to work at their frustration level. Not only is this difficult for the teacher as these children will require excessive help motivation and encouragement, but it will be extremely discouraging for the students. To consistently work at a frustration level must eventually develop a negative self-concept in the child and a very negative attitude towards school in general and reading in particular.

The investigators were all impressed with the word-calling skills that the majority of these children had developed. Their comprehension abilities were strikingly deficient, however, and word calling without comprehension is not reading.

Vocabulary levels were generally low for all of the residential children. This was obviously a serious handicap to reading. Much of their difficulty with comprehension could probably be traced to this weakness. The present vocabulary training programme is not adequate. Those pupils attending an integrated school showed a marked superiority in vocabulary but were still deficient when compared to the normal population.

Vocabulary scores on the WISC too were consistently lower. When comparing vocabulary scores obtained by residential children to those of the Indian children in an integrated school it would seem to indicate that the integration aided a general improvement in vocabulary. It is important to note, however, that we have no way of being sure if this is due to the effects of the school situation or if it can be attributed to the differences in ability of those students who are sent to the residential school.

Listening is receiving an increasing amount of recognition from educational researchers. Several studies indicate that listening ability is the best single predictor of success in reading. The listening skills of the residential school students seemed weaker than their reading comprehension. The listening test for this study used a vocabulary identical to the vocabulary in the reading comprehension test with which it was compared. Thus, the drop in score for listening cannot be attributed to either language or vocabulary problems.

The distribution of Frustration Levels indicated that very few of the library books presently being used can be read at the independent level by those students for whom they have been selected.

Recommendations

This study would seem to indicate that the traditional approach to teaching reading is not as successful as the administrators or the teachers would wish. However, two strong areas were evident.

All of the teachers are very familiar with the techniques and materials of the basals they are currently using and are comfortable with them. The scope and sequence of skills have been carefully planned and presented. The teacher's manual and students' workbooks are extremely helpful. The data assembled for this study seem to indicate that the phonics part of the programme has been adequate. Comprehension, however, was found to be weak. The majority of the children were attempting to work at their frustration level. Few of them indicated any real interest in reading which should be one of the chief goals in any reading programme. With these points in mind the following recommendations were made:

1. Emphasis on Language Experience

The Language Experience approach sees learning to read as part of the process of language development. It recognizes the close relationship among speaking, listening, writing, and reading. It contends that a student's progress in reading is determined by the extent of his experience in all of the language media. It contends that a child cannot be expected to deal with language or concepts in reading that are much in advance to those which he can speak or write. Dr. R. Van Allen, one of the prime leaders of this approach, stated:

"What I can think about, I can talk about.
What I can say, I can write.
What I can write, I can read.
I can read what I write and what the other
people can write for me to read".

Liberal use of trips outside of the classroom, pictures, stories, filmstrips, films, etc. are strongly advocated. Especially important could be the use of each child's drawings to give purpose and identification to their

stories. This technique is similar to creative writing in the more advanced grades and provides an interesting and exciting method of supplementing the present basal series.

Two areas of weakness indicated by this study were vocabulary and listening. Both of these could be strongly supported by a good Language Experience emphasis.

The Language Experience Reading Program published by W.J. Gage could be initiated in one school. This is an imaginative program with strong emphasis on speaking, listening, writing and reading. It starts at the kindergarten level and provides excellent source books for the teacher; pictures, practice books and readers for the children. A very strong section on listening and the wealth of material in the source book would make it very attractive to all primary teachers.

2. Increased Emphasis on Kindergarten Training

A good sound program of reading readiness cannot be too strongly emphasized. Much work on vocabulary and listening are necessary. Level one of the above-mentioned series could be extremely helpful to the kindergarten teachers as would McKee's Getting Ready to Read (Nelson).

3. I.t.a.

The introduction of i.t.a. orthography might well simplify the learning of reading for the children in these schools. Its advantages and disadvantages have been long debated. If this medium is able to reduce the frustrations of those learning to read and if the teachers find it interesting to use, its use would be justified. I would like to see i.t.a. introduced into one of the Indian schools and a careful follow-up made to assess the programme. The publishers indicate that they are prepared to send their i.t.a. consultant to help with a training session with teachers who would be working with it.

4. Workbooks

Workbooks can be an excellent aid to any good teacher. There is no justification, however, in having every child do every page at the same time. These books are designed to provide practice with which to consolidate skills that have been taught but are, as yet, weak. There is no purpose for assigning a child a page in a workbook that provides practice in a skill he has already mastered or conversely, one which he does not yet understand. If workbooks are to be utilized and they should be, one must first evaluate the student's needs, then select and prescribe those exercises which will aid in the accomplishment of carefully pre-determined goals. Material of this type can be of great help to an imaginative teacher but there is a very real danger that their convenience can be badly abused when they are used as "busy work". Too much caution cannot be recommended in the selection and use of workbooks. Appendix B lists some of the better material of this type that might be helpful.

5. Selection of Library Books

One cannot be expected to develop skill in jumping if one is always required to practice on a bar that is too high. Such an unfortunate individual would quickly--and justifiably so--become frustrated with the task and try something else with which he can experience success. This is also true for reading. A student must practice the reading skills that have been presented in class by reading--frequently and successfully. This necessitates the provision of ample material written at the proper level of difficulty and the appropriate interest level. Appendix A lists many titles that are written for pupils with a low independent reading level.

This study indicated that the majority of the children are working at a very low independent level. By centralizing the libraries in all schools, a much broader selection of levels and interests can be offered to every child and a more realistic utilization of present titles is possible.

6. Workshops and In-service

The investigators found the teachers to be very interested in modifying their approaches for the teaching of reading and willing to accept suggestions. Workshops and in-service in reading could be helpful and rewarding.

7. Reading Consultant

A special consultant in reading would help to maintain and promote interest in the area. Care must be taken that this does not become a burden to the teachers. Such a person must be well qualified for the position, enthusiastic about the subject and an artist in human relations.

8. University Classes

A special workshop in reading for teachers of Indian children which would offer university credit might be justified.

9. Listening and Vocabulary

The data from this study suggest that the majority of the children in the schools investigated are seriously deficient in these two skills. Research has indicated that reading is an integral part of the total language development. This includes listening and speaking. It seems logical then that the schools should undertake a serious programme in listening and vocabulary enrichment.

Development of good listening habits is not accidental. Remediation of poor listening habits is difficult. Since we learn by listening, we must learn to listen well. For this purpose a child must be taught how to listen--to increase his powers of attention and retention.

The first step in a listening lesson as in a reading lesson is the careful selection of material. It must be interesting to the student and have an appropriate vocabulary. If new vocabulary is to be presented--always introduce it in context.

The second step involves preparation for the presentation. The environment must be conducive to good listening and the student must be prepared to be thoughtfully attentive.

The third step, the follow-up activities, should be immediate and provide the facts listened to. The purpose of this lesson should be recalled and discussion focussed on it.

According to Thorn, there is a need for instruction at two levels: attending and interpreting. She suggests that teachers might use the following questions for evaluating practice in their own classroom:

1. Are instructions given clearly but once only, so that pupils feel they must listen?
2. Do teachers and their pupils wait until the class is ready to listen before beginning to speak?
3. Are children taught to listen to their classmates as well as to the teacher?
4. Do teachers insist that pupils speak so that they can be heard?
5. Do teachers attempt to insure that their own and their pupils' contributions are worth listening to?
6. Do teachers try to insure that their pupils are aware of a purpose for each listening activity?
7. Do teachers adjust their voices to the size of the group and to the situation?
8. Do teachers promote a situation conducive to good listening by insisting that no one speaks to the group over classroom noise?
9. Do teachers provide group activities during which pupils are encouraged to "tune out" the sound of other groups?

10. Reading Games

Teachers often find reading games helpful in strengthening individual weaknesses for they can be made self-directive. They should not, however, be used as mere busy work. Like workbook exercises, they should be selected to give extra practice for specific needs. For sources and suggestions see Appendix C.

11. Follow-up

Follow-up of this study is suggested. This might involve a replication of the study with a sample or a grade from the same schools one year from now to discover if the suggestions made during and after the study have resulted

in improved instruction.

A parallel study at an integrated school might offer solid grounds for comparison.

A parallel study at an Indian day school would be useful also.

Follow-up work with the teachers in the two schools should be arranged at regular intervals during the next school year so that the interest in reading generated by this study can be maintained. The most important contribution of this investigation could well be that the teachers now realize that modifications can and should be made in their teaching and that the department is willing to offer concrete assistance.

APPENDIX ABibliography of Recommended Books

The following high interest-low vocabulary books are recommended for recreational reading.

A. Primary Reading Level - Interest level Grades 2-6.

1. Our Animal Story Books

- Copp Clarke Publishing Co. Ltd.
66 Northline
Toronto 16, Ontario

All these books are pre-primer level vocabulary but the format and pictures make them the intermediate grade "nonreaders."

MY DOG LADDIE
FRISKY AND THE GOATS
PEANUTS THE PONY
THE LITTLE CROW
FUN FOR FIDELIA
JUMPER THE DEER
LITTLE BONNIE
MR. AND MRS. HUMMER

BIDDY AND THE DUCKS
LITTLE WHITE RABBIT
HUNDREDS OF TURKEYS
SHADOW THE CAT
MAYBELLE THE DONKEY
PENNY THE PUPPY
THE REAL KITTEN
ZEKE THE RACCOON

2. Read-by-Yourself Books

Houghton Mifflin
Thomas Nelson & Sons
81 Curlew Drive
Don Mills, Ontario

THE CAT IN THE HAT
THE CAT IN THE HAT COMES BACK
TINY TOOSEY'S BIRTHDAY
CURIOUS GEORGE FLIES A KITE
PENNY
MY FRIEND MAC
HERBIE CHANGED HIS MIND
TINY'S BIG UMBRELLA
YERTLE THE TURTLE

First grade level
First grade level
First grade level
First grade level
Second grade level
Second grade level
Second grade level
Second grade level
Third grade level

3. The Jerry Series by Florence Battle

Benific Press
Jack Hood School Supplies
91-99 Erie Street, Stratford, Ontario

These four books are of a small boy adventure. Their reading level is from pre-primer to 3.

4. Cowboy Sam Series by Edna W. Chandler

The fourteen books in this series range in difficulty from pre-primer to fourth grade level with interest levels up to sixth grade.
(address same as above)

5. Follett Beginning to Read Series

Ryerson Press
299 Queen St. W.
Toronto 2B

JUST BEGINNING-TO-READ BOOKS, PREPRIMER LEVEL

THE FUNNY BABY	40 words
THE THREE GOATS	36 words
THE THREE LITTLE PIGS	34 words
THE THREE BEARS	45 words

LEVEL ONE: FOR FIRST GRADE

THE BEGINNING TO READ PICTURE DICTIONARY
BIG NEW SCHOOL
THE CURIOUS COW
GERTIE THE DUCK
THE HILL THAT GREW
IN JOHN'S BACKYARD
JUST FOLLOW ME
MY OWN LITTLE HOUSE
NOBODY LISTENS TO ANDREW
SOMETHING NEW AT THE ZOO
TOO MANY DOGS
THE ROLY POLY COOKIE
SAD MRS. SAM SACK
LITTLE QUACK

LEVEL TWO: FOR SECOND GRADE

THE FOUR FRIENDS
THE LITTLE BOY WHO WOULDN'T SAY HIS NAME
THE HOLE IN THE WALL
MABEL THE WHALE
MISS HATTIE AND THE MONKEY
HENRY

LEVEL THREE: FOR THIRD GRADE

BENNY AND THE BEAR
CHRISTOPHER COLUMBUS
PETER'S POLICEMAN

6. Beginner Books - Reader level is based on the Spache Readability Formula.
Random House of Canada Ltd.
10 Vulcan St., Rexdale, Ontario.

TITLE	GRADE READING LEVEL	NUMBER OF DIFFERENT WORDS
THE CAT IN THE HAT	2.1	223
THE CAT IN THE HAT COMES BACK	2.0	253
A FLY WENT BY	2.1	180
THE BIG JUMP AND OTHER STORIES	2.4	216
A BIG BALL OF STRING	2.5	215
SAM AND THE FIREFLY	2.0	200
YOU WILL GO TO THE MOON	1.8	131
COWBOY ANDY	1.8	226
THE WHALES GO BY	1.8	183
STOP THAT BALL!	1.9	201
BENNETT CERF'S BOOK OF LAUGHS	2.1	237
ANN CAN FLY	2.0	210
ONE FISH TWO FISH	1.7	276
RED FISH BLUE FISH		
THE KING'S WISH AND OTHER STORIES	2.0	198
BENNETT CERF'S BOOK OF RIDDLES	2.2	194
GREEN EGGS AND HAM	1.9	50
PUT ME IN THE ZOO	1.5	100
ARE YOU MY MOTHER?	1.7	100
TEN APPLES ON TOP!	1.5	75
GO, DOG, GO!	1.5	75
LITTLE BLACK, A PONY	1.8	174
LOOK OUT FOR PIRATES!	2.1	177
A FISH OUT OF WATER	1.8	176
MORE RIDDLES	2.3	184
ROBERT THE HOSE HORSE	1.7	183
I WAS KISSED BY A SEAL AT THE ZOO	2.1	201
SNOW	1.7	150
THE BIG HONEY HUNT	1.9	150
HOP ON POP	1.7	133
DR. SEUSS'S ABC		190
DO YOU KNOW WHAT I'M GOING TO DO NEXT SATURDAY?	2.4	176
SUMMER	2.2	201
LITTLE BLACK GOES TO THE CIRCUS	1.8	197

7. Easy Reader Wonder Books
 George J. McLeod
 73 Bathurst St.
 Toronto 2B, Ontario

These are written with controlled vocabularies of 100 to 200 words.

WILL YOU COME TO MY PARTY?	LET PAPA SLEEP!
HURRY UP, SLOWPOKE	THE SURPRISE IN THE
MR. PINE'S MIXED UP SIGNS	STORY BOOK
THE ADVENTURES OF SILLY BILLY	THE SECRET CAT
BILL BROWN MAKES SOMETHING GRAND	THE DUCK ON A TRUCK
MISS POLLY'S ANIMAL SCHOOL	A TRAIN FOR TOMMY
THE MONKEY AND THE ROCKET	SURPRISE IN A TREE
BILLY BROWN: THE BABY SITTER	ARTY THE SMARTY
FLY-AWAY TO THE AIR SHOW	BARNEY BEAGLE
THE SURPRISING PETS OF BILLY BROWN	I MADE A LINE
LAURIE AND THE YELLOW CURTAINS	GRANDPA'S WONDERFUL
BARNEY BEAGLE PLAYS BASEBALL	GLASS
THE DAY JOHNNIE TO THE	BENJAMIN IN THE WOODS
SUPERMARKET	JOKES AND RIDDLES

8. Buttons Family Adventure Series, by Edith McCall.
 Benific Press
 Jack Hood School Supplies

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
BUTTONS AT THE ZOO	Preprimer	PP-2	30
BUTTONS SEE THINGS THAT GO	Preprimer	PP-2	46
BUCKY BUTTON	Preprimer	PP-2	55
BUTTONS AND THE WHIRLYBIRD	Primer	P-2	78
BUTTONS TAKE A BOAT RIDE	Primer	P-2	75
BUTTONS AND THE PET PARADE	Primer	P-2	80
BUTTONS AND MR. PETE	1	1-3	130
BUTTONS AT THE FARM	1	1-3	147
BUTTONS AND THE BOY SCOUTS	2	2-4	281
BUTTONS GO CAMPING	2	2-4	277
BUTTONS AND THE LITTLE LEAGUE	3	3-5	340
BUTTONS AT THE SOAP BOX DERBY	3	3-5	343

B. Primary Reading Levels with Interest Levels for Grades 4-3 and Higher

1. Dan Frontier Series, by William J. Hurley
 Jack Hood School Supplies

Ten books about pioneer life.

Dan Frontier Series (Cont'd)

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
DAN FRONTIER	Preprimer	PP-2	57
DAN FRONTIER AND THE NEW HOUSE	Preprimer	PP-2	44
DAN FRONTIER AND THE BIG CAT	PRIMER	P-3	86
DAN FRONTIER GOES HUNTING	PRIMER	P-3	86
DAN FRONTIER, TRAPPER	1	1-4	142
DAN FRONTIER WITH THE INDIANS	1	1-4	131
DAN FRONTIER AND THE WAGON TRAIN	2	2-5	278
DAN FRONTIER SCOUTS WITH THE ARMY	2	2-5	227
DAN FRONTIER, SHERIFF	3	3-6	323
DAN FRONTIER GOES EXPLORING	3	3-6	276

2. Sailor Jack Series, by Selma and Jack Wassermann.

Jack Hood School Supplies

These books seem to be very popular with the children. They are of more mature content and appeal to older students.

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
SAILOR JACK AND HOMER POTS	Preprimer	PP-2	34
SAILOR JACK AND EDDY	Preprimer	PP-2	51
SAILOR JACK	Preprimer	PP-2	62
SAILOR JACK AND BLUEBELL'S DIVE	Primer	P-3	73
SAILOR JACK AND BLUEBELL	Primer	P-3	91
SAILOR JACK AND THE JET PLANE	Primer	P-3	96
SAILOR JACK AND THE BALL GAME	1	1-4	106
SAILOR JACK'S NEW FRIEND	1	1-4	114
SAILOR JACK AND THE TARGET SHIP	2	2-5	182
SAILOR JACK GOES NORTH	2	3-6	262

C. Late Primary Reading Level with Interest Levels for Grades 4-8 and Higher.

1. Space Age Books by Hazel W. Carson.

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
PETER AND THE UNLUCKY ROCKET	2	2-5	278
PETER AND THE BIG BALLOON	2	2-5	335
PETER AND THE ROCKET SHIP	3	3-6	419
PETER AND THE TWO-HOUR MOON	3	3-6	393
PETER AND THE MOON TRIP	3	3-6	394

2. The Basic Vocabulary Series, by E.W. Dolch.
Thomas Nelson and Sons

FOLK STORIES	NAVAHO STORIES
ANIMAL STORIES	DOG STORIES
"WHY" STORIES	ELEPHANT STORIES
PUEBLO STORIES	BEAR STORIES
TEPEE STORIES	LION AND TIGER STORIES
WIGWAM STORIES	CIRCUS STORIES
LODGE STORIES	

3. The Deep-Sea Adventure Series, by J.C. Coleman, et al.
Harr Wagner Publishing Co.
600 Mission St.
San Francisco, California

TITLE	READING LEVEL	WORD COUNT
THE SEA HUNT	High First	159
TREASURE UNDER THE SEA	Low Second	227
SUBMARINE RESCUE	Middle Second	239
THE PEARL DIVERS	High Second	359
FROGMEN IN ACTION	Low Third	431
DANGER BELOW	Low Fourth	455
WHALE HUNT	Middle Fourth	469
ROCKET DIVERS	Low Fifth	497

4. Indian Folklore Books.

Thomas Nelson and Sons.

These are written at the second grade level.

5. The Jim Forrest Series by John & Nancy Rambeau
Harr Wagner Publishing Co.

These six books about forestry range in difficulty from 1.7 to 3.6.

TITLE	GRADE READING LEVEL	WORD COUNT
JIM FOREST AND RANGER DON	1.7	103
JIM FOREST AND THE BANDITS	1.9	230
JIM FOREST AND THE MYSTERY HUNTER	2.2	309
JIM FOREST AND DEAD MAN'S PEAK	2.6	419
JIM FOREST AND THE FLOOD	2.8	493
JIM FOREST AND LONE WOLF GULCH	3.1	535

6. The Matt Christopher Books

Little Brown and Co. (Canada) Ltd.

25 Hollinger Road

Toronto 16, Ontario.

These stories are about baseball, basketball, and football. They are written at late primary reading levels.

7. The Morgan Bay Mysteries, by John and Nancy Rambeau.
Harr Wagner Publishing Co.
These are exciting mysteries.

TITLE	GRADE READING	WORD COUNT
THE MYSTERY OF MORGAN CASTLE	2.3	286
THE MYSTERY OF THE MARBLE ANGEL	2.6	312
THE MYSTERY OF THE MIDNIGHT VISITOR	3.2	355
THE MYSTERY OF THE MISSING MARLIN	3.5	386

8. Tommy O'Toole Books, by Anna D. Cordts.
Jack Hood School Supplies

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
TOMMY O'TOOLE AND LARRY	1	1-3	230
TOMMY O'TOOLE AT THE FAIR	2	2-4	342
TOMMY O'TOOLE AND THE FOREST FIRE	3	3-5	430

9. Easy to Read Books by Sarah Derman
Jack Hood School Supplies

TITLE	READING LEVEL	INTEREST LEVEL	WORD COUNT
PRETTY BIRD	Preprimer	PP-1	48
SURPRISE EGG	Preprimer	PP-1	48
PONY RING	Primer	P-1	64
BIG TOP	Primer	P-1	64
MONKEY ISLAND		1-2	64
POKER DOG	1	1-2	64

10. The Aviation Series
Boett Macmillan Co.
132 Water St. S.
Galt, Ontario

STRAIGHT UP	First Reader
STRAIGHT DOWN	Second Reader
PLANES FOR BOB AND ANDY	Third Reader
AIRPLANES AT WORK	Fourth Reader
THE MEN WHO GAVE US WINGS	Fifth Reader
AVIATION SCIENCE FOR BOYS AND GIRLS	Sixth Reader

D. Late Primary-Intermediate Reading Levels with Interest Levels with Interest Levels for Grades 4-8 and Higher.

1. The Discovery Books

Thomas Nelson & Sons

These biographies of famous people have been written at third-grade reading level.

2. Interesting Reading Series

Ryerson Press 2

There are two books at 2¹ level, five at 3¹ and two at 3² readability level. In the front of each is a wordlist intended to help the student determine his own readability level.

3. The Junior Everyreader Series.

Longmans Canada Ltd.

55 Barber Greene Road

Don Mills, Ontario

These versions of popular books have been written at third grade level or lower.

ROBIN HOOD STORIES
KING ARTHUR AND HIS KNIGHTS
THE TROJAN WAR
OLD TESTAMENT STORIES
GREEK AND ROMAN MYTHS

4. Webster Everyreaders

Longmans Canada Ltd.

These books are written at fourth grade level of reading difficulty, with interest levels for ages 10 through 13.

THE GOLD BUG AND OTHER STORIES
CASES OF SHERLOCK HOLMES
A TALE OF TWO CITIES
IVANHOE
SIMON BOLIVAR
MEN OF IRON
BEN HUR
THE COUNT OF MONTE CRISTO
JUAREZ, HERO OF MEXICO
TO HAVE AND TO HOLD
FLAMINGO FEATHER

5. The Signal Books

Doubleday Publishers

105 Bond St., Toronto 2, Ontario

The reading level is fourth grade with an interest level at grades 7 to 9. There are currently 74 titles in print.

The Signal Books (Cont'd)

PONY OF THE SIOUX
 BONNIE
 GREEN LIGHT FOR SANDY
 SEA TREASURE
 THE BLOOD RED BELT
 THE JUNGLE SECRET
 BASEBALL BONUS KID
 NORTH POLE: STORY OF ROBERT PEARY
 KENDALL OF THE COAST GUARD
 CAROL HEISS: OLYMPIC QUEEN

E. Others

1. Pleasure Reading Series, by E.W. Dolch.
 Thomas Nelson & Sons

FAIRY STORIES
 ANDERSON STORIES
 AESOP'S STORIES
 FAMOUS STORIES
 ROBIN HOOD STORIES

OLD WORLD STORIES
 FAR EAST STORIES
 GREEK STORIES
 GOSPEL STORIES
 BIBLE STORIES

2. THE WILD LIFE ADVENTURE SERIES
 Harr Wagner

GRADE LEVEL

GATIE, THE ALLIGATOR
 SLEEKY, THE OTTER
 SKIPPER, THE DOLPHIN
 TAWNY, THE MOUNTAIN LION
 TEACHER'S MANUAL, WILDLIFE
 ADVENTURE SERIES

4.1
 4.4
 4.6
 4.8

3. Easy Reading Materials, by Gertrude Warner
 W.J. Gage Ltd.
 1500 Birchmount Road
 Scarborough, Ontario

These books are stories about the four Alden children, Jessie, Henry, Violet, and Benny, and are written at about third grade reader level.

THE BOXCAR CHILDREN
 SURPRISE ISLAND
 THE YELLOW HOUSE MYSTERY
 MYSTERY RANCH

MIKE'S MYSTERY
 BLUE BAY MYSTERY
 THE WOODSHED MYSTERY
 THE LIGHTHOUSE MYSTERY

Easy Reading Materials (Cont'd)

THE FLYING TRUNK, a collection of 24 Hans Christian Anderson tales

HIDDEN SILVER, a story of the Revolutionary War

MYSTERY OF EDISON BROWN, adventures of two children on an isolated island

1001 NIGHTS, ten fascinating stories from Arabian Nights

THE SIX ROBBENS, a story of a modern-day family establishing their home in a remodeled rural schoolhouse

4. The Piper Books

Thomas Nelson & Sons

These are carefully graded books for the intermediate grades and are available in either cloth-bound or paperback editions. Illustrative titles in the series are:

JUAN PONCE DE LEON: FIRST IN THE LAND
SAM HOUSTON: FRIEND OF THE INDIANS
HORACE MANN: SOWER OF LEARNING
AMELIA EARHART: FIRST LADY OF THE AIR
CHRISTOPHER COLUMBUS: SAILOR AND DREAMER
ABIGAIL ADAMS: THE PRESIDENT'S LADY
HENRY FORD: MAKER OF THE MODEL T

5. The American Adventure Series, Edited by Emmett Betts.

Wheeler Publishing Company
2031-35 South Parkway
Chicago 16, Illinois

TITLE	READING LEVEL
SQUANTO AND THE PILGRIMS	Second Grade
FRIDAY, THE ARAPAHO INDIAN	Second Grade
PORTUGEE PHILLIPS	Second Grade
ALEX MAJORS	Third Grade
CHIEF BLACKHAWK	Third Grade
PILOT JACK KNIGHT	Third Grade
GRANT MARSH, STEAMBOAT CAPTAIN	Third Grade
SABRE JET ACE	Third Grade
COWBOYS AND CATTLE TRAILS	Fourth Grade
KIT CARSON	Fourth Grade
DAN MORGAN, RIFLEMAN	Fourth Grade
BUFFALO BILL	Fifth Grade
WILD BILL HICKOCK	Fifth Grade
DAVY CROCKETT	Fifth Grade
DANIEL BOONE	Sixth Grade
FUR TRAPPERS OF THE OLD WEST	Sixth Grade
THE RUSH FOR GOLD	Sixth Grade
JOHN PAUL JONES	Sixth Grade

6. The Pioneer Series, by Irene Estep.
Jack Hood School Supplies

These books are third grade level of reading difficulty.

PIONEER TENDERFOOT
PIONEER BUCKAROO
PIONEER SODBUSTER
PIONEER ENGINEER
PIONEER PILGRIM

7. The Clyde Bulla Books
Ambassador Books Ltd.

These books have about a third grade level reading difficulty.

A SURPRISE FOR A COWBOY
A RANCH FOR DANNY
STAR OF WILD HORSE CANYON
THE DONKEY CART
DOWN THE MISSISSIPPI
EAGLE FEATHER
JOHNNY HONG OF CHINATOWN
RIDING THE PONY EXPRESS
THE SECRET VALLEY
SONG OF ST. FRANCIS
SQUANTO, FRIEND OF THE WHITE MAN
WHITE SAILS TO CHINA

8. Simplified Classics
W.J. Gage Ltd.

These books are rewritten at approximately fourth grade reading level, and include:

ADVENTURES WITH ANIMALS
AROUND THE WORLD IN EIGHTY DAYS
CALL OF THE WILD
HUCKLEBERRY FINN
LAST OF THE MOHICANS
MOBY DICK
THE PRINCE AND THE PAUPER
ROBINSON CRUSOE
SILAS MARNER
TOM SAWYER
TREASURE ISLAND
EIGHT TREASURED STORIES
FAMOUS MYSTERIES
SIX GREAT STORIES

9. Teen-Age Tales, edited by Ruth Strang, et al.
Copp-Clark

The level of reading difficulty is about fifth or sixth grade. The interest appeal is very good for adolescents. There are eight books in the series.

TEEN-AGE TALES: Books A,B,I,II,III, IV,V, and VI

F. "Easy to Read" Sets of Library Books.

1. Beginner Books - Random House
2. Little Owl Series (Holt, Rinehart and Winston)
3. The Dolch First Reading Book (Thomas Nelson and Sons)
4. The Early I Can Read Books (Misson Book Co. Ltd.
103-107 Vanderhoof Ave.
TORONTO 17, Ontario)
5. The I Can Read Books (Misson Book Co. Ltd.)

APPENDIX B

A. Workbook Series

1. Building Reading Skills

(McCormick-Mathers)

Six workbooks for elementary children which deal with all reading skills.

2. Diagnostic Reading Workbooks

(Merrill)

These books cover comprehension, evaluation, vocabulary and main ideas.

3. Eye and Ear Fun

(Webster)

Four workbooks designed to develop fluency, accuracy and independence in word recognition.

4. Fundamentals of Reading Workbooks

(Admiral Publications)

Four workbooks and a teacher's manual employing the whole-word approach.

5. Phonics We Use

(Lyons and Carnahan)

6. Standard Test Lessons in Reading by McCall & Crabbs (Teacher's College)

These are popular workbooks - grades 2 to 12.

7. Practice Exercises in Reading by Gates and Peardon (Teacher's College)

These four books give practice in main ideas, predicting outcome, details and following directions - grades 3 to 6.

Some of the selections have been put on a tape and used as listening exercises.

8. Specific Skill Series (Barnell Loft)

This is a series of twenty-three workbooks with accompanying answer sheets. There are books at levels 1 to 4 in context, sounds, directions, locating answers and getting facts.

9. Programmed Material

This type of material is useful for individualizing the programme for a specific student.

- a) Programmed Reading (Macmillan)
- b) How to Use the Dictionary (Macmillan)
- c) Lessons for Self-Instruction in Basic Skills (California Test Bureau) - children enjoy these books
- d) Lift-off to Reading (S.R.A.)

10. Pilot Libraries (S.R.A.)

B. Listening Materials

1. Many good listening tapes can be made by the teacher utilizing the tape recorder. She can:
 - a) Read stories
 - b) Tape arithmetic lessons
 - c) Tape phonics lessons
 - d) Tape workbook exercises from such series as Gates-Pearson, McCall-Crabbs or Eye and Ear Fun.

Commercially prepared programmes are useful but very expensive.

2. Listen and Think (E.D.L.)

Grades 3 to 6.

3. Merrill Skilltapes (Bobbs-Merrill Co.)

Grades 3 and up.

4. Imperial Tapes (Imperial Products)

Forty tapes and booklets.

5. Rheems Califone Tapes

Twenty tapes at each grade level, 1 to 6.

6. S.R.A. Laboratories - have listening exercises.

APPENDIX CA. Games

Herr, Selma E. Learning Activities for Reading. Wm. C. Brown Co., Dubuque, Iowa, 1961.

Schubert, Delwyn G. Reading Games in the Reading Program. Garrard Press, Champaign, Ill. (free booklet)

Schubert, Delwyn and Iorgeson, Theodore L. Improving Reading Through Individualized Correction. Second Ed. Wm C. Brown Co., Dubuque, Iowa, 1968.

Wagner, Guy, and Hosier, Max. Reading Games. Teachers Publishing Co., Darien, Conn., 1960.

B. Packaged Material - Principles applying to workbook are equally valid here. These are not, in themselves, a reading programme.

1. Macmillan Reading Spectrum (Macmillan)
2. Reading Development Kit (Webster)
3. S.R.A. (Science Research Association)
 - a) Laboratory I - Word games to accompany 1a, 1b and 1c.
 - b) Laboratory 1a - range 1.2 to 3.0
 - c) Laboratory 1b - range 1.4 to 4.0
 - d) Laboratory 1c - range 1.4 to 5.0
 - e) Elementary Laboratory - range 2.0 to 9.0

APPENDIX D

Student Profile

From the information obtained from each child a student profile was plotted. A copy of this profile was given to the teacher to be placed, along with a duplicated note of explanation, in the student's cumulative record.

A composite profile was assembled. All the individual profiles of the grade children in each/ were plotted on a larger sheet. This contained all the information for each individual in the class. The teacher was able to see at a glance that in one grade four, for example, only two of the students were having trouble with initial consonants, one-third with the "r" blend and two-thirds with the "th" digraph. It also indicated that three of the students were having a great deal of trouble with vowels, that the instructional levels ranged from 2' to 6 with a median of 3² and that the vocabulary range was from -1 to 5 with a median score of 1².

The informal inventory assessments were made in the following manner. This was the information used to determine the levels on the profile to follow.

Level of Material Read	Word Calling	Comprehension
1 ²	98%	95%
2 ¹	97%	90% (Independent)
2 ²	93%	88%
3 ¹	98%	75% (Instructional)
3 ²	94%	60%
4	89%	50% (Frustration)

The pattern in this sequence was very similar to others in both schools, with comprehension falling off much more quickly than word-calling skills.

The first four columns were used to plot scores from other standardized reading tests given during this term. W.R. represented the score on a word recognition test used to determine a starting level for the informal inventory. This is an instructional level in word-calling ability only. W.O. (R) represented the word opposite instructional levels previously discussed. W.O. (L) indicated the instructional level on the listening test.

An attempt was made to keep the teachers fully informed as to: the purpose of the study, the tests to be used, how to interpret the results. A meeting with the teachers was held at the start of the session. The teachers were invited to observe the clinicians working with the children--most of them came and some undertook to learn to use the tests. The members of the team spent many hours discussing reading, the profiles and their implications to individual teachers. At the end of each session staff meetings were called to make sure that all teachers understood the purpose, the techniques and the implications of the study. A return visit by the team was made to the first school on the week following the completion of the survey there. The second school had the team return three weeks after completion. By then they had been able to digest the information on the profiles and attempt a few of the ideas that had developed during the study.

A special visitation to selected Regina classrooms was arranged for one of the principals and two of his teachers. They were able to observe some of the recommended approaches and techniques being practiced.

The warm reception received by the team from both the children and the teachers was exciting. The entire study was conducted in an attempt to assure the teachers that its purpose was to help them and not to criticize them. The