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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This appendix which is intended for use with the Grades 1-12 Reading Guide (SP 007 235), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in the main guide, although some of the working materials in the appendix include student activities. INSTRUCTIONAL MATERIALS: The materials included in the guide are 1) applications related to dialects, 2) English sounds difficult for children of other language backgrounds, 3) book sharing, 4) interest inventory, 5) comprehensive reading record sheets, 6) disability checklist, 7) checklist of reading difficulties, 8) reading clinic 1967, 9) tests of phonic skills, 10) diagnostic spelling tests, 11) individual oral reading tests, 12) articulation test form, 13) review of sounding, 14) the utility of 45 phonic generalizations, 15) Dolch basic word list, 16) Queens word list, 17) Dale list of 769 easy words, 18) word opposite tests, 19) phonogram list, and 20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award winning books, and extensive lists of audio-visual materials for all levels. STUDENT ASSESSMENT: No evaluation criteria are included except for the tests listed above. (MBM)

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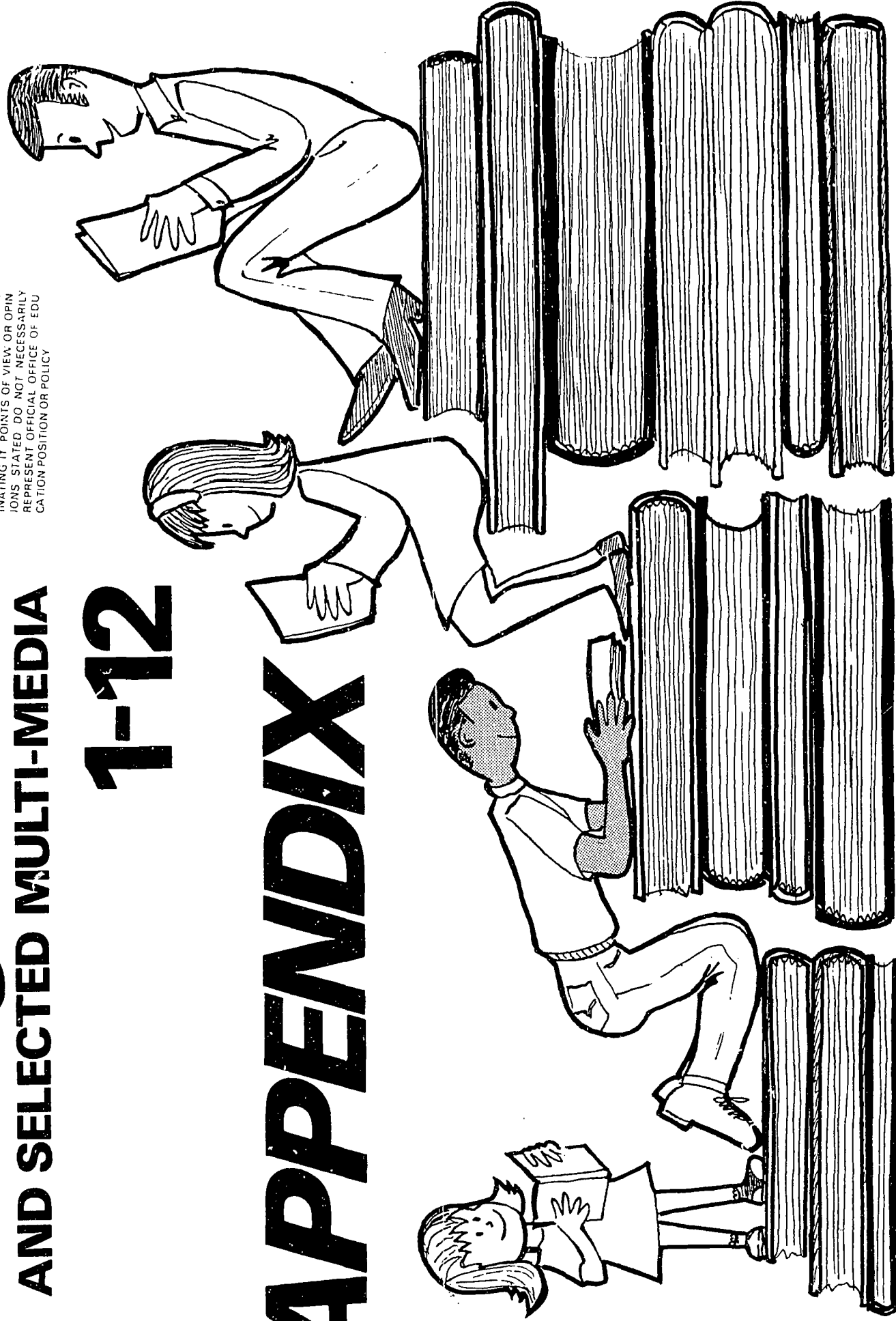
# Reading Guide AND SELECTED MULTI-MEDIA

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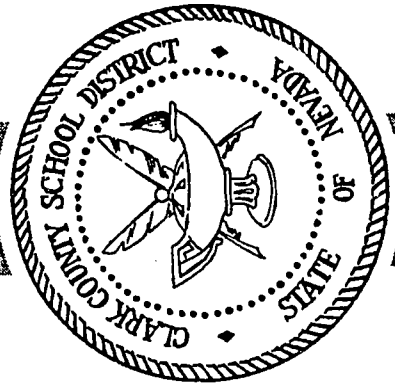
# 1-12

# APPENDIX



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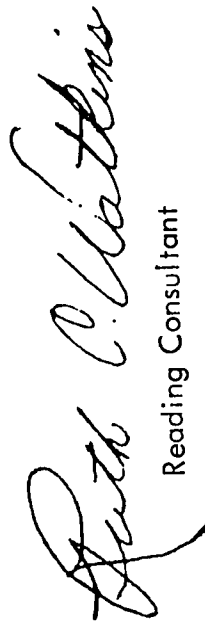
## FOREWORD

Curriculum developers are currently striving to meet the demands of society to provide for individualization of instruction rather than mass education at each grade level. This Reading Guide will provide the vehicle to achieve a developmental reading program on a nongraded basis.

As Reading Consultant directing the Reading Task Force in the writing of this Guide, it was my privilege to have the opportunity to work with six qualified teachers from the District representing all reading levels.

Teachers will find this Reading Guide a useful tool for classroom use; and, although teaching techniques are suggested, this is not a document for prescriptive teaching.

Special recognition is given to the Multi-Media Selection Committee and Professional Growth Services for their contributions.

  
Ruth C. Watkins  
Reading Consultant

## APPENDIX

The material offered in this appendix has been extracted from many publications and collected by teachers of reading who have found the various word lists, informal diagnostic tests, skills check list, interest inventory, book lists, and articles extremely helpful in their reading programs.

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## APPLICATIONS RELATED TO DIALECTS

### Exercises With Dialects

#### First Exercise

To be used in areas where there are many regional dialects in the classroom. (schools near military bases, cosmopolitan areas, etc.)

This would be an excellent activity for the first days of a new term. It could be used in the intermediate grades, to introduce the students to one another, to review locations, etc.

On a large wall map of the world, locate the home town (or native country) of each student. Indicate each location with the name of the student on a colored marker. Let each student talk about his section. Listen for some dialectal differences that are peculiar to the area of the school. When the student has finished, say, "Do you know one way we might have known that you came from another section of America, even if you had not told us?"

Some students may suggest that we would know by hearing him talk.

"What did Johnny say that sounded different?" (Let students discuss some differences.) Then, say, "But did you know that everybody in \_\_\_\_\_ says that word much as Johnny says it? The way people talk in a certain part of the country is called their dialect. Usually, the dialects of Americans can be grouped under the areas like this."

Begin construction of a dialectal chart similar to Chart I (following page). As students suggest differences, keep this as a continuous chart throughout the year as other differences are discovered.

Then say, "There is another dialectal difference, other than pronunciation, that is found in many regions. This is a difference in words. Mary, what do you call the little cakes we may have for breakfast? We eat them with syrup and usually serve bacon or sausage with them." Mary might say, "Hot cakes." Johnny, what do you call them? Joe, what do you call them? As students give various names, begin construction of a chart similar to Chart II (page 3).



CHART I

Variations in Pronunciation

Regular Spelling	East - New England		Southern		Mid-Western	
	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.
farm	(fä'm)	/fahm/	(fäm)	/fahm/	(färm)	/farm/
after	(äftē)	/áeftə/	(äftē)	/áeftə/	(äftēr)	/áéf-tər/
path	(pāth)	/pæ/	(pǎth)	/pæə/	(pǎth)	/pæə/
orange	(ärənĭ)	/árənĭ/	(arənĭ)	/árənĭ/	(örənĭ)	/orənĭ/
horror	(härē)	/háərə/	(hǎré)	/háərə/	(hòrer)	/hórər/
college	(kawlĭj)	/kólĭĭ/	(kóliĭ)	/kálĭĭ/	(kóliĭ)	/kálĭĭ/
rock	(rawk)	/rok/	(rǒk)	/rak/	(rǒk)	/rak/
tired	(tī-éd)	(tayəd/	(tǎrd)	/tahrd/	(tīrd)	/tayrd/
cow	(kǎu)	/kaew/	(kǎu)	/kaew/	(kou)	/kaw/
news	(nōōz)	/nuwz/	(nūz)	/nyuwz/	(nōōz)	/nuwz/
tune	(tōōn)	/tuwn/	(tūn)	/tyuwn/	(tōōn)	/tuwn/
pen	(pĕn)	/pen/	(pĭn)	/pin/	(pĕn)	/pen/
greasy	(grē-zĭ)	/griyzt/	(grē-zĭ)	/griyzt/	(grē-sĭ)	/griyst/

## CHART II

### Variations in Terminology

	NORTH	MIDLAND	SOUTH
	pail	bucket	bucket stop bucket
	burlap bag, burlap sack	gunny sack	croker sack crocus sack
	wish bone, lunch bone	wish bone	pully bone pull bone
	fritter, pancake	flannel cake hot cake, pancake	batter cake
	screech owl	screech owl	scrich owl scrooch owl shivering owl
	spider	skillet	frying pan

(NOTE: The above geographical divisions apply to areas on the east coast of the U. S. The northern area extends from northern New England to central Pennsylvania; the midland area extends from central Pennsylvania to South Carolina in the area that lies west of the Blue Ridge Mountains. Dialect variations are still more pronounced along the east coast but the major linguistic areas outlined above have fanned out in a westward direction, so that many of the dialect differences found in the major east coast areas will also be found in the respective northern, central, and southern states as far west as the Rocky Mountains. The term "General American" is often used to denote the common speech of the midwestern and western states.<sup>26</sup>)

<sup>26</sup>Nebraska Curriculum Development Center, op. cit., pp. 138-139.

### Second Exercise

Students may enjoy finding stories and reading them orally. Following oral reading they may translate the passage into the dialect of the region in which they live. The teacher should make students realize that all speech is some dialect. Students may be encouraged to find out the time and geographical setting of the story. The dialect may then be related to the history of the region. If the dialect has been influenced by another nationality group, the reason for the dialectal differences may be explained in terms of the difference in the native language and English.

### Third Exercise

Perhaps an upper elementary class could be lead to develop a language unit using the scientific method of the linguist, viz. --- investigation to discover the variety of speech patterns used in their own community. Undoubtedly, some of the same discoveries will be made that a linguist might find: there will be the folk speech of those who have little or no formal education and the more refined speech of college graduates, especially those in the professions.

Preceding the setting up of the investigating teams, readings and observations of infants learning to speak could be used as a means of helping students to discover how language developed. They will want to find out

1. how the cave man talked,
2. how written language developed,
3. how modern means of communication ended, and
4. what a linguist is.

Linguistic teams could be set up within the classroom for the purpose of investigating and recording common speech patterns. Perhaps they may be looking for particular forms of speech such as the use of I seen, he don't, we 'uns, you 'uns, and others peculiar to the region. A definite form for recording these should be planned. The student will no doubt want to discover the speech patterns of

1. their schoolmates,
2. adult friends,
3. teachers and other professional people with whom they have contact,
4. people of other regions, if possible,
5. manual laborers, and
6. white collar workers.

As reports are brought in, speech patterns will be examined in light of the history of the region and the etymology of the word. At the same time, the speech of the less educated will be contrasted with that of the more cultured.

Questions for which answers are sought are:

1. Why do speech patterns vary?
2. Why is one form of speech preferred to another?
3. What speech is desirable for us?

As this unit progresses, recordings in dialect may be used for illustrative purposes. Tape recordings of the student's speech may also be made. Folk songs can be sung and stories written in dialect enjoyed, as has been mentioned previously.

Some modern workbooks include exercises dealing with colloquial and dialectal usage, e.g., set of workbooks accompanying the J.B. Lippincott Basic Reading Series.

#### Fourth Exercise

Teachers who have a knowledge of American English dialects will find many ways in which these dialects can be used for enrichment purposes. For example -- when studying the history and geography of the New England states, what better way would there be to make dry historical dates and geographical locations come alive than to read some stories having dialectal flavor such as "Thar She Blows," a whaling story in which the author, Paul Johnston, has preserved the old New England dialect. Two more fascinating seacoast tales are "Block Island Wreckers" -- an old yarn told to Joseph Mitchell by a sea captain and his crew -- and the daring adventures of "Old Stormalong" -- the New England version of Superman.

Moving down along the Gulf Coast and up the Mississippi River, the teacher will find innumerable samples of literature that portray the varying dialects of the South. Which student would not enjoy the delightful Uncle Remus stories and the immortal books of Mark Twain?

While studying pioneer days and the explorations of the Middle West, no social studies course would be complete without an account of the exploits of such heroes as Paul Bunyan, Davy Crockett, Mike Fink, Pecos Bill, Johnny Appleseed, and Daniel Boone -- all excellent samples of the inimitable dialect of the hardy pioneers.

Then there are the immortal characters of the West -- Buffalo Bill, Wild Bill Hickock, Billy the Kid -- and the great stories of O'Henry and Bret Harte. These are but a few samples of American literature in which the various dialects of the country play such a vital part.

Over and above the role of dialect in literature, history, and geography, there still remains another area that the classroom teacher cannot afford to neglect--viz. that of MUSIC. Just a superficial review of the field reveals such songs as those of Stephen Foster filled with dialect--the almost countless cowboy songs and the poignant words and melodies of the Negro Spirituals.

Finally, the cultural medium of art could be used as a culminating activity to the above units of study. Many more facts of history, geography, and literature would be retained if these were made the subject of the students' art classes.

Truly, the creative teacher will find no difficulty in locating a wealth of material for enrichment in the treasure of our dialects.

#### Fifth Exercise

This suggestion is for use with upper elementary and junior high students. In addition to the usual dictionary skills taught in the past (locating words in the dictionary, choosing one of several meanings to fit a particular context, using diacritical markings and key words as a guide to pronunciation) it is recommended that the following also be taught:

1. Use of the preface and introductory notes to discover, if possible, the editor's source of authority for his entries; the reason for the choice of entries; which pronunciation, if any, is preferable; meanings of symbols; and other information regarding the general make-up of the book.
2. The importance of the date of publication.
3. The meaning of etymology, its usefulness, and the use of the dictionary as a source of such information.
4. Use of out-of-date dictionaries to note language changes.
5. The value of cross-references before reaching a final decision regarding dictionary entries.

It cannot be emphasized too strongly that no legal authority is vested in any dictionary. Editors themselves do not make this claim. Entries are not final nor is every acceptable pronunciation and meaning necessarily listed. Choices of entries rest entirely with the editors.

The preface and introductory notes (too often neglected by both teachers and students) will clarify some mistaken ideas regarding the intent of the editors. Many people think the first pronunciation listed is preferable to the others. Several dictionaries were checked. In no case did the editors indicate a preference for one pronunciation entry above another.

Dictionaries recommended for the use of students and teachers:

1. Merriam-Webster's Third New International Dictionary (entries are complete and related to contemporary American life.)
2. The New English Pronouncing Dictionary, commonly known as The Oxford Dictionary (a valuable source of information, relating to language changes. Origin of words is traced back to Old English)

### Conclusion

In conclusion the following may be emphasized:

1. Linguistic science is not new. Scientific studies of language began in Europe during the early nineteenth century. Linguists have accumulated and recorded a vast amount of knowledge related to language. Worthy of note to teachers are two facts:
  - a. All language is spoken in some dialectal form. Standard language is a prestige dialect.
  - b. Language always has been and continues to be in a constant state of change. Language that is accepted in circles of the educated during one generation may be completely unacceptable to the next. (Example: Ax along with ox and oxi, was the acceptable pronunciation of ask during the Middle English Period, 1200-1600.)
2. Teachers would do well to acquaint themselves with the work of dialectologists in this country.

3. Teachers should be continually aware that the spoken language is the basis for developing all language art skills. The student who does not talk is not likely to read. It behooves the teacher, therefore, to see to it that the student feels comfortable with the language he brings to school lest he ceases to talk because he thinks that what he has to say and the way in which he says it is unacceptable.
4. Dialects may create some pedagogical problems. They can also be a source of enrichment in many areas of learning. A few suggestions of ways in which dialects may be related to a language arts program have been made. It is hoped that the teacher will regard these suggestions merely as such, and she will devise means of developing language understandings and appreciations to fit the particular situation of her classroom.

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																												
		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Karinda	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese	
i	pit give pet said																													
e	pat have																													
ae	pit pet																													
i/e	pet pat																													
e/ae	pit pet pat																													
i/e/ae	pot																													
a	call																													
ɔ	putt																													
e	lack lock call																													
ae/a/ɔ	putt pot call																													
e/a/ɔ	lack lock call putt																													
ae/a/ɔ/ɛ	put																													
u	put putt																													
u/ə	put putt pot																													
u/ə/a	saw calm																													
ɔh/əh	put putt pot paw																													
u/ə/a/h	see																													
iy	say																													
ey	sigh																													
ay	boy																													
oy	see say																													
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iy/ey	sigh boy																													
ay/oy	see say																													



English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																															
		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese				
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English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																																	
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese						
ð	then	✓																																	
θ	thick	✓																																	
d/θ	mouth mouth		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
s	say													✓																					
s/ç	soo chew																																		
z	zoo																																		
s/z	sue zoo													✓																					
t	tell																																		
d	dell																																		
t/d	to do													✓																					
t/θ	tin thin													✓																					
d/ð	dough though													✓																					
d/ð/z	dough though zoo													✓																					
s/z/t/d/θ/d	say zoo to do thin then	✓ <sup>s/r/d</sup>																																	
f	fine																																		
v	vine													✓																					
f/v	fine vine													✓																					
w	wine																																		
ill/will	illow willow																																		
w/v	wine vine													✓																					
f/v/w	fine vine wine													✓																					
h	here																																		
vowel/h + vowel	ill hill	✓																																	
y	you																																		

### English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																													
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese		
ell/yell	ellow yellow																														
i	iy																														
y/i	yaw jaw																														
h/y/i	haw yaw jaw																														
ç	chin																														
ʒ	shin																														
ʒ/ç	shin chin																														
ʁ/i	chip ip																														
ʁ/s/i	chip ship ip																														
p	pan																														
b	Dan																														
zd/ld/rd	closed held heard																														
h/ʃ	ho show																														
i/ʒ	major measure																														
y/ʒ	may your measure																														
f/h	fat hat																														
vowel/y + vowel	ell yell																														
vowel/w + vowel	ill will																														
s/ç	soo chew																														
vowel drills																															
final consonants																															
final stops																															
initial + final clusters																															
l/r clusters																															
final cluster																															
all clusters																															

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																																			
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese								
all voiced sounds																																					
p/t/c/k medial																																					
p/t/c/k before nasals																																					
nasals after d and r																																					
unstressed syllables																																					
polysyllables																																					
stress																																					
intonation																																					
p/b	pan <u>ban</u>																																				
b/v	ban <u>van</u>																																				
p/b/v	pan <u>ban van</u>																																				
k	come																																				
g	gum																																				
k/g	come <u>gun</u>																																				
p/f/c/k	pin tin chin kin																																				
b/d/l/g	big dig jig gig																																				
ʒ	measure																																				
g/z	glacier glazier																																				
f/θ/s/ʃ	fin thin sin shin																																				
v/d/z/ʒ	vie thy zoo vision																																				
r	room																																				
l	loom																																				
r/l	room loom																																				
m	mice																																				
n	nice																																				
ŋ	long																																				



English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN AT HOME																											
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese
ŋ	finger																												
g/gr	glass grass																												
fl/fr	fly fry																												
gl/gr/fl/fr	glass grass fly fry																												
tr/θr/dr	true threw drew																												
tr/θr	true threw																												
rp/rt/ré/rk	harp heart porch pork																												
rb/rd/rg/rj	barb bard berg barge																												
rf/rO/rv/rđ	careful earth nerve farther																												
rs/rs/rz/rž	person harsh hers Persian																												
rl/rm/rn	girl arm turn																												
ps/ts/ks/fs/θs	caps cats backs calf's bath's																												
pt/kt/ft	stopped talked laughed																												
st/št/čt	passed wished reached																												
bz/dz/gz/vz/đz	cabs beds dogs wives paths																												
mz/nz/ŋz/lz/rz	names pens songs pals cars																												
bd/đd/gd/rd/đđ	sobbed budget bagged barred bathed																												
md/nd/ŋd	seemed rained longed																												
n/ŋ	lawn long																												



## BOOK SELECTION LIST

The "literature approach" is a most effective way to bring about multi-racial and multi-ethnic understanding in the classroom. The following book list has been compiled to aid the teacher in providing the students with books that will help them to grow in understanding and to advance toward self-appreciation, identification, and an awareness of others.

### PRIMARY LEVEL

**BAD BOY, GOOD BOY**, Ets, \$4.10. The youngest son of a large Mexican family in California tries to solve his problems.

**THE LITTLE BROWN HEN**, Martin, \$3.56. A Negro child works to give his mother a birthday present.

**WELCOME CHILD**, Buck, \$3.54. A Korean orphan comes to the United States.

**THAT BAD CARLOS**, Lewiton, \$3.27. Warm, perceptive story of Puerto Rican life in New York City.

**EL PERRITO**, Trez, \$2.41. Dual-language book tells the amusing story of a little dog who outwits bigger dogs.

**SEÑOR BABY ELEPHANT, THE PIRATE**, Joslin, \$2.67. Baby Elephant sets out to hunt buried treasure in Puerto Rico. Spanish words and phrases.

**WE SAY HAPPY BIRTHDAY**, Rider, \$1.93. Sharing the fun of Julia's birthday, in Spanish and in English.

**THE WISE ROOSTER**, Prieto, \$2.86. The legend of how the animals learned to speak on Christmas Eve, told in Spanish and English.

**JOEY AND THE FAWN**, Lewis, \$3.11. A Negro child overcomes his fear of deer.

**ROSA**, Politi, \$3.12. Charming story of a Mexican girl.

**YOUR SKIN AND MINE**, Showers, \$3.51. Simple, basic facts about skin color.

**TWENTY-ONE CHILDREN**, Ormsby, \$3.11. A Spanish-speaking pupil arrives in school.

**ONE LUMINARIA FOR ANTONIO**, Hood, \$2.52. Dual-language story in English and Spanish.

**THERE IS A BULL ON MY BALCONY**, Joslin, \$2.67. Wit and wisdom for meeting any situation in this charming Spanish-English book.

**WHEN WE GO TO SCHOOL**, Rider, \$1.93. School adventures with two boys, in Spanish and English.

**GETTING TO KNOW THE CONGO RIVER**, Robbins, \$2.86. Life along the Congo River today is accurately described.

PRIMARY LEVEL

GETTING TO KNOW KENYA, Ingalls, \$2.86. The customs and history of Kenya.

GETTING TO KNOW THE SAHARA, Joy, \$2.86. The struggles and the beauty of life in the desert.

GETTING TO KNOW TANZANIA, Joy, \$2.86. Fascinating account of Tanzania.

THE MFUMS, Grove, \$3.41. Amusing tales of two lovable children, living in Ghana.

THEY LIVED LIKE THIS IN ANCIENT AFRICA, Neurath, \$1.98. The civilization of ancient Africa.

MORE TALES FROM THE STORY HAT, Aardema, \$3.69. A new collection of African fables.

SUCH IS THE WAY OF THE WORLD, Elkin, \$3.21. A young Ethiopian boy's pet monkey escapes into the jungle.

GETTING TO KNOW NIGERIA, Olden, \$2.86. Nigeria's history, culture, products and resources.

GETTING TO KNOW SOUTH AFRICA, Ingalls, \$2.86. South Africa today, with reference to its people and policies.

THE AFRICANS KNEW, Pine, \$3.28. The daily life of the ancient Africans over 6,000 years ago.

OUR NEIGHBORS IN AFRICA, Caldwell, \$2.39. Well-illustrated book about Africa and its people.

THE ADVENTURES OF SPIDER, Arkhurst, \$3.56. Six stories about children in Liberia and Ghana.

OLODE THE HUNTER, Courlander, \$2.63. Folk tale from the Yoruba people of Nigeria.

WHY THE SUN WAS LATE, Elkin, \$3.00. A free rendition of an old African folk tale.



INTERMEDIATE LEVEL

- ADAM BOOKOUT, Shotwell, \$3.77. A Jim comes from Oklahoma to live in his cousin's racially-mixed neighborhood.
- THE EMPTY SCHOOLHOUSE, Carlson, \$3.79. School integration story.
- NEW BOY IN SCHOOL, Justus, \$2.28. Lennie must adjust to the big city and a new all-white school.
- SAN FRANCISCO BOY, Lenski, \$4.29. A Chinese-American boy discovers the richness of his double heritage.
- A SUMMER ADVENTURE, Lewis, \$2.92. Ross Pennock, a Negro boy, starts a zoo in his backyard.
- TRUST A CITY KID, Huston, \$3.52. A boy from Harlem spends a summer with a Quaker family.
- AFRICA IS PEOPLE, Nolen, \$6.88. Culture and history of Africa.
- THE FIRST BOOK OF AFRICA, Hughes, \$1.98. Exciting story of Africa's ancient kingdoms, explorers, and empire builders.
- BERRIES GOODMAN, Neville, \$3.27. A city boy encounters anti-Semitism when he moves to the suburbs.
- HIGH-RISE SECRET, Lenski, \$3.39. Realistic story of the activities of city children in a crowded housing project.
- SAIL, CALYPSO, Jones, \$3.47. A Negro and a white boy become friends as they repair a sailboat.
- SKID, Hayes, \$2.28. The only Negro boy in a white school proves himself.
- TESSIE, Jackson, \$4.43. A Harlem teenager faces new problems in a private school.
- THE WEED WALK, Sutton, \$3.49. Lorri is torn between her ideals and a friend's false values when a Negro family moves next door.
- THE ART OF AFRICA, Glubok, \$4.11. The art of Africa in cave paintings, masks, poetry and musical instruments.
- LET'S VISIT MIDDLE AFRICA, Caldwell, \$2.86. The history, people and customs of East and Central Africa and the Congo.

INTERMEDIATE LEVEL

- THE PEOPLES OF AFRICA, Turnbull, \$3.86. The diverse peoples of Africa and their different traditions.
- PLAYTIME IN AFRICA, Sutherland, \$3.41. Rhythmic text with beautiful photographs of children playing in Ghana.
- CONGO FIRESIDE TALES, Savory, \$2.63. The history, songs, and sagas of the Congo are captured in these authentic folk tales.
- TALES TOLD NEAR A CROCODILE, Harman, \$3.77. Ten legends of the 6 tribes of Africa's Lake Nyanza region.
- BORN TO PLAY BALL, Mays, \$3.29. Story of Willie Mays, in his own words.
- FAMOUS NEGRO ATHLETES, Bontemps, \$2.45. Biographies of Negro athletes in all areas of the sports world.
- THE FIRST BOOK OF AMERICAN NEGROES, Young, \$1.98. The contributions of American Negroes from the Civil War to the present.
- FORTEN THE SAILMAKER, Douty, \$3.47. Story of a free Negro who operated a successful sailmaking shop when America was still a colony.
- "I SAW YOU FROM AFAR," Perkins, \$3.07. Daily life of the oldest inhabitants of South Africa.
- THE SHATTERED SKULL, Perkins, \$3.07. Glimpses of life in different parts of Africa today.
- THE KING'S DRUM, Courlander, \$2.10. Twenty-three stories of wisdom, humor, and courage from Africa.
- ADVENTURES OF THE NEGRO COWBOYS, Durham, \$2.45. Fascinating story of the many Negro cowboys who helped tame the Wild West.
- DR. GEORGE WASHINGTON CARVER, Graham, \$3.34. Story of the world famous Negro scientist.
- FAMOUS NEGRO HEROES OF AMERICA, Hughes, \$2.45. Biographies of 16 American Negro patriots, explorers, and war heroes.
- THE FIRST BOOK OF JAZZ, Hughes, \$1.98. Authoritative introduction to jazz musicians and jazz music.
- HARRIET TUBMAN, Humphreville, \$2.20. The flame of freedom was fanned by this woman who helped others to freedom.

INTERMEDIATE LEVEL

JACKIE ROBINSON OF THE BROOKLYN DODGERS, Shapiro, \$3.34. Biography, with photographs, of a great baseball star.

THE NEGRO IN AMERICA, Spangler, \$3.95. The struggle of Negroes in America who have sought freedom and justice.

THE PICTURE LIFE OF RALPH J. BUNCHE, Young, \$1.98. Informative story about one man's efforts to promote world peace.

A SPECIAL BRAVERY, Johnston, \$3.23. Highlights of the accomplishments of 15 American Negroes from Crispus Attucks to Martin Luther King, Jr.

YOUR MOST HUMBLE SERVANT, Graham, \$3.34. Life of Benjamin Banneker, Negro mathematician and astronomer.

JEAN BAPTISTE POINTE DE SABLE, Graham, \$3.34. Fascinating story of the Negro who founded the city of Chicago.

THE PICTURE LIFE OF MARTIN LUTHER KING, JR., Young, \$1.98. The achievements of a prominent leader in Civil Rights.

SLAVERY IN THE UNITED STATES, Ingraham, \$1.98. History for young people.

YOUNG JIM, Tarry, \$2.63. Story of the boyhood of James Weldon Johnson, great Negro poet and writer.

SECONDARY LEVEL

AFRICAN SAMSON, Harman, \$3.37. A legend similar to the Biblical tale of Samson interwoven with African customs.

GUILLOT'S AFRICAN FOLK TALES, Guillot, \$2.96. Beautiful gathering of African tales.

THE CONGO, McKown, \$4.46. The mystery, magic, beauty and tragedy of the great Congo River.

TRADITION AND CHANGE IN AFRICAN TRIBAL LIFE, Turnbull, \$5.57. African life, from birth to death, is traced and analyzed.

THE WILDLIFE OF AFRICA, Arundel, \$4.17. Fascinating history of animal life in Africa and man's impact upon it.

AFRICAN VILLAGE FOLK TALES, Kaula, \$3.86. Twenty brisk and funny tales from tribal storytellers.

AFRICA, PAST AND PRESENT, Thompson, \$3.50. Survey of African history with many photographs.

LEADERS OF NEW AFRICA, Kaula, \$3.86. The lives and accomplishments of leaders of new emerging nations.

TROPICAL AFRICA TODAY, Kimble, \$2.77. Tropical Africa is discussed as a cultural area rather than a series of national states.

BOOKS CHILDREN ENJOY HAVING READ ALOUD

Lower Elementary

AUTHOR	TITLE	AUTHOR	TITLE
Bemelmans, Ludwig	*The Madeline Books	Newberry, Clare	April's Kittens
Burton, Virginia	*Katy and the Big Snow (and others)	Payne, _____	Katy No-Pocket
Bishop, Claire	*The Five Chinese Brothers	Politi, Leo	All Things Bright and Beautiful (and others)
Daugherty, James	Andy and the Lion	Potter, Beatrix	The Tale of Peter Rabbit
Fischer, Hans	Pitschi	Quigley, Lillian	The Blind Man and the Elephant
Flack, Marjorie	The Angus Books	Rey, H. A.	*Curious George (and others)
Gag, Wanda	*The Story About Ping	Seuss, Dr.	Horton Hatches the Egg (and others)
Gannett, Ruth	*Millions of Cats	Slobodkins, Louis	*Caps for Sale
Guilfoile, Elizabeth	My Father's Dragon	Tresselt, Alvin	*White Snow, Bright Snow
Hader, Berta	Nobody Listens to Andrew	_____	_____
Heilbroner, Joan	*The Big Snow (and others)	_____	_____
Hoff, Carol	Robert, the Rose Horse	_____	_____
Keats, Ezra	Danny the Dinosaur	_____	_____
	Whistle for Willie	_____	_____
	*The Snowy Day	_____	_____
Lattimore, Eleanor	Little Pear (and others)	_____	_____
Lenski, Lois	The Little Auto (and others)	_____	_____
Lindgren, Astrid	The Tomten	_____	_____
McCloskey, Robert	*The Biggest Bear (and others)	_____	_____
	*Make Way for Ducklings	_____	_____
Milne, A. A.	Winnie-the-Pooh	_____	_____
Minarik, Else	Father Bear Come Home (and others)	_____	_____

\*These stories are available in the Weston Woods filmstrip-record series.

Middle Elementary

<u>AUTHOR</u>	<u>TITLE</u>	<u>AUTHOR</u>	<u>TITLE</u>
Atwater, Richard	Mr. Popper's Penguins	McGinley, Phyllis	The Plain Princess
Boston, L. M.	The Treasure of Green Knowe	Mason, Miriam	Caroline and Her Kettle Named Maud (and others)
Brock, Emma	Here Comes Kristie (and others)	Meigs, Cornelia	The Willow Whistle
Brooks, Walter	Freddy and the Detectives	Moore, Lillian	The Snake That Went to School
Byars, Betsy	Clementine	Orton, Helen	Treasure in the Little Trunk
Clark, Ann Nolan	Little Navajo Bluebird (and others)	Rounds, Glen	The Blind Colt
Cleary, Beverly	Henry Huggins (and others)	Selden, George	The Cricket in Times Square
Church, Richard	Five Boys	Slobodkin, Louis	The Space Ship Under the Tree
DeJong, Meindert	Wheel on the School (and others)	Titus, Eve	Basil of Baker Street
Estes, Eleanor	The Hundred Dresses	Todd, Ruthven	Space Cat
Embry, Margaret	The Blue-Nosed Witch	Travers, Pamela	Mary Poppins
Farley, Walter	The Big Black Horse (and others)	Uchida, Yoshiko	Takao and Grandfather's Sword
Faulkner, Georgene	Melindy's Medal	White, E.B.	Charlott's Web
Godden, Rumer	The Doll's House	Yashimo, Taro	Stuart Little
Haywood, Carolyn	"B" is for Betsy (and others)		Crow Boy
Holling, Holling C.	The Tree in the Trail (and others)		
Jones, Elizabeth	Twig		
Lawson, Robert	Rabbit Hill		
LeGrand, Matilda	Sampson Catches a Mystery		
Lenski, Lois	Prairie School (and others)		
Lewis, C. S.	The Lion, the Witch, and the Wardrobe		
Lindgren, Astrid	Pippi Longstocking		
Lindquist, Jennie	The Golden Name Day		
Lovelace, Maud	Betsy-Tacy		
McClaskey, Robert	Lentil		
McGregor, Ellen	Miss Pickereil Goes to Mars (and others)		

Upper Elementary

AUTHOR	TITLE	AUTHOR	TITLE
Benary-Isbert	The Ark (and others)	Seredy, Kate	The White Stag
Best,	Desmond the Dog Detective	Sinclair, Upton	The Gnoblie
Bontemps, Arna	Sugar Hill	Smith, Agnes	An Edge of the Forest
Brink, Carol	Caddie Woodlawn	Sorenson, Virginia	Plain Girl
Bulla, Clyde	Sword in the Tree	Spear, Elizabeth	The Witch of Blackbird Pond
Clark, Ann Nolan	Secret of the Andes	Stevenson, Robert L.	Treasure Island
Coatsworth, Elizabeth	Hitty, Her First Hundred Years	Taylor, Sydney	All-of-a-Kind Family
DeAngeli, Marguerite	The Door in the Wall	Twain, Mark	Adventures of Tom Sawyer (and others)
DeFoe, Daniel	Robinson Crusoe	Ullman, James	Banner in the Sky
DeJong, Meindert	House of Sixty Fathers	Underhill, R.	Antelope Singer
DuSoe, Robert	Three Without Fear	Wildner, _____	( Paiute Indians of Nevada)
Edmonds, Walter	The Matchlock Gun	_____	The Little House Books
Enright, Elizabeth	The Saturdays (and others)	_____	_____
Estes, Eleanor	The Moffats (and others)	_____	_____
Field, Rachel	The Cat Who Went to Heaven	_____	_____
Gipson, Fred	Old Yeller	_____	_____
Graham, Kenneth	Wind in the Willows	_____	_____
Gray, Elizabeth	Adam of the Road	_____	_____
Hale, Lucretia	The Peterkin Papers	_____	_____
Henry, Marguerite	Misty of Chincoteague (and others)	_____	_____
Irving, Washington	Rip Van Winkle (and others)	_____	_____
Kelly, Eric P.	The Trumpeter of Krakow	_____	_____
Krumgold, Joseph	And Now Miguel	_____	_____
Lenski, Lois	Strawberry Girl (and others)	_____	_____
Lofing, Hugh	The Story of Doctor Doolittle	_____	_____
McCloskey, Robert	Homer Price (and others)	_____	_____
Mason, Miriam	The Middle Sister	_____	_____
Norton, Mary	The Borrowers (and others)	_____	_____
O'Dell, _____	Island of the Blue Dolphins	_____	_____
Plye, Howard	Men of Iron	_____	_____



Biographies

AUTHOR  
Bulla

Gilbreth  
Hickok  
Holbrook

Horizon Magazine  
McNeer  
Schoor

West

TITLE

Squanto  
Childhood of Famous Americans  
(series)  
Cheaper by the Dozen  
Story of Helen Keller  
Wyatt Earp  
Wild Bill Hickock  
Joan of Arc  
(Osceola) War Chief of the Seminoles  
Roy Campanella  
Young John Kennedy  
Benjamin West and His Gray Cat  
Grimalkin

Fairy Tale and Story Collections

AUTHOR

Anglund  
Arbutnot  
A.C.E.I.  
Boy's Life  
Fenner  
Grimm  
Hutchinson  
Kipling  
Rackham  
Rojankovsky

TITLE

Nibble, Nibble Mousekin  
Time for Fairy Tales  
Told Under the Green Umbrella  
Books of Stories  
Ghosts, Ghosts, Ghosts  
Indians, Indians, Indians (and others)  
Household Stories  
Candle-Light Stories  
Chimney Corner Fairy Tales  
Just So Stories  
Arthur Rackham's Fairy Book  
The Tall Book of Nursery Tales



Poetry Collections

Arbutnot  
de la Mare  
Fischer  
Lear  
McGinley  
Nash  
O'Neill  
Sandburg  
Stevenson

Time for Poetry  
Peacock Pie  
In the Woods, In the Meadow,  
In the Sky  
Limericks by Lear  
The Complete Nonsense Book  
Boys Are Awful  
Girls Are Silly  
Hailstones and Halibut Bones  
Early Moon  
A Child's Garden of Verses

Folklore Collections

Blair  
Cothran  
Daugherty  
Felton

Tall Tale America  
With a Wig, With a Wag, and Other  
American Folk Tales  
Their Weight in Wildcats  
Legends of Paul Bunyan

For further information about these and other books, the teacher may refer to the annotated listings found in the H.W. Wilson Company Children's Catalog available in any school library. The teacher is encouraged to make additions to these lists on the spaces provided at the end of each section.

## THE NEWBERY AWARD

**PURPOSE:** To introduce children to the best in books.

The Newbery Medal is an annual award presented to the author of the most distinguished contribution to American literature for children published in the preceding year.

### READING RECORD OF NEWBERY AWARD WINNING BOOKS

Year	Title and Author	Reading Completed	Year	Title and Author	Reading Completed
1922	The Story of Mankind, Van Loon	_____	1940	Daniel Boone, Daugherty	_____
1923	Voyages of Dr. Dolittle, Lofting	_____	1941	Call it Courage, Sperry	_____
1924	The Dark Frigate, Hawes	_____	1942	The Matchlock Gun, Edmonds	_____
1925	Tales From Silver Lands, Finger	_____	1943	Adam of the Road, Gray	_____
1926	Shen of the Sea, Chrisman	_____	1944	Johnny Tremain, Forbes	_____
1927	Smoky, the Cowhorse, James	_____	1945	Robbit Hill, Lawson	_____
1928	Gay Neck, Mukerji	_____	1946	Strawberry Girl, Lenski	_____
1929	Trumpeter of Krakow, Kelly	_____	1947	Miss Hickory, Bailey	_____
1930	Hitty, Her First Hundred Years, Field	_____	1948	The Twenty-One Balloons, Du Bois	_____
1931	The Cat Who Went to Heaven, Coatsworth	_____	1949	King of the Wind, Henry	_____
1932	Waterless Mountain, Armer	_____	1950	The Door in the Wall, De Angeli	_____
1933	Young Fu of the Upper Yangtze, Lewis	_____	1951	Amos Fortune, Free Man, Yates	_____
1934	Invincible Louisa, Meigs	_____	1952	Ginger Pye, Estes	_____
1935	Dobry, Shannon	_____	1953	Secret of the Andes, Clark	_____
1936	Caddie Woodlawn, Brink	_____	1954	And Now Miguel, Krumgold	_____
1937	Roller Skates, Sawyer	_____	1955	The Wheel on the School, DeJong	_____
1938	The White Stag, Seredy	_____	1956	Carry on, Mr. Bowditch, Latham	_____
1939	Thimble Summer, Enright	_____	1957	Miracles on Maple Hill, Sorensen	_____
		_____	1958	Rifles for Watie, Keith	_____
		_____	1959	The Witch of Blackbird Pond, Speare	_____

READING RECORD OF NEWBERY AWARD WINNING BOOKS (continued)

<u>Year</u>	<u>Title and Author</u>	<u>Reading Completed</u>	<u>Year</u>	<u>Title and Author</u>	<u>Reading Completed</u>
1960	Onion John, Krumbold		1966	I, Juan de Paraja, Trevino	
1961	Island of the Blue Dolphins, O'Dell		1967		
1962	The Bronze Bow, Speare		1968		
1963	A Wrinkle in Time, L'Engle		1969		
1964	It's Like This, Cat, Neville		1970		
1965	Shadow of a Bull, Wojciechowska		1971		
			1972		

Select your favorite Newbery Medal winner.  
Why do you think this book was chosen to receive this special award?

Title \_\_\_\_\_ Author \_\_\_\_\_

## BOOK SHARING

These suggestions were taken from Hints on Teaching Literature. A Portland Public School publication for its own teachers.

1. Use ART in any number of ways. When a group of students have read a story, they may plan and prepare a mural. If they rough it out on paper first, with each responsible for a share but each contributing to a unified plan, the mural will be valuable enrichment to their own and the class's appreciation.
2. It takes only a shoe box to make a diorama! Many students read with greater perception and appreciate the details more if they plan to prepare a diorama.
3. Water colors are good too--or pastel chalk drawings or charcoals. Perhaps some students can draw the characters of the story. Ask them to draw these people in action--not as if they were posing for a photographer but doing something that is described in the story or that represents typical behavior.
4. If the story requires a good knowledge of the place, as in a mystery, you may want a student to draw a treasure map. Or, if the setting is in an unfamiliar part of the country or world, you may want to have a map to locate it. A free-hand map may do the trick, or possibly a traced projection of a small map that someone finds in a book.
5. Figurines of clay or papier-maché can add to the appreciation and enjoyment of a story.
6. Some student might like to make clothespin dolls with clothing that represents the period of the story he is reading. Or, a student may bring to school a doll that just fits the story and tell why it seems to her like the storybook character.
7. Have you ever let your class make rolled paper figures to represent story characters? A sheet of paper rolled and fastened by scotch tape will stand on a book shelf or a window ledge. The student can determine first where the painting of the face and body should be made and then complete the painting before rolling the paper.
8. Students can make original book jackets--colorful ones with paintings that suggest what the story might be about.
9. Make storybook mobiles. It isn't easy to make the mobile balance, but it is fun to accomplish the trick at last.

10. Let the students make and decorate bookmarks that relate to a favorite book already read. Some may wish to have their bookmarks carry a recommendation: I recommend The Little House in the Big Woods. Only one student can take the book home overnight, but several might be reading it in spare moments during the day. Since bookmarks do fall out sometimes, have students who must leave the room write page numbers down each time they temporarily complete their reading.
11. Some students like to make booklets. Let them use their ingenuity to make the cover and pages artistic.
12. Use **DRAMATIZATION** freely, but not carelessly. It is best to launch dramatization by using a story that is very familiar to the students. Try a folk tale or a fairy tale. Decide upon one little scene at first. Before asking anyone to act, do a good deal of thinking aloud. Which characters are needed for this scene? Take each one in turn: how can you show what the character is like by the way he walks; by the way he holds his body, hands, feet, head; or by the expression on his face? Then decide how much action takes place in the scene you have selected. What does each character do? What kind of thing does he say? At this point the situation is pretty well understood. The students can go ahead without memorizing script. Let them extemporize the lines. It will keep them on their toes and add freshness to the dramatization.
13. When characters have been selected for a dramatization, let them act out their concept of the scene. Use volunteers at first, and entice other volunteers rather than require participation. Follow the dramatization with group discussion. You may wish at first to limit critical remarks to favorable criticism. If students comment on what they like, they will be focusing on the best things--that's what you want them to do. Let the actors themselves add their own criticisms.
14. Pantomimes are fun and relatively easy. No words to speak--and that's a blessing for the shy ones. They can let their body movement and their facial expression tell the story. If it is a scene from a book the students know, they might even let their classmates guess what the pantomime is all about.
15. How about silhouettes! This can be done behind a sheet, if a lighting arrangement behind the actors throws their shadows plainly on the sheet. Make a paper picture frame around the sheet.
16. Tableaus may be effective as a representation of several scenes in a book. For this purpose, the series of tableaux could portray contrasts such as older people in one and younger in another--a gay scene in one and a serious one in another.

17. A room program may be planned with dialogues prepared by pairs of students. Each of the pair represents a character in a story with just a suggestion of costuming. The dialogue must be concerned with some action of the story, and it should be so planned that the content of the conversation and the tone of voice and mannerisms convey the character.
18. A story may be told as if by radio. Let the students who take part stand outside the door or behind a screen. They must create interest, even excitement, by their voices and whatever sound effects they can concoct.
19. Use **DANCING** to add meaning to literature. For example, if you are reading a pioneer story, include some square dances as part of a literature program.
20. Whether you are reading aloud or whether a student reads a selection to the class, take time to savor the book as you go--encourage the warm response to human appeal, enjoy the humor, take delight in the language.

### BOOK CONFERENCE QUESTIONS

#### Discussion about characters:

1. In what ways do the characters change during the story?
2. How does conversation reveal character?
3. Give some examples of places in the story when actions revealed a person's character.
4. What contrast in character was shown?
5. Was there a variety of characters in the story?
6. Choose a certain piece of action and discuss the reasons back of it?
7. Were there other actions (other ways of doing something) that the character or characters might have chosen?
8. Discuss the plot of the story.
9. What is the main problem that needs solving?

10. Show how one act causes another throughout the events of the story, i.e., "For want of a nail the shoe was lost."
11. Discuss the choices the characters had to make and what led to one choice rather than another.
12. Show where things (foreshadowing) suggest what happens later?
13. How is the suspense (excitement) built up in the story?

Discussion about language:

1. Discussion of the words used in the story can be profitable and fun.
2. Are any words selected to excite the reader?
3. Can you find words or phrases that make the story funny? This would be language tickling and funnybone rather than a funny action or incident.
4. What words did you notice that sound quaint (from another period of time)? Why did the author use these words?
5. Do any words startle the reader or stand out as particularly vivid?
6. Words are used to build up a certain mood in the reader. Is there evidence of this in the story you read?
7. Find passages that build (or express) feelings--sad, gay, lazy.

Discussion about the setting:

1. Does the setting of the story help determine the mood? (A Poe story for instance)
2. In what period of time does the story take place? (Historical novels, for instance, are often rich in details related to a particular period.)
3. What do you know about a particular place or places mentioned in the story?
4. Does the story bring out contrasts or comparisons of different places?
5. Are the problems in the story peculiar to the time and place or would they exist in a different place or time?

Ideas for extending interest:

1. Let the students make lists of books on certain topics.
2. Have the students make lists of poems, stories, or books by certain authors.
3. Keep a class record book of all the books read by the members of the class. Such a book could be illustrated and carefully bound by the students.
4. A list (or booklet) of recommended readings may be prepared by students for other students. Such a list made by sixth grade, for instance, could be given to another sixth grade or kept for next year's class.
5. Make a list of class favorites grouped under such titles as "Well-Known Books," "Easy Books," or "Exciting Books."
6. Ask a teacher in another school to cooperate in a plan to have Pen Pals for Book Friends. Students can write each other about the books they are reading.
7. Let upper grade students read stories to primary grade students. They would use, of course, books from the primary packets. The little ones would enjoy this, and the experience would be of value to the other students. Or, they might tell the stories to the primary grade students.
8. Just as effective as appearing in person to tell a story is making a tape. Students are fascinated by tape recorders and enjoy hearing their own voices.
9. Talk about the Newbery Books; students might like to make some awards themselves.
10. Titles of books are fun to talk about. What would you have named the book?
11. Keep individual records of reading for a year.



## INTEREST INVENTORY

1. What do you like to do best when you have some spare time? \_\_\_\_\_
2. What do you usually do after school?  
In the evenings? \_\_\_\_\_ On Saturday \_\_\_\_\_ On Sunday \_\_\_\_\_  
How old are your brothers and sisters? \_\_\_\_\_
3. To which clubs do you belong?  
Do you take any special lessons? \_\_\_\_\_
4. Do you let other people use your possessions (i.e., radio, record player, etc.)? \_\_\_\_\_
5. How often do you go to the movies? \_\_\_\_\_ Which is the best movie you ever saw? \_\_\_\_\_  
What kind of movie do you like best? \_\_\_\_\_
6. How much time do you spend watching television each day? \_\_\_\_\_  
What television programs do you like best? \_\_\_\_\_  
What radio programs do you like best? \_\_\_\_\_
7. Have you ever been to a farm? \_\_\_\_\_ circus? \_\_\_\_\_ zoo? \_\_\_\_\_ art museum? \_\_\_\_\_ amusement park? \_\_\_\_\_  
concert? \_\_\_\_\_ opera? \_\_\_\_\_ picnic? \_\_\_\_\_ ball game? \_\_\_\_\_ summer camp? \_\_\_\_\_ YMCA? \_\_\_\_\_  
YWCA? \_\_\_\_\_ swimming pool? \_\_\_\_\_ Have you ever taken a trip by boat? \_\_\_\_\_ train? \_\_\_\_\_ bus? \_\_\_\_\_  
car? \_\_\_\_\_ airplane? \_\_\_\_\_
8. What do you want to do when you get out of high school? \_\_\_\_\_
9. What kind of pet do you have? \_\_\_\_\_ hobby? \_\_\_\_\_ collection? \_\_\_\_\_

10. Do you like school? \_\_\_\_\_ What subject do you like best? \_\_\_\_\_  
 Which subject do you find most difficult? \_\_\_\_\_ How many schools have you  
 attended in Las Vegas? \_\_\_\_\_ elsewhere? \_\_\_\_\_
11. Do you like to read? \_\_\_\_\_ Do you like to have someone read to you? \_\_\_\_\_ How much time do  
 you spend in reading storybooks? \_\_\_\_\_ Which books have you read lately? \_\_\_\_\_
12. Do you have a library card? \_\_\_\_\_ How often do you check out library books? \_\_\_\_\_  
 How many books do you own? \_\_\_\_\_ Name some books you would like to own . \_\_\_\_\_  
 \_\_\_\_\_
13. What kinds of books do you like best -- history, travel, plays, essays, adventure stories, science, poetry, novels,  
 detective stories, mystery stories, biography, music, art?
14. What newspapers do you read? \_\_\_\_\_ What part do you like best? \_\_\_\_\_  
 Which part do you read first? \_\_\_\_\_
15. Do you get any magazines at your house? \_\_\_\_\_ Do you read them?  
 \_\_\_\_\_ What is your favorite magazine? \_\_\_\_\_
16. Is there a dictionary in your house? \_\_\_\_\_ Do you ever use it? \_\_\_\_\_

RECORDING DATA

COMPREHENSIVE READING RECORD SHEET

Student's Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Date of Testing \_\_\_\_\_

Book Levels	Word Recognition		Comprehension		Comments
	Flash	Untimed	Context	Oral	

DISABILITY CHECKLIST

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Test Results: M.A. \_\_\_\_\_ C.A. \_\_\_\_\_ I.Q. \_\_\_\_\_ Date \_\_\_\_\_

Achievement Tests:  
Name \_\_\_\_\_ Date \_\_\_\_\_ Results \_\_\_\_\_

Vision \_\_\_\_\_ Hearing \_\_\_\_\_

Speech \_\_\_\_\_

Physical Defects \_\_\_\_\_

	Yes	Occasionally	No
I. Silent Reading			
1. Finger pointing			
2. Lip movement			
3. Sub-vocalization			
4. Head movement			
5. Body movement			
II. Oral Reading - List errors Sight vocabulary			



	Yes	Occasionally	No
Omissions			
Substitutions			
Insertions			
Repetitions			
Reversals			
Mispronunciations: Beginning			
Middle			
Final			
Word by word			
Phrasing			
Blocking			
III. Facility in Word Analysis Techniques			
Ability to use:			
configuration clues			
picture clues			
context clues			
phonics			
IV. Facility in Language Usage			
A. Adequate speaking vocabulary to deal with experience			
B. Adequate reading vocabulary			
C. Able to interpret paragraph construction			



# READING CHECKLIST OF DIFFICULTIES

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Suggested Reading Level \_\_\_\_\_

## GENERAL READING HABITS

- \_\_\_\_\_ Uses finger as pointer
- \_\_\_\_\_ Frowns and is tense
- \_\_\_\_\_ Poor posture
- \_\_\_\_\_ Loses place easily
- \_\_\_\_\_ Shows aversion to reading
- \_\_\_\_\_ Head movements
- \_\_\_\_\_ Holds book too close
- \_\_\_\_\_ Tilts book to one side
- \_\_\_\_\_ Holds book too far away

## ORAL READING - VOICE SKILLS

- \_\_\_\_\_ Strained, high-pitched voice
- \_\_\_\_\_ Monotonous tone
- \_\_\_\_\_ Volume too loud
- \_\_\_\_\_ Poor enunciation
- \_\_\_\_\_ Volume too soft

## PHRASE READING

- \_\_\_\_\_ Word-by-word reading
- \_\_\_\_\_ Incorrect phrasing
- \_\_\_\_\_ Eye-voice span too short
- \_\_\_\_\_ Ignores punctuation

## ORAL READING - WORD SKILLS

- \_\_\_\_\_ Low sight vocabulary
- \_\_\_\_\_ Errors on easier words
- \_\_\_\_\_ Guesses at unknown words
- \_\_\_\_\_ Ignores errors and reads on
- \_\_\_\_\_ Habitual addition of words
- \_\_\_\_\_ Omits words
- \_\_\_\_\_ Word analysis ability poor

## RECALL OF ORAL READING

Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

- \_\_\_\_\_ Unaided recall scanty
- \_\_\_\_\_ Poorly organized
- \_\_\_\_\_ Inaccurate memory
- \_\_\_\_\_ Guesses
- \_\_\_\_\_ Avoids use of new words
- \_\_\_\_\_ Recalls details on questions

## RECALL OF SILENT READING

Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

- \_\_\_\_\_ Unaided recall scanty
- \_\_\_\_\_ Poorly organized
- \_\_\_\_\_ Inaccurate memory
- \_\_\_\_\_ Guesses
- \_\_\_\_\_ Avoids use of new words
- \_\_\_\_\_ Recalls details badly on questions

## PHONETIC INVENTORY

- \_\_\_\_\_ Following letter names not known:
- \_\_\_\_\_ Following letter sounds not known:
- \_\_\_\_\_ Following consonant blends not known:
- \_\_\_\_\_ Following letters are reversed:

## WRITTEN RECALL OF READING

Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

- \_\_\_\_\_ Unaided recall scanty
- \_\_\_\_\_ Poorly organized
- \_\_\_\_\_ Inaccurate memory
- \_\_\_\_\_ Guesses
- \_\_\_\_\_ Avoids use of new words
- \_\_\_\_\_ Laborious writing
- \_\_\_\_\_ Spelling impedes recall

## SILENT READING

- \_\_\_\_\_ Lip movements
- \_\_\_\_\_ Whispering
- \_\_\_\_\_ Low rate
- \_\_\_\_\_ High rate at expense of mastery

READING CLINIC 1967

(Kottmeyer)

Does the student make reversals?

pal even no saw raw ten far won pot rats keep nap tops read meat lap never

Word attack \_\_\_\_\_ Guessing \_\_\_\_\_ Configuration \_\_\_\_\_ Spelling \_\_\_\_\_

Syllabication \_\_\_\_\_ Context clues \_\_\_\_\_ Blending \_\_\_\_\_ Letter names \_\_\_\_\_

Prefixes \_\_\_\_\_ Suffixes \_\_\_\_\_

Sight vocabulary \_\_\_\_\_

Word reversals \_\_\_\_\_ Letter reversals \_\_\_\_\_

Word omissions \_\_\_\_\_ Letter omissions \_\_\_\_\_ Word substitutions \_\_\_\_\_

Speech \_\_\_\_\_ Enunciation \_\_\_\_\_ Voice control \_\_\_\_\_

Word repetition \_\_\_\_\_ Word calling \_\_\_\_\_ Regressions \_\_\_\_\_

Reading rate \_\_\_\_\_ Words per minute \_\_\_\_\_ Material \_\_\_\_\_

Use of dictionary \_\_\_\_\_ Use of encyclopedia \_\_\_\_\_ Ability to use library \_\_\_\_\_

Ability to skim \_\_\_\_\_ Follows directions \_\_\_\_\_ Locate central thought \_\_\_\_\_ Recall details \_\_\_\_\_

Recreational reading \_\_\_\_\_





TESTS OF PHONICS SKILLS

Name \_\_\_\_\_ Date \_\_\_\_\_ Clinician \_\_\_\_\_

Test for Initial Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- |                |                 |             |
|----------------|-----------------|-------------|
| 1. <u>b</u> ep | 10. <u>g</u> ib | <u>g</u> ed |
| 2. <u>d</u> od | 11. <u>r</u> ep | <u>r</u> in |
| 3. <u>f</u> es | 12. <u>s</u> ul | <u>s</u> ab |
| 4. <u>h</u> uc | 13. <u>t</u> ep | <u>f</u> id |
| 5. <u>j</u> os | 14. <u>v</u> am | <u>v</u> us |
| 6. <u>k</u> ib | 15. <u>w</u> ib | <u>w</u> at |
| 7. <u>l</u> us | 16. <u>p</u> im | <u>p</u> ud |
| 8. <u>m</u> up | 17. <u>y</u> ed | <u>y</u> om |
| 9. <u>n</u> am | 18. <u>s</u> iz | <u>z</u> am |

Test for Final Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- |                |                 |             |
|----------------|-----------------|-------------|
| 1. <u>l</u> ib | <u>s</u> ab     | <u>j</u> un |
| 2. <u>h</u> ed | <u>f</u> ud     | <u>d</u> up |
| 3. <u>n</u> af | <u>n</u> if     | <u>s</u> ur |
| 4. <u>s</u> ug | <u>h</u> eg     | <u>j</u> as |
| 5. <u>d</u> al | <u>s</u> ul     | <u>d</u> if |
| 6. <u>t</u> em | <u>b</u> im     | <u>s</u> uk |
|                | 7. <u>f</u> en  | <u>j</u> un |
|                | 8. <u>k</u> ap  | <u>d</u> up |
|                | 9. <u>t</u> or  | <u>s</u> ur |
|                | 10. <u>b</u> is | <u>j</u> as |
|                | 11. <u>f</u> et | <u>d</u> if |
|                | 12. <u>b</u> ak | <u>s</u> uk |

Test for Consonant Blends (2-1)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

- |                 |              |                   |               |
|-----------------|--------------|-------------------|---------------|
| 1. <u>b</u> rod | <u>b</u> ril | 9. <u>d</u> rus   | <u>d</u> rid  |
| 2. <u>b</u> lad | <u>b</u> ril | 10. <u>t</u> ril  | <u>t</u> run  |
| 3. <u>c</u> lak | <u>c</u> lus | 11. <u>s</u> kab  | <u>s</u> kuk  |
| 4. <u>f</u> lib | <u>f</u> ul  | 12. <u>s</u> mod  | <u>s</u> mep  |
| 5. <u>s</u> lem | <u>s</u> las | 13. <u>s</u> neg  | <u>s</u> nus  |
| 6. <u>f</u> rup | <u>f</u> rip | 14. <u>s</u> tak  | <u>s</u> tid  |
| 7. <u>g</u> rum | <u>g</u> rod | 15. <u>s</u> wil  | <u>s</u> wad  |
| 8. <u>q</u> uod | <u>q</u> uad | 16. <u>s</u> trad | <u>s</u> trim |

Test for Consonant Digraphs

- |                 |              |                 |              |
|-----------------|--------------|-----------------|--------------|
| 1. <u>ch</u> is | <u>ch</u> em | 5. <u>wh</u> es | <u>wh</u> an |
| 2. <u>sh</u> an | <u>sh</u> og | 6. <u>wr</u> un | <u>wr</u> um |
| 3. <u>ph</u> un | <u>ph</u> at | 7. <u>gn</u> ad | <u>gn</u> ol |
| 4. <u>th</u> ob | <u>th</u> il |                 |              |

Test for Final Sound

- |                 |              |                 |              |
|-----------------|--------------|-----------------|--------------|
| 1. <u>w</u> ung | <u>l</u> ing | 4. <u>fe</u> ck | <u>l</u> uck |
| 2. <u>bi</u> sh | <u>f</u> ash | 5. <u>w</u> ung | <u>l</u> ong |
| 3. <u>sa</u> th | <u>w</u> oth | 6. <u>w</u> ach | <u>l</u> och |

Test for Long and Short Vowel Sounds (2-2)

Directions: I will pronounce some words. These words have various vowel sounds. Tell me if the vowel has a long or short sound.

- |          |         |         |         |         |
|----------|---------|---------|---------|---------|
| 1. gate  | 1. bet  | 1. kite | 1. goat | 1. cut  |
| 2. apple | 2. eat  | 2. pin  | 2. oak  | 2. use  |
| 3. stay  | 3. key  | 3. fly  | 3. got  | 3. puff |
| 4. pan   | 4. end  | 4. wish | 4. hop  | 4. hue  |
| 5. ate   | 5. sled | 5. ice  | 5. go   | 5. mule |

KEY: (for above vowel sounds)

- |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|
| 1. $\bar{a}$   | 1. $\check{e}$ | 1. $\bar{i}$   | 1. $\bar{o}$   | 1. $\check{u}$ |
| 2. $\check{a}$ | 2. $\bar{e}$   | 2. $\check{i}$ | 2. $\bar{o}$   | 2. $\bar{u}$   |
| 3. $\bar{a}$   | 3. $\bar{e}$   | 3. $\bar{i}$   | 3. $\check{o}$ | 3. $\check{u}$ |
| 4. $\check{a}$ | 4. $\check{e}$ | 4. $\check{i}$ | 4. $\check{o}$ | 4. $\bar{u}$   |
| 5. $\bar{a}$   | 5. $\check{e}$ | 5. $\bar{i}$   | 5. $\bar{o}$   | 5. $\bar{u}$   |

## DIRECTIONS FOR GIVING THE SPELLING TEST\*

1. Provide each student with a sheet of ruled paper. Tell him to number the lines from 1-20.
  2. Dictate the test words to the entire class, or to the individual student, just as in any spelling lesson. Do not let any student see the test previously. Do not hurry through the test. Give the students as much security as possible.
  3. Collect the papers immediately. Do not have the students look over the papers for mistakes.
- NOTE TO THE TEACHERS USING THE PHONOVISUAL METHOD OF TEACHING:** Give this test to every student before beginning work with the Phonovisual charts. After all sounds have been taught according to the instructions in the Method Book, give the test again to (1) note improvement and (2) see whether there are any sounds not thoroughly mastered.

## PREPARING TO SCORE THE TEST

In scoring the test (see instructions below), the teacher should keep the following points in mind:

1. Does the student know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse s with sh, w with wh?
2. Is he listening through the word? For example, does he write correctly the ch at the beginning of the word church and yet fail to hear the ch with which the word ends? Does he hear the t at the end of the word swept?
3. Is he confusing the vowel sounds? For example, does he write shap for shape, whil for while, strack for struck?

## SCORING

1. Underline the part of the word missed. Do not merely mark the word wrong. Use a blue pencil for consonant errors, red for vowel errors.
2. Turn to the score analysis at the right of the test words. Checking against the student's own paper, circle each vowel or consonant error and each error in a blend; indicate any letter or sounds reversed.
3. Total the errors as indicated at the bottom of the page.

## FINAL ANALYSIS

1. Note number of beginning and final consonants missed. If student makes mistakes in initial sounds such as confusing digraphs sh and wh with s and w, he needs more training in auditory and visual discrimination and in association of the initial sounds. If he knows consonants but makes mistakes in final sounds, the treatment needed is practice in listening to the sounds with which words end.
2. Note errors in vowel sounds. If in spite of appearing to know all final and initial consonants student is still confusing long and short a, a careful drill on the vowel sounds according to an organized plan is needed to strengthen him.
3. Does he reverse letters in consonant blend such as slp for spl? Careful auditory training according to a definite plan is indicated. Is he so insecure that he squeezes all letters together making it impossible to read the words? An organized phonetic drill stressing formation of each letter will overcome much of this difficulty.

\* See following page

DIAGNOSTIC SPELLING TEST  
(Grades 3 and above)

Analysis of difficulties of \_\_\_\_\_ (Pupil's Name) \_\_\_\_\_ Grade \_\_\_\_\_ Age (last birthday) \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

TEST \_\_\_\_\_ (See instructions on following page) \_\_\_\_\_ SCORE ANALYSIS (see following page)

Test Words	Words Incorrect	Vowel Errors	Consonant Initial	Errors Final	Blends	Reversals
shape		a-e	sh	p		
teeth		ee	t	th		
while		i-e	wh	l		
zone		o-e	z	n		
cute		u-e	c	t		
sprang		-a-	s	ng		
swept		-e-	s	t	sp	
quick		-i-	qu	ck	sw	pt
flock		-o-	f	ck	fl	
struck		-u-	s	ck	str	
yawn		aw	y	n		
hair		a (r)	h	m		
smooth		oo	s	th	sm	
brook		oo	b	k	br	
growl		ow	g	l	gr	
joy		oy	i			
burst		ur	b	t	st	
wax		-a-	w	x		
drove		o-e	d	v		
church		ur	ch	ch	dr	
Total Errors						



INDIVIDUAL ORAL READING TESTS

Procedure: The first five paragraphs range in difficulty from Grade 1.5 through Grade 7.5.

Have the student read orally on sight in response to a motivating question. When the student has finished reading one story, ask him the fact questions following each story. Have him respond orally.

If you duplicate a copy of the test for each student, you can mark each student's individual errors on it.

STANDARDS FOR ORAL READING INVENTORY			
	FREE READING LEVEL	INSTRUCTIONAL LEVEL	FRUSTRATION LEVEL
Comprehension (based on both thought and fact question)	90% score	75% score	Less than 50% score (primary) Less than 70% score (secondary)
Vocabulary	Student is able to pronounce all but one word.	Student is able to pronounce all but five words.	Student fails to pronounce 10 or more words.
Oral Reading	Natural rhythmical, well phrased.	Natural rhythmical, well phrased.	Jerky, unnatural, many substitutions, omissions, and repetitions.
Tensions	None	None	Finger pointing, frowning, erratic body movements, faulty breath control.

INDIVIDUAL ORAL READING TEST

I.

A dog saw a cat. The dog said, "I can catch you."  
The cat said, "We shall see." The cat ran. The  
cat ran up a tree. The cat said, "Catch me if you can."

II.

A boy had a dog and a black pony that were good  
friends. The pony ate out of the same dish with the  
dog. When the little boy and the dog went into the  
house, the pony wanted to go with them. If the door  
were opened, in he would walk.

III.

Freezing bread is a new idea. It was found by accident. Some  
explorers went to the South Pole. It is freezing cold there all  
the time. The explorers left some food at the South Pole.

Six years later, the explorers went back. They found the food.  
It was still good! They thawed the bread and ate it.

When the men came back to the United States, they told  
about the bread. A baker decided to freeze bread for his  
customers.

You can now buy frozen bread. It can be kept in a deep-  
freeze.

QUESTIONS AND ANSWERS

I. 1.5

1. What did the dog think he could do to the cat? (catch it)
2. What did the dog do? (ran after the cat)
3. Where did the cat run? (up a tree)

II. 2.5

1. Who had two pets that were good friends? (a boy)
2. What were the pets? (dog and pony)
3. What was the color of the pony? (black)
4. What did the pony want to do when the boy and the dog  
went into the house? (go with them)
5. What would the pony do if the door were opened? (go in)

III. 3.5

1. How long was it before the explorers returned to the  
South Pole? (six years)
2. What did the men do with the bread that had been left  
there? (thawed and ate it)
3. Who decided to freeze bread to sell? (a baker)

## IV.

Animals have favorite foods just as people do. The favorite food of most cats is fish or chicken.

Raccoons are very fond of ripe grapes and green corn. Farmers sometimes have trouble with raccoons stealing from cornfields. Raccoons like fish, too.

Some animals have a "sweet tooth." Bears like honey. They rob the homes of wild bees in hollow trees.

## V.

Animals have many kinds of skins. The horned toad has sharp spines on its head and back. The skin on the lower part of the body is covered with tough scales.

A garden toad does not need a thick skin for protection. Instead, its skin "sweats" a milky liquid that tastes very bad to other animals.

The thickest skins are those of the elephant and the hippopotamus. Their skins are often more than an inch thick over the shoulders.

## VI.

Dogs have worked for man for thousands of years. Early in the history of the world man learned that dogs were useful friends that deserved to be rewarded with food and shelter. In ancient Egypt men used dogs to help them hunt. Farmers kept dogs to help them guide their flocks and herds.

## IV.

4.5

1. What is the favorite food of most cats? (fish or chicken)
2. What foods do raccoons like? (grapes, green corn, fish)
3. Where do wild bees make their homes? (in hollow trees)

## V.

5.5

1. On what part of its body does the horned toad have tough scales. (lower)
2. What animal has a skin that "sweats" a milky liquid? (garden toad)
3. What two animals have the thickest skins? (elephant and hippopotamus)

## VI.

6.5

1. For what two reasons did dogs become domesticated? (worked for man and were useful friends)
2. How did early man reward his dogs? (food and shelter)
3. For what reason did farmers keep dogs? (guide flocks and herds)

VII.

All around us is an invisible sea, unstable and wandering, yet so powerful that it links the earth to the sun and to the great galaxy of the universe. This invisible sea is magnetism.

Magnetism was discovered in a piece of stone. Almost four thousand years ago, Chinese magicians used bits of magnetite, or loadstone, to perform tricks and to mystify their audiences, and as early as 2700 B.C., the Chinese used a primitive compass. Although, whether they used it merely as a toy or to determine direction is not known.

VII.

7.5

1. What is the invisible sea that links the earth to the sun and the great galaxy of the universe? (magnetism)
2. Where was magnetism discovered? (in a piece of stone)
3. What two uses did the early Chinese make of bits of magnetite? (to perform tricks and as a compass)



ARTICULATION TEST FORM

Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Sound	Initial	Medial	Final	Remarks
b	band	robber	rub	
m	mice	ample		
wh	white			
w	water			
f	frost	elephant	graph	
v	vase	level	love	
th	third	toothbrush	mouth	
th	that	father		
t	town	knitting	shirt	
d	doll	candy	find	
n	note	country	been	
k	kit	market	lack	
g	gum	dragon	chug	

Sound	Initial	Medial	Final	Remarks
p	pig	apple	cup	
ng		singing	hang	
h	house	inhale		
l	letter	solid	call	
r	rabbit	circus	tar	
s	soup	whisper	grass	
z	zero	zigzag	rreeze	
sh	show	washing	fresh	
ch	chick	teacher	catch	
i	giant	magic	change	
y	youth			
zh				

## REVIEW OF SOUNDING

Sounding out words should be connected as much as possible with reading. Use opportunities provided by material the student is reading. If a word is sounded out and not recognized as already known, it should be looked up in the dictionary. A student should not try to learn the sound of entirely new words from sounding out. There is too much chance of error. E.A. Betts cites the following pitfalls in the teaching of phonics:

Only 84% of commonly used words are phonetic.

Many exceptions to each rule may cause confusion.

Overemphasis on mechanical analysis leads to "word calling" rather than "thought getting."

A disproportionate amount of time may be spent on phonics, which is only one aspect of word recognition.

### Suggested Order for Phonics Instruction

#### CONSONANT SOUNDS

Consonant sounds are usually presented first in the initial position in the word. Later, consonants should also be presented in the final and medial positions. (See note page 53) Many book series now suggest introducing the vowel sounds first.

The consonant "t" is the consonant most commonly used. "N," "r," and "d" are next in frequency of use.

When consonants are sounded in isolation, teachers should do their best to minimize the "uh" sound.

#### Easy Consonants (initial position)

T - tan, table, top, tennis, ten  
D - dot, dog, do, dive, duck  
S - set, sun, seven, see, so  
W - wet, wagon, wince, weep, wise  
F - fan, fight, find, finish, few  
P - pup, pipe, pump, pen, pencil

N - nap, nail, no, never, new  
L - lip, light, lantern, lamp, lick  
M - map, moon, monkey, monster, me  
Z - zip, zing, zebra, zoom, zap  
B - bit, ball, belt, bad, bed

R - run, rail, rich, ranch, rug  
C - cot, cat, catch, can, candle  
K - kit, kitchen, kite, king, kangaroo  
J - jet, jug, jump, jettison, job  
V - vat, vow, voice, vim, vigor

Suggested Order for Phonics Instruction (Cont.)

Consonants with a Difference

1. "C" sometimes has a sound like "k." We say that this is the "hard" sound of "c." Examples: cap, coat, came, cup, cow
2. "C" sometimes sounds like "s." This is the "soft" sound of "c." Examples: city, center, cellar, circus, cent
3. "G" has a "hard" sound also, as in the word, girl. Examples: game, gate, go, gun, got
4. When "g" sounds like "j," we say the sound is "soft." Examples: germ, gentle, gym, gem, general
5. "Q" is always followed by "u." "Q" sounds like "kw." Examples: queen, quit, quart, quiz, quiet
6. "X" usually has a "ks" sound as in fox, or box.
7. "Y" is a consonant at the beginning of a word. Examples: yard, yellow, yes, yam, yell
8. "Y" is a vowel that sounds like long "i" in words like why, fly, shy and usually sounds like short "i" at end of two syllable words. Examples: very, easy, many, happy.
9. "X" sounds like "eks" in x-ray and like "z" in xylophone.

VOWEL SOUNDS

Short Vowels

Key Word

- "A" as in apple, at, an, am, as, atom, ashes  
"E" as in elephant, elevator, egg, end, edge, engine  
"I" as in Indian, incident, interest, if, ill, inch  
"O" as in octopus, ostrich, on, onward, olive, obtain  
"U" as in umbrella, until, unless, us, uncle, ugly

Long Vowels

Key Word

- "A" as in ape, age, able, acorn, ache, ace  
"E" as in eagle, equal, Egypt, eel, eerie, eke  
"I" as in ice, idea, I, idle, iris, iron  
"O" as in oh, oleo, old, only, open, oral  
"U" as in uniform, use, unit, union, universe

PRACTICE OF VOWELS AND CONSONANTS IN POSITION

Note: The teacher of phonics should be aware that often the short vowel sounds are taught before the initial consonant sounds. One approach that is effective is coupling each consonant with the short vowels as: bă, bě, bī, bō, and bū.

Vowel Sounds in Position

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
SHORT A	as at act an apple am atom ashes	catch back math black that had candy lamp	Not common
LONG A	a age Abe able ace ache acorn acre afe ape	paper gravy fame cake navy gate made safe wafer sale	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
SHORT E	end egg edge elm else engine every extra	bed dress get help let men well beg	Not common
LONG E	eel equal serie eke Egypt	mete recede seed creed feed	be me flee she he
SHORT I	if ill in inch ink into is it itch inner	king fish bill give did hid big slid Smith din	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
LONG I	I ice idea idle iris iron	find fine ride hide five mine	Not common
SHORT O	on olive observe obsess opera obtain	proper toddle solid stop robin robber	Not common
LONG O	oh oleo old ode only open oral	note scold pony both those wrote cold	go so toe Flo Words ending in "ow" often have the long "o" sound also.
SHORT U	up us until unless under uncle ugly usher upper umpire	but run much just jump cup but buzz mud sun	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
LONG U	use utilize unit union unify uke universe	clue cube cute huge mule butte mute	Not common
B	back box	about rebel	cub rib
B BLENDS	bl bloom black blot blunt blame	(l) br brim brawl breathe brown brag	rb rhubarb garb orb barb absorb
Note: For purpose of arrangement, some consonant blends are placed incorrectly under medial.			
These will be coded (l-initial or F-final)			
C-HARD SOUND	cake call came	cocoa o'clock picture	(Usually written as "ck" in this position.)
C-SOFT SOUND	cent circus city	recent incite recite	Not common
CH-"K" SOUND	chemist character Christmas	echo ache	stomach mechanic

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
C BLENDS	cl cling class clay clean	(l) cr cry crest craft cross	ck neck tack brick luck
D	day do did	sudden puddle muddy	and find bed
D BLENDS	dr drop dry draw dress	dw dwell dwindle dwarf	ld mild weld sold cold
F	fall feet fast	after rifle refuse	if leaf life
F BLENDS	fl flat float fly fleet	(l) fr fresh fry freak frame	ff elf shelf gulf wolf dwarf scarf wharf

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Suggested Order for Phonics Instruction (Cont.)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
L BLENDS		
pl plot play plenty plump plane	(l) bl bleed blot blame blush black	(l) cl clean class clamp clay clear
fl flat flow flame fleet float	(l) gl glass glue glum glow glad	lm helm elm helm realm film
(F) lv solve twelve shelve valve delve	(F) lp help gulp scalp pulp yelp	lf wolf shelf gulf elf golf
M mattress mountain moist men mouse	company family animal blamed dreamed	alarm harm farm am ham

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
N	no need neck near navy	owner center ginger county control	thin when then been seen
P	pal pair pain page pet	paper limper lamplight camping campus	hop shop flop sleep reap
PR BLEND	price	prize	(l) pray
Q	quiz quit quake quality quarter	(l) prune unique acquire acquaint acquit acquiesce	preach Not common
G-HARD	gill gab gap gun	August dragon figure legal	tag lag rag chug
G-SOFT	gentle giraffe	regenerate magic	Not common

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
G BLENDS	gl glue glum glider glow	(l) gr grapes grind greet grasp	
H	hum here hello he hide	ahead inherit inhale perhaps Ohio	Not common - mostly in the "ch" form.
J	just jump juice joy jail	unjust injury reject enjoy project	Not common
K	keep keg kick kind kitten	rocket sparkle poker nickel pickle	tack lack rack luck chuck
K BLENDS	(F) lk silk bulk milk hulk elk		rk park pork dark ark fork



Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
L	live little like light letter	solo village solid relate follow	small shall pull girl fall
R	red review record recorder rest	yesterday surprise circus Saturday understand	feather factor enter September simmer
S	summer sound silence sense sight	display blossom haystack answer respond	socks dangerous congress goodness arms
S BLENDS	sl slip slide slink slow sled	sc scum scoop scow scare scowl	(l) sk skunk skate skip skirt skim
	sn snag snail snake snap snarl	sp span space spare speak spat - 61 -	(l) sm small smash smile smog smoke  (l) st stand stamp stain stage stack

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
S BLENDS (Cont.)	sq	(l) scr	(l) str
	square	screen	stress
	squeal	scream	strict
	squat	scribble	stretch
	squeeze	scrub	strife
	squint	screech	stroll
	spl	(i) spr	
	splint	sprain	
	splash	spray	
	splendid	sprawl	
T	split	spread	
	splurge	spring	
	tack	attend	that
	take	meter	toast
	tail	master	hurt
	tame	notice	jeat
	tall	footprint	forget
	tw	(l) tr	
	twang	trap	
	tweed	travel	
twenty	treat		
twist	treasure		
twinkle	trench		
V	volley	invite	prove
	vocal	invalid	love
	visit	invent	stove
	vision	involve	move
	vigor	invisible	grove
		visibly	

Suggested Order for Phonics Instruction (Cont.)

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
W	water wax weak weary weather	windward wigwam wigwag wickerwork worthwhile	Not common except as "ow", etc.
X Z	xylophone	exact	examine
EKS or KS	x-ray	oxen extra	box fox
Y - Usually a consonant at the beginning of a word	youth yours	yarn year	yield
Y is often a vowel when used in the medial or final positions. - fry, pony			
Z	zero zedlot zoo zone zinc	zigzag unzip rezone	freeze sneeze



**SIMPLE ENDINGS - s, ed, ing, etc.**

Plurals

1. Many words just add "s" to make the plural form of the word. Examples: animals, nails, divers, tests, horns
2. When words already end in "s," or in a sound like "s," we add "es" to make the plural. Examples: crosses, grasses, harnesses, passes, glasses, boxes, buzzes, sashes, churches
3. When words end in a consonant and "y," we change the "y" to "i" and add "es" to make the plural. Examples: bodies, carries, enemies, dairies, liberties

Effect of Silent E" in Word Endings

hop - hope  
tap - tape  
tub - tube

cut - cute  
twin - twine

**LETTER COMBINATIONS WITH UNIQUE SOUNDS**

It is important for the student to learn that in the following examples of letter combinations, each individual letter loses its individual sound when the letters are working together to make a new sound.

Two-Letter Consonants

1. "Sh" as in:

shop  
shake  
shoes  
shut

fish  
rush  
cash  
fresh

Suggested Order for Phonics Instruction (Cont.)

2. "Ch" as in:

chop	each
<u>ch</u> air	<u>ch</u>
<u>ch</u> ase	te <u>ch</u>
<u>ch</u> in	su <u>ch</u>

3. "th"

a. Unvoiced

that	them
this	mother
than	the
these	

b. Voiced

thing	teeth
three	with

4. "Wh" (Sounds like "hw")

what	wheel	when	which	white
------	-------	------	-------	-------

5. "Ng" as in:

ring	hang	song	singing
------	------	------	---------

6. "Ph" as in phonics, phone, physical (f sound)

7. "Gh" as in rough, tough, enough (f sound)



Suggested Order for Phonics Instruction (Cont.)

Two-Letter Vowels

1. "ou" as in house, out, pound
2. "ow" as in owl, howl, flower, down, clown
3. "oo" as in boot, poor, wood, cool, loop, foot
4. "oi" as in oil, boil, toil, foil, soil
5. "oy" as in boy, joy, toy, employ, employment
6. "ew" as in blew, new, few, knew, review, crew, threw
7. "ir" as in bird, dirt, flirt, shirt, skirt
8. "ur" as in fur, cur, recur, incur, furl
9. "or" as in north, nor, Norse, horse, remorse
10. "er" as in term, permanent, sweeter, braver, terminal, termite
11. "ar" as in star, far, car, tar, bar
12. "ay" as in day, may, say, Kay, way

Generalization - The first vowel is often long, and the second vowel is often silent in two-vowel combinations.

Examples: "oa" as in coat, soap, roach, float, boat

"ai" as in rain, pain, train, plain, drain

THE UTILITY OF FORTY-FIVE PHONIC GENERALIZATIONS\*

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
1. When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.	309 (bead)	377 (chief)	45
2. When a vowel is in the middle of a one-syllable word, the vowel is short.	408	249	62
-middle letter	191 (dress)	84 (scold)	69
-one of the middle two letters	191 (rest)	135 (told)	59
-in a word of four letters	26 (splash)	30 (fight)	46
-one vowel within a word of more than four letters	23 (he)	8 (to)	74
3. If the only vowel letter is at the end of a word, the letter usually stands for a long sound.	180 (bone)	108 (done)	63
4. When there are two vowels, one of which is final <u>e</u> , the first vowel is long and the <u>e</u> is silent.	484 (horn)	134 (wire)	78
*5 The <u>r</u> gives the preceding vowel a sound that is neither long nor short.			

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
6. The first vowel is usually long and the second silent in the digraphs <u>ai</u> , <u>ea</u> , <u>oa</u> , and <u>ui</u> . <u>ai</u> <u>ea</u> <u>oa</u> <u>ui</u>	179 43 (nail) 101 (head) 34 (boat) 1 (suit)	92 24 (said) 51 (head) 1 (cupboard) 16 (build)	66 64 66 97 6
7. In the phonogram <u>ie</u> , the <u>i</u> is silent and the <u>e</u> has a long sound.	8 (field)	39 (friend)	17
*8. Words having double <u>e</u> usually have the long <u>e</u> sound.	85 (seem)	2 (been)	98
9. When words end with silent <u>e</u> , the preceding <u>a</u> or <u>i</u> is long.	164 (cake)	108 (have)	60
*10. In <u>ay</u> the <u>y</u> is silent and gives <u>a</u> its long sound.	36 (play)	10 (always)	78
11. When the letter <u>i</u> is followed by the letters <u>gh</u> , the <u>i</u> usually stands for its long sound and the <u>gh</u> is silent.	22 (high)	9 (neighbor)	71
12. When <u>a</u> follows <u>w</u> in a word, it usually has the sound <u>a</u> as in <u>was</u> .	15 (watch)	32 (swan)	32
13. When <u>e</u> is followed by <u>w</u> , the vowel sound is the same as represented by <u>oo</u> .	9 (blew)	17 (sew)	35
14. The two letters <u>ow</u> make the long <u>o</u> sound.	50 (own)	35 (down)	59
15. <u>W</u> is sometimes a vowel and follows the vowel digraph rule.	50 (crow)	75 (threw)	40

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
*16. When <u>y</u> is the final letter in a word, it usually has a vowel sound.	169 (dry)	32 (tray)	84
17. When <u>y</u> is used as a vowel in words it sometimes has the sound of long <u>i</u> .	29 (fry)	170 (funny)	15
18. The letter <u>a</u> has the same sound (o) when followed by <u>l</u> , <u>w</u> , and <u>u</u> .	61 (all)	65 (canal)	48
19. When <u>a</u> is followed by <u>r</u> and final <u>e</u> , we expect to hear the sound heard in <u>care</u> .	9 (dare)	1 (are)	90
*20. When <u>c</u> and <u>h</u> are next to each other, they make only one sound.	103 (peach)	0	100
*21. <u>Ch</u> is usually pronounced as it is in <u>kitchen</u> , <u>catch</u> , and <u>chair</u> , not like <u>sh</u> .	99 (catch)	5 (machine)	95
*22. When <u>c</u> is followed by <u>e</u> or <u>i</u> , the sound of <u>s</u> is likely to be heard.	66 (cent)	3 (ocean)	96
*23. When the letter <u>c</u> is followed by <u>o</u> or <u>a</u> the sound of <u>k</u> is likely to be heard.	143 (camp)	0	100
24. The letter <u>g</u> often has a sound similar to that of <u>j</u> in <u>jump</u> when it precedes the letter <u>i</u> or <u>e</u> .	49 (engine)	28 (give)	64
*25. When <u>gh</u> is seen in a word, <u>gh</u> is silent.	30 (fight)	0	100
26. When a word begins <u>kn</u> , the <u>k</u> is silent.	10 (knife)	0	100

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
*27. When a word begins with <u>wr</u> , the <u>w</u> is silent.	8 (write)	0	100
*28. When two of the same consonants are side by side only one is heard.	344 (carry)	3 (suggest)	99
*29. When a word ends in ck, it has the same last sound as in look.	46 (brick)	0	100
*30. In most two-syllable words, the first syllable is accented.	828 (famous)	143 (polite)	85
*31. If <u>a</u> , <u>i</u> , <u>n</u> , <u>r</u> , <u>e</u> , <u>x</u> , <u>d</u> , or <u>b</u> is the first syllable in a word, it is usually unaccented.	86 (belong)	13 (insect)	87
*32. In most two-syllable words that end in a consonant followed by <u>y</u> , the first syllable is accented and the last is unaccented.	101 (baby)	4 (supply)	96
*33. One vowel letter in an accented syllable has its short sound.	547 (city)	356 (lady)	61
*34. When <u>y</u> or <u>ey</u> is seen in the last syllable that is not accented, the long sound of <u>e</u> is heard.	0	157 (baby)	0
*35. When <u>ure</u> is the final syllable in a word, it is unaccented.	4 (picture)	0	100
*36. When <u>tion</u> is the final syllable in a word, it is unaccented.	5 (station)	0	100

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
37. In many two- and three-syllable words, the final e lengthens the vowel in the last syllable.	52 (invite)	62 (gasoline)	46
38. If the first vowel sound in a word is followed by two consonants, the first syllable usually ends between the two consonants.	404 (bullet)	159 (singer)	72
39. If the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.	190 (over)	237 (oven)	44
*40. If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	62 (tumble)	2 (buckle)	97
*41. When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	30 (dishes)	0	100
42. In a word of more than one syllable, the letter v usually goes with the preceding vowel to form a syllable.	53 (cover)	20 (clover)	73

### Generalization

(The following have the highest per cent of utility and were indicated with an \* on preceding pages.)

Generalization	Example of Conforming Word	Example of Non-conforming Word	Per Cent of Utility
The <u>r</u> gives the preceding vowel a sound that is neither long nor short.	horn	wire	78
Words having a double <u>e</u> usually have the long <u>e</u> sound.	seem	been	98
In <u>ay</u> the <u>y</u> is silent and gives <u>a</u> its long sound.	play	always	78
When <u>y</u> is the final letter in a word, it usually has a vowel sound.	dry	tray	84
When <u>c</u> and <u>h</u> are next to each other, they make only one sound.	peach		100
When <u>c</u> is followed by <u>e</u> or <u>i</u> , the sound of <u>s</u> is likely to be heard.	cent	ocean	96
When the letter <u>c</u> is followed by <u>o</u> or <u>a</u> the sound of <u>k</u> is likely to be heard.	camp		100
When <u>ght</u> is seen in a word, <u>gh</u> is silent.	fight		100
When two of the same consonants are side by side one is heard.	carry	suggest	99
When a word ends in <u>ck</u> , it has the same last sound as in <u>look</u> .	brick		100
In most two-syllable words, the first syllable is accented.	famous	polite	85

Generalization

Generalization	Example of Conforming Word	Example of Non-confirming Word	Per Cent of Utility
If <u>a</u> , <u>i</u> , <u>n</u> , <u>re</u> , <u>ex</u> , <u>de</u> , or <u>be</u> is the first syllable in a word, it is usually unaccented.	belong	insect	87
In most two-syllable words that end in a consonant followed by <u>y</u> , the first syllable is accented and the last is unaccented.	baby	supply	96
If the last syllable of a word ends in <u>le</u> , the consonant preceding the <u>le</u> usually begins the last syllable.	tumble	buckle	97
When the first vowel element in a word is followed by <u>th</u> , <u>ch</u> , or <u>sh</u> , these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	dishes		100
When there is one <u>e</u> in a word that ends in a consonant, the <u>e</u> usually has a short sound.	leg	blew	76
When the last syllable is the sound <u>r</u> , it is unaccented.	butter	appear	95

\*As established by Theodore Clymer "The Utility of Phonic Generalizations in the Primary Grades" The Reading Teacher, January, 1963, 252-58.



DOLCH BASIC WORD LIST\*

Pre-Primer

1. a
2. and
3. big
4. blue
5. can
6. come
7. down
8. for
9. funny
10. get
11. go
12. green
13. have
14. help
15. here
16. I
17. in
18. is
19. it
20. jump
21. little
22. look
23. make
24. me
25. my
26. not
27. play
28. red
29. ride
30. run
31. said
32. saw
33. see
34. the
35. this
36. to
37. up
38. want
39. we
40. with
41. work
42. you

Primer

1. all
2. am
3. are
4. at
5. away
6. black
7. but
8. came
9. did
10. do
11. eat
12. fast
13. find
14. good
15. he
16. laugh
17. like
18. new
19. no
20. now
21. on
22. one
23. out
24. please
25. put
26. ran
27. say
28. she
29. so
30. some
31. stop
32. thank
33. that
34. than
35. they
36. three
37. too
38. two
39. was
40. went
41. what
42. where
43. white
44. will
45. yellow
46. yes
47. your

First

1. about
2. after
3. again
4. an
5. around
6. as
7. ask
8. ate
9. be
10. before
11. brown
12. by
13. call
14. cold
15. could
16. can't
17. every
18. far
19. first
20. five
21. fly
22. found
23. four
24. from
25. gave
26. give
27. going
28. had
29. has
30. here
31. him
32. his
33. how
34. if
35. into
36. just
37. know
38. let
39. long
40. made
41. many
42. may
43. much
44. must
45. never
46. of
47. old
48. once
49. open
50. or
51. our
52. over
53. pretty
54. round
55. snow
56. sing
57. sleep
58. soon
59. take
60. them
61. there
62. think

Dolch Basic Word List\*

First (Cont.)

- 63. us
- 64. very
- 65. walk
- 66. were
- 67. when
- 68. who
- 69. why
- 70. wish

Second

- 1. always
- 2. any
- 3. because
- 4. been
- 5. best
- 6. better
- 7. both
- 8. bring
- 9. buy
- 10. carry
- 11. clean
- 12. cut
- 13. does
- 14. done
- 15. drink
- 16. fall
- 17. full
- 18. goes
- 19. got
- 20. grow
- 21. hold
- 22. hot
- 23. hurt
- 24. its
- 25. keep
- 26. kind
- 27. light
- 28. live
- 29. myself
- 30. off
- 31. only
- 32. own
- 33. pick
- 34. pull
- 35. read
- 36. right
- 37. seven
- 38. shall
- 39. sit
- 40. small
- 41. six
- 42. start
- 43. tell
- 44. ten
- 45. their
- 46. these
- 47. those
- 48. today
- 49. together
- 50. try
- 51. under
- 52. upon
- 53. use
- 54. warm
- 55. wash
- 56. well
- 57. which
- 58. would
- 59. write

\*The basal series involved in this breakdown included Allyn and Bacon, Ginn, Houghton Mifflin, Row Peterson, and Scott Foresman.

SAMPLE GRADED WORD LISTS (QUEENS WORD LIST)

PRE-PRIMER	PRIMER	1st READER	GRADE 2	GRADE 3	GRADE 4	GRADE 5
as	all	another	along	cheek	addition	accomplish
big	cake	cry	fruit	reason	blizzard	commotion
run	how	hopped	quick	plain	compound	decorate
dog	from	gate	teach	freeze	embrace	essential
up	into	snow	sound	knife	groove	marvelous
look	story	next	music	inch	introduce	grateful
to	that	bunny	often	moment	magic	population
me	wanted	thought	straight	president	nonsense	remarkable
it	playing	well	dark	shovel	permanent	suggestion
good	milk	running	cannot	whale	scratch	territory

Queens College Educational Clinic

CLARENCE R. STONE'S REVISION OF THE  
DALE LIST OF 769 EASY WORDS

a	at	believe	brother	chair	crumb
about	ate	bell	brought	chick	cry
across	away	belong	brown	chicken	cup
afraid	automobile	beside	bug	child	cut
after		best	build	children	
afternoon	baa	better	building	circus	dance
again	baby	between	bump	Christmas	dark
air	back	big	bunny	city	day
airplane	bad	bigger	bus	clap	dear
all	bag	bill	busy	clean	deep
almost	bake	bird	but	climb	deer
along	baker	birthday	butter	close	did
alone	ball	bit	buy	clothes	dig
already	balloon	black	buzz	clown	dinner
also	band	blew	by	cluck	dish
always	bang	blow		coat	do
am	bark	blue	cabbage	cock-a-	does
an	barn	board	cage	doodle-doo	dog
and	barryard	boat	cake	cold	doll
animal	basket	book	calf	color	done
another	bath	both	call	come	don't
answer	be	bottom	came	coming	door
any	bear	bow	can	cook	down
anyone	beautiful	bowl	candy	cook(ie)	draw
anything	became	bow-wow	cap	corn	dress
apple	because	box	car	corner	drink
are	bed	boy	care	could	drive
arm	bedroom	branch	careful	count	drop
around	bee	bread	carry	country	dry
arrow	been	break	cat	cover	duck
as	before	breakfast	catch	cow	
ask	began	bright	caught	cried	each
asleep	begin	bring	cent	cross	ear

early	goat	help	is	light
east	God	hen	it	like
eat	going	her	its	line
egg	gold	here	jar	lion
else	gone	herself	joke	listen
elephant	good	hid	jump	little
end	good-by	hide	just	live
engine	got	high	keep	log
enough	grandfather	hill	kept	long
even	grandmother	him	kill	look
ever	grass	himself	kind	lost
every	gray	his	kitchen	lot
everything	great	hit	kitten	loud
eye	green	hold	knew	love
face	grew	hole	knock	lunch
fall	ground	home	know	made
family	grow	honey	lady	mail
far	guess	hop	laid	make
farm	had	horn	lamb	man
farmer	hair	horse	land	many
fast	hall	hot	large	march
fat	hand	house	last	matter
father	happen	how	late	may
feather	happy	hungry	laugh	me
feed	hard	hunt	lay	meat
feel	has	hurry	learn	meet
feet	hat	hunt	leaves	men
fall	have	ice	left	meow
felt	hay	if	leg	met
fence	he	I'll	let	mew
few	head	in	let's	mice
field	heard	Indian	letter	might
fill	heavy	inside	lie	mile
find	held	into		milk
finish	hello			milkman

mill minute  
 miss nothing  
 Miss now  
 money nut  
 monkey of  
 moo off  
 more often  
 morning oh  
 most old  
 mother on  
 mouse once  
 mouth one  
 move only  
 Mr. open  
 Mrs. or  
 much orange  
 mud other  
 music our  
 must out  
 my outside  
 over  
 own  
 paint  
 pan  
 paper  
 park  
 part  
 party  
 pat  
 paw  
 pay  
 peanut  
 peep  
 pennies  
 people  
 pet  
 pick  
 picnic  
 picture  
 pie  
 piece  
 pig  
 pink  
 place  
 plan  
 plant  
 play  
 please  
 pocket  
 point  
 policeman  
 pond  
 pony  
 pop  
 poor  
 post  
 present  
 press  
 pretty  
 puff  
 pull  
 push  
 put  
 puppy  
 quick  
 quiet  
 quite  
 rabbit  
 race  
 rain  
 rake  
 ran  
 read  
 ready  
 real  
 red  
 rest  
 ride  
 right  
 ring  
 river  
 road  
 roar  
 robin  
 rock  
 rode  
 roll  
 roof  
 room  
 rooster  
 root  
 rope  
 round  
 row  
 rub  
 run  
 said  
 same  
 sand  
 sang  
 sat  
 save  
 saw  
 say  
 school  
 sea  
 seat  
 see  
 seed  
 seem  
 seen  
 sell  
 send  
 sent  
 set  
 seven  
 shake  
 shall  
 she  
 shell  
 sheep  
 shine  
 shoe  
 shop  
 short  
 should  
 show  
 shut  
 sick  
 side  
 sign  
 sing  
 sister  
 sit  
 six  
 skate  
 skin  
 skip  
 sky  
 sled  
 sleep  
 slide  
 slow  
 small  
 smell  
 smile  
 smoke  
 sniff  
 snow  
 so  
 soft  
 sold  
 some  
 something  
 sometime  
 song  
 soon  
 sound  
 soup  
 splash  
 spot  
 spring  
 squirrel  
 stand  
 star  
 start  
 station  
 stay  
 step  
 stick  
 still  
 stone  
 stood  
 stop  
 store  
 story  
 straight  
 street  
 string

strong  
such  
suit  
summer  
sun  
sunshine  
sure  
surprise  
swam  
sweet  
supper  
swim  
swing  
table  
tail  
take  
talk  
tall  
tap  
teach  
teacher  
teeth  
tall  
ten  
tent  
than  
thank  
that  
the  
their  
them  
then  
there  
these  
they  
thin

thing  
think  
this  
those  
though  
thought  
three  
threw  
throw  
ticket  
tie  
tiger  
time  
tired  
to  
today  
toe  
together  
told  
tomorrow  
too  
took  
top  
town  
toy  
train  
tree  
trick  
tried  
trunk  
try  
turkey  
turn  
turtle  
two  
uncle

under  
umbrella  
until  
up  
upon  
us  
use  
vegetable  
very  
visit  
voice  
wagon  
wait  
wake  
walk  
want  
war  
warm  
was  
wash  
watch  
water  
wave  
way  
we  
wear  
wee  
weed  
week  
well  
went  
were  
west  
wet  
what

wheat  
wheel  
when  
where  
which  
while  
white  
who  
why  
wide  
wild  
will  
win  
wind  
window  
wing  
winter  
wish  
with  
without  
woman  
wonder  
wood  
woke  
wolf  
word  
work  
world  
worm  
would  
write  
yard  
year  
yellow  
yes  
you

your  
zoo

WORD OPPOSITES TEST (READING)

Directions: Pick a word in each line that means the opposite or nearly the opposite of the numbered word. Draw a line under it. Example:

1. work                      find                      play                      stop

Level 1

- A. 1. father  
 2. boy  
 3. in  
 4. big  
 5. here  
 6. morning  
 7. up  
 8. him  
 9. go  
 10. yes

Level 2<sup>1</sup>

- B. 1. farm  
 2. gave  
 3. sit  
 4. start  
 5. cry  
 6. back  
 7. after  
 8. never  
 9. lost  
 10. under

Botel Reading Inventory B

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TEACHER \_\_\_\_\_

Score \_\_\_\_\_ %

- c hildren  
 girl  
 out  
 around  
 there  
 horse  
 down  
 her  
 kitten  
 fish

- b mother  
 train  
 one  
 little  
 find  
 night  
 from  
 ask  
 boat  
 no

- a Birthday  
 show  
 eat  
 away  
 live  
 please  
 there  
 bag  
 stop  
 saw

- d puppy  
 once  
 noise  
 stop  
 window  
 pony  
 cake  
 show  
 found  
 wood

- c neighbor  
 seed  
 stand  
 side  
 goat  
 clean  
 before  
 plant  
 hand  
 parade

- b city  
 truck  
 more  
 why  
 field  
 front  
 fence  
 always  
 mill  
 corn  
 - 81 -

- a balloon  
 took  
 each  
 room  
 laugh  
 dress  
 high  
 clothes  
 gone  
 over



WORD OPPOSITES TEST (READING) Cont.

Level 22

- C.
1. sell
  2. arm
  3. early
  4. brother
  5. finish
  6. aunt
  7. bad
  8. soft
  9. heavy
  10. pull

a buy  
robin  
part  
sister  
push  
poor  
family  
knock  
light  
sing

b hay  
fill  
sled  
lunch  
start  
uncle  
ice  
grass  
fairy  
push

c Tion  
trot  
honk  
hair  
trip  
deep  
good  
hard  
cream  
earn

d Those  
leg  
late  
sand  
suit  
machine  
butter  
year  
deep  
goose

Score \_\_\_\_\_ %

Level 31

- D.
1. begin
  2. dry
  3. queen
  4. sick
  5. open
  6. low
  7. bottom
  8. slow
  9. earth
  10. half

a able  
golden  
pencil  
steam  
paw  
reach  
turtle  
march  
sky  
month

b end  
raccoon  
office  
well  
potato  
high  
chipmunk  
fast  
peep  
whole

c nut  
wet  
king  
also  
close  
decide  
top  
woke  
library  
pocket

d market  
hang  
course  
ripe  
sudden  
cave  
skin  
point  
fruit  
eight

Score \_\_\_\_\_ %

WORD OPPOSITES TEST (READING) Cont.

Level 32

- E.
1. shut
  2. tame
  3. stupid
  4. weak
  5. question
  6. tall
  7. whisper
  8. tiny
  9. enter
  10. cool

a weave  
wild  
knife  
politely  
answer  
scatter  
though  
pound  
wiggle  
warm

b inch  
swam  
indeed  
mirror  
language  
short  
manage  
huge  
paster  
number

c open  
insist  
wise  
hoof  
master  
jacket  
shout  
leap  
doctor  
beast

d brush  
claw  
eager  
strong  
fresh  
donkey  
express  
safety  
leave  
peak

Score \_\_\_\_\_ %

Level 4

- F.
1. above
  2. false
  3. clean
  4. idle
  5. difficult
  6. hot
  7. permit
  8. enormous
  9. even
  10. lend

a platform  
praise  
fifty  
busy  
favor  
invent  
mine  
road  
odd  
dollar

b below  
mule  
manner  
corner  
easy  
cold  
retire  
machine  
have  
borrow

c statue  
stable  
hat  
haste  
may  
red  
forbid  
tiny  
every  
flame

d increase  
true  
dirty  
limit  
fear  
met  
special  
luxury  
college  
noise

Score \_\_\_\_\_ %

WORD OPPOSITES TEST (READING) Cont.

Level 5

- G.
1. capture
  2. depth
  3. follower
  4. occasional
  5. joyful
  6. goodness
  7. care less
  8. mourn
  9. poverty
  10. shallow

- a hermit  
ninth  
neglect  
tenth  
pretend  
needle  
amuse  
blink  
wealth  
confuse

- b release  
imagination  
tempt  
frequent  
mend  
evil  
conflict  
shudder  
blush  
deep

- c discover  
height  
leader  
muscle  
gloomy  
berry  
alert  
rejoice  
objection  
lecture

- d note  
observation  
multiply  
reel  
errand  
anchor  
snowy  
notion  
merrily  
bestow

Score \_\_\_\_\_ %

Level 6

- H.
1. brilliant
  2. foreigner
  3. plentiful
  4. soften
  5. expand
  6. patriot
  7. stillness
  8. visible
  9. loosen
  10. graceful

- a germ  
native  
anyway  
hasten  
contract  
torch  
transparent  
rascal  
rarely  
clumsy

- b dull  
medicine  
signal  
furious  
physical  
traitor  
abode  
unseen  
wrought  
supreme

- c immortal  
reckless  
scarce  
gap  
cushion  
ashore  
uproar  
squeak  
inspire  
onward

- d heal  
vibrate  
legend  
harden  
handful  
objection  
gallant  
tease  
tighten  
fireplace

Score \_\_\_\_\_ %

WORD OPPOSITES TEST (READING) Cont.

Junior High

1. indifferent
2. consistent
3. coarse
4. respect
5. cautious
6. wasteful
7. trivial
8. fickle
9. extraordinary
10. refusal

a motorist  
 mischief  
 turnip  
 contempt  
 dizzy  
 postal  
 gathering  
 prank  
 common  
 flake

b eager  
 dungeon  
 beset  
 linger  
 rash  
 thrifty  
 overtook  
 martial  
 rave  
 consent

c superintendent  
 viewpoint  
 flatten  
 similar  
 shark  
 dispense  
 significant  
 steadfast  
 befall  
 revel

d mammal  
 irregular  
 refined  
 thrash  
 laden  
 garb  
 bog  
 emerald  
 fruitless  
 vile

Score \_\_\_\_\_ %

Senior High

1. abhor
2. emancipate
3. stationary
4. sparse
5. fetter
6. opaque
7. harmonious
8. incompetent
9. antagonize
10. admonish

a childish  
 inquest  
 turnover  
 sparkle  
 midget  
 javelin  
 excise  
 quaver  
 conciliate  
 auspicious

b cherish  
 nurture  
 presto  
 dense  
 ownership  
 transparent  
 cleat  
 flawless  
 incoherent  
 commend

c destroy  
 enslave  
 mobile  
 demure  
 unbind  
 condescend  
 discordant  
 capable  
 visibility  
 intricate

d petrify  
 static  
 corpuscle  
 residue  
 inposter  
 vesper  
 gourd  
 forsake  
 collide  
 wiry

Score \_\_\_\_\_ %

WORD OPPOSITES TEST (READING) KEY

<p>A.</p> <ol style="list-style-type: none"> <li>1. mother</li> <li>2. girl</li> <li>3. out</li> <li>4. little</li> <li>5. there</li> <li>6. night</li> <li>7. down</li> <li>8. her</li> <li>9. stop</li> <li>10. no</li> </ol>	<p>B.</p> <ol style="list-style-type: none"> <li>1. city</li> <li>2. took</li> <li>3. stand</li> <li>4. stop</li> <li>5. laugh</li> <li>6. front</li> <li>7. before</li> <li>8. always</li> <li>9. found</li> <li>10. over</li> </ol>	<p>C</p> <ol style="list-style-type: none"> <li>1. buy</li> <li>2. leg</li> <li>3. late</li> <li>4. sister</li> <li>5. start</li> <li>6. uncle</li> <li>7. good</li> <li>8. hard</li> <li>9. light</li> <li>10. push</li> </ol>	<p>D.</p> <ol style="list-style-type: none"> <li>1. end</li> <li>2. wet</li> <li>3. king</li> <li>4. well</li> <li>5. closed</li> <li>6. high</li> <li>7. top</li> <li>8. fast</li> <li>9. sky</li> <li>10. whole</li> </ol>	<p>E.</p> <ol style="list-style-type: none"> <li>1. open</li> <li>2. wild</li> <li>3. wise</li> <li>4. well</li> <li>5. closed</li> <li>6. short</li> <li>7. shout</li> <li>8. huge</li> <li>9. leave</li> <li>10. warm</li> </ol>
1	2 <sup>1</sup>	2 <sup>2</sup>	3 <sup>1</sup>	3 <sup>2</sup>
<p>F.</p> <ol style="list-style-type: none"> <li>1. below</li> <li>2. true</li> <li>3. dirty</li> <li>4. busy</li> <li>5. easy</li> <li>6. cold</li> <li>7. forbid</li> <li>8. tiny</li> <li>9. odd</li> <li>10. borrow</li> </ol>	<p>G.</p> <ol style="list-style-type: none"> <li>1. release</li> <li>2. height</li> <li>3. leader</li> <li>4. frequent</li> <li>5. gloomy</li> <li>6. evil</li> <li>7. alert</li> <li>8. rejoice</li> <li>9. wealth</li> <li>10. deep</li> </ol>	<p>H.</p> <ol style="list-style-type: none"> <li>1. dull</li> <li>2. native</li> <li>3. scarce</li> <li>4. harden</li> <li>5. contract</li> <li>6. traitor</li> <li>7. uproar</li> <li>8. unseen</li> <li>9. tighten</li> <li>10. clumsy</li> </ol>	<p>I.</p> <ol style="list-style-type: none"> <li>1. eager</li> <li>2. irregular</li> <li>3. refined</li> <li>4. contempt</li> <li>5. rash</li> <li>6. thrifty</li> <li>7. significant</li> <li>8. steadfast</li> <li>9. common</li> <li>10. consent</li> </ol>	<p>J.</p> <ol style="list-style-type: none"> <li>1. cherish</li> <li>2. enslave</li> <li>3. mobile</li> <li>4. dense</li> <li>5. unbind</li> <li>6. transparent</li> <li>7. discordant</li> <li>8. capable</li> <li>9. conciliate</li> <li>10. commend</li> </ol>
4	5	6	Jr. High	Sr. High



# PHONOGRAM LIST

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Words in the speaking vocabularies of primary grade children; phonogram groupings based on "Vocabulary of Rhymes," Webster's Collegiate Dictionary. G. & C. Merriam Company.

ab	- cab, crab, dab, jab, scab, stab	ame	- blame, came, dame, flame, game, lame, name
able	- table, stable	amp	- same, shame, tame
ace	- ace, brace, grace, lace, place, race, trace, face	an	- camp, clamp, cramp, damp, lamp, ramp, stamp, tramp, tramp
ack	- back, black, crack, jack, lack, pack, quack, rack, stack, shack, smack, snack, tack, track	and	- an, bran, can, fan, man, pan, plan, ran, span, tan, than, ran
act	- act, fact	anned	- and, band, brand, grand, hand, land, sand, stand
ad	- bad, dad, fad, glad, had, lad, mad, pad, sad	andle	- canned, fanned, planned, tanned
ade	- blade, fade, made, shade, spade, trade, wade	ane	- candle, handle
afe	- safe	ange	- lane, pane, plane, cane
ag	- bag, drag, flag, gag, rag, sag, snag, tag, wag	ank	- arrange, change, range, strange
age	- age, cage, page, sage, stage	ant	- bank, blank, crank, drank, frank, plank, rank, sank, spank, tank, thank
aid	- aid, braid, maid, afraid, laid, paid	ant	- ant, pant, plant, slant
ail	- ail, fail, frail, hail, jail, mail, nail, pail, quail, rail, sail, snail, tail, trail, wail	ap	- want
ain	- brain, chain, drain, gain, grain, lain, main, pain, plain, rain, sprain, stain, train	ape	- cap, chap, clap, gap, lap, map, nap, sap, scrap, tap, trap, wrap, rap, snap
aint	- faint, paint, quaint, saint	ar	- ape, cape, grape, nape, scrape, shape, tape
air	- air, chair, fair, hair, pair, stair	arch	- bar, car, far, jar, mar, scar, star, tar
ait	- bait, wait	ard	- arch, march, starch
ake	- bake, brake, cake, flake, lake, make, rake, shake, snake, stake, take, wake, mistake	are	- card, guard, hard, lard, yard
ale	- ale, bale, gale, male, pale, sale, scale, stale, tale, whale	arge	- bare, care, dare, fare, glare, pare, scare, share, snare, square, stare
alf	- half, calf	ark	- charge, large
alk	- balk, chalk, stalk, talk, walk	arm	- ark, bark, dark, lark, mark, park, shark, spark
all	- ball, call, fall, hall, small, stall, tall, wall	arn	- alarm, arm, charm, farm, harm
all	- shall	arp	- barn, darn, yarn
am	- clam, cram, dam, ham, jam, slam, swam (also: amb - lamb)	art	- harp, sharp
		arry	- art, cart, chart, heart, part, smart, start, tart
		ase	- carry, marry, tarry
			- base, case, chase, vase

ash	ash, cash, clash, crash, dash, flash, gash, gnash, hash, mash, rash, sash, smash, splash, trash	eap	- cheap, heap, leap, reap
ask	- ask, mask, task	ear	- clear, dear, ear, fear, hear, near, rear, smear spear
ass	- brass, class, glass, lass, mass, pass	ear	- bear, pear, wear, tear
ast	- blast, cast, fast, last, mast, past	earn	- earn, learn
aste	- baste, haste, paste, taste, waste	ease	- please, tease
at	- bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, that, vat, at	east	- east, feast, least, yeast (also: east-breast)
atch	- batch, catch, hatch, latch, patch, scratch, snatch	eat	- beat, cheat, eat, heat, meat, neat, peat, seat, treat, wheat
ate	- ate, date, gate, hate, late, mate, plate, rate, skate, slate, state	eck	- check, deck, neck, peck, speck, wreck
ath	- bath, path, lath	ed	- bed, fed, led, shed, sled, wed
attle	- battle, cattle, rattle, tattle	edge	- edge, hedge, ledge
ought	- caught, taught	ee	- bee, free, knee, see, three, tree
ause	- because, pause, cause	eed	- bleed, deed, feed, need, seed, speed, tweed, weed
ave	- behave, brave, cave, gave, grave, pave, rave, save, shave, wave	eek	- cheek, creek, meek, peek, seek, week
aw	- caw, claw, draw, flaw, gnaw, jaw, law, paw, raw, slaw, squaw, straw, taw, thaw	eel	- eel, feel, heel, kneel, peel, reel, steel, wheel
awk	- hawk, squawk	eem	- seem
awl	- bawl, crawl, shawl, scrawl	een	- green, keen, queen, screen, seen
awn	- dawn, drawn, lawn, yawn	eep	- creep, deep, keep, peep, sheep, sleep, sweep, weep steep
ay	- bay, bray, clay, day, dray, gay, gray, hay, jay, lay, may, pay, play, ray, say, spray, stay, tray, away	eer	- beer, cheer, deer, steer
ayed	- played, sprayed, prayed	eet	- beet, feet, meet, sheet, sleet
ea	- flea, pea, sea, tea	eeze	- breeze, freeze, sneeze, squeeze, wheeze
each	- beach, bleach, each, peach, preach, reach, teach	eft	- left, theft
ead	- bread, dead, head, lead, read, thread	eg	- beg, leg, peg
ead	- bead, lead, plead, read	eld	- held, weld
eak	- break, steak	elf	- elf, shelf, self
eal	- deal, heal, meal, seal, squeal, steal, veal	ell	- bell, cell, fell, hell, sell, shell, smell, spell, tell well, yell, swell
eam	- beam, dream, gleam, scream, steam, stream, team	elp	- help, yelp
ean	- bean, clean, lean, mean, wean	elt	- belt, felt
		em	- gem, hem, stem, them
		en	- den, hen, men, then, when, wren
		ence	- fence



ench	- bench, drench, wrench, wench	im	- dim, him, rim, skim, slim, trim
end	- bend, blend, end, lend, mend, send, spend, tend	ime	- chime, crime, dime, grime, lime, prime, time
ent	- bent, cent, dent, lent, vent, sent, spent, tent, went	imp	- imp, limp, shrimp
ept	- crept, kept, slept, swept, wept	in	- bin, chin, din, fin, gin, grin, in, pin, sin, skin, spin, thin, tin, twin, win
er	- her	ince	- mince, prince, quince, since
erry	- berry, cherry, ferry, merry	inch	- finch, inch, pinch, winch
esk	- desk	ind	- bind, blind, find, grind, hind, kind, mind, wind (only one short i - wind)
esh	- flesh, fresh, mesh	ine	- dine, fine, line, mine, nine, pine, shine, spine, tine, twine, vine, whine, wine
ess	- bless, chess, dress, guess, less, mess, press	ing	- bring, cling, ding, king, ping, ring, sing, sling, spring, string, swing, thing, wing, wring
est	- best, blest, chest, guest, nest, pest, rest, test, vest, west	ink	- blink, brink, drink, ink, kink, link, pink, shrink
et	- bet, get, jet, met, net, pet, set, wet, yet	int	- sink, stink, think, wink
etter	- better, letter, setter, wetter	ip	- flint, glint, hint, lint, mint, print, splint, squint, tint
ew	- few, mew, new, pew, chew, flew, grew, knew, stew	ird	- chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, ship, sip, skip, slip, snip, strip, tip, trip, whip
ib	- bib, crib, fib, rib	ire	- bird, third
ice	- dice, ice, lice, nice, price, rice, slice, spice, twice	irl	- fire, hire, spire, tire, wire
ick	- brick, chick, click, kick, lick, nick, pick, quick, sick, stick, thick, trick	irt	- girl, swirl, whirl
id	- bid, did, hid, kid, lid, rid, skid, slid	is	- dirt, flirt, shirt, skirt, squirt
ide	- bride, glide, guide, hide, pride, ride, side, slide, tide	ish	- his, is
idge	- wide	isk	- dish, fish, wish
ie	- bridge, ridge	iss	- disk, brisk, risk
ief	- die, pie, tie	ist	- kiss, hiss, miss
ife	- brief, chief, grief, thief	it	- fist, list, mist, twist, wrist
ift	- fife, knife, life, wife	ite	- bit, fit, grit, hit, kit, lit, mitt, pit, quit, sit, slit
ig	- drift, gift, lift, sift, swift	ive	- spit, wit, knit
igh	- big, dig, fig, pig, twig, wig	ive	- bite, kite, site, spite, white, write
ight	- high, sigh, thigh	ix	- dive, five, hive, live, strive, thrive, arrive
ign	- bright, fight, flight, fright, height, knight, light, might, night	ize	- give, live
ign	- sign, design	oach	- fix, mix, six
ike	- hike, like, pike, spike, strike, alike	oad	- prize, size
ild	- child, mild, wild		
ile	- file, mile, pile, smile, tile, while		
ilk	- milk, silk		
ill	- bill, chill, dill, drill, fill, grill, hill, ill, kill, mill, still, spill, still, thrill, will		



oaf - loaf, oaf  
oak - cloak, oak, soak  
oal - coal, foal, shoal  
oan - loan, moan, roan  
oap - soap  
oar - boar, roar, soar  
oast - boast, coast, roast, toast  
oat - boat, coat, float, gloat, goat, oat, throat  
oard - board, hoard  
ob - ob, cob, job, knob, mob, rob, sob  
obe - globe, robe  
ock - block, clog, cock, crock, dock, flock, frock  
knock, lock, rock, shock  
od - clod, cod, God, nod, pod, prod, rod, sod  
ode - code, rode  
odge - dodge, lodge  
oe - doe, foe, hoe, toe (also: shoe)  
oft - loft, oft, soft  
og - bog, cog, dog, fog, frog, hog, log  
oice - choice, voice, rejoice  
oil - boil, broil, coil, foil, oil, soil, spoil, toil  
oin - coin, join  
oise - noise, poise  
oke - broke, choke, coke, joke, poke, smoke, spoke  
stroke, awake  
old - bold, cold, fold, gold, hold, mold, scold, told  
ole - hole, mule, pale, sole, stole, whole  
oll - roll, stroll, toll (also: doll)  
olt - bolt, colt, jolt  
ome - dome, home (also: come)  
on - son, ton, won (also: on, upon)  
ond - blond, bond, fond, pond  
one - one, none, one  
ong - along, gong, long, prong, song, strong, throng  
wrong  
ood - good, hood, stood, wood  
oof - hoof, roof, proof

ook - book, brook, crook, hook, look, shook, took  
ool - cool, drool, fool, pool, school, spool, tool  
oom - bloom, boom, broom, gloom, groom, loom, room  
oon - coon, croon, moon, noon, spoon, soon  
oop - coop, droop, hoop, loop, scoop, stoop, swoop, troop  
oor - door, floor  
oose - goose, moose, loose, noose  
oot - boot, hoot, loot, shoot, toot  
op - chop, crop, drop, flop, hop, lop, mop, pop, prop,  
shop, slop, stop, top  
ope - hope, mope, rope, slope  
ore - bore, core, fore, score, shore, snore, sore, store,  
swore, tore, wore  
ork - cork, fork, park, stork (also: work)  
orm - form, storm  
orn - born, corn, horn, morn, scorn, thorn  
ort - short, sort, fort, port, sport  
ose - chose, close, nose, pose, rose, those  
oss - boss, cross, loss, moss, toss, across  
ost - cost, frost, lost  
ost - host, most, post  
ot - blot, cot, dot, got, hot, jot, knot, lot, not, pot, plot,  
rot, shot, trot, tot  
ote - note, quote, rote, vote  
oth - broth, cloth, moth (also: both)  
ouch - couch, crouch, ouch, pouch, slouch (also: touch)  
oud - cloud, loud, proud, shroud  
ough - rough, tough, enough (also: dough)  
ought - brought, bought, fought, ought, sought, thought,  
wrought  
oul - foul (also: soul)  
ould - could, should, would (also: mould)  
ound - bound, found, ground, hound, mound, pound, round,  
sound, wound, (also: wound)  
ount - count, mount, amount  
our - flour, hour, our, scour, sour (also: four)

- blouse, house, louse, mouse
- about, out, pout, scout, snout, spout, stout, trout
- clove, cove, drove, grove, stove
- dove, glove, love, shove, above (also: move)
- bow, brow, cow, how, mow, plow, prow, row, scow, sow, vow, allow
- blow, bow, crow, flow, glow, grow, know, low, mow
- row, show, slow, snow, stow, throw
- fowl, growl, howl, owl, prowl, scowl
- brown, clown, crown, down, drown, frown, gown, town
- blown, flown, grown, mown, known, own, shown, sown
- box, fox, ox
- boy, coy, joy, toy
- doze, froze
- club, cub, grub, hub, scrub, shrub, stub, tub, cube, tube
- much, such
- chuck, cluck, duck, luck, puck, stuck, shuck, suck, truck, tuck
- bud, mud, cud, thud
- budge, grudge, judge, nudge, smudge
- bluff, cuff, gruff, snuff, stuff, puff
- bug, drug, dug, hug, jug, mug, plug, rug, smug, snug, tug (uge: huge)
- mule, yule
- dull, gull, hull, skull
- bull, full, pull
- drum, gum, hum, plum, rum, scum, slum, strum, sum
- crumb, dumb, numb, plumb, thumb
- bumble, fumble, humble, jumble, mumble, rumble, stumble, tumble
- bump, dump, hump, jump, lump, plump, pump, rump, slump, stump, thump, trump
- bun, dun, fun, gun, nun, pun, run, spun
- bunch, crunch, hunch, lunch, munch, punch, scrunch
- fund
- June, tune, prune
- clung, flung, hung, lung, rung, slung, sprung, strung, sung, swung, stung
- bunk, chunk, drunk, hunk, junk, punk, shunk, skunk, spunk, sunk, trunk
- bunny, funny, sunny
- blunt, bunt, grunt, hunt, punt, runt, stunt
- cup, pup, sup, up
- blur, cur, spur, fur
- cure, pure (also: sure)
- burn, churn, spurn, turn, urn, return
- curse, nurse, purse
- hurt, spurt
- bus, plus, us
- push, bush
- blush, brush, crush, flush, gush, hush, mush, plush, slush, thrush
- dusk, husk, tusk
- fuss, muss
- bust, crust, dust, just, must, rust, trust
- but, hut, jut, nut, rut, shut, smut
- buy
- buzz, fuzz
- unch
- und
- une
- ung
- unk
- unny
- unt
- up
- ur
- ure
- urn
- urse
- urt
- us
- ush
- ush
- usk
- uss
- ust
- ut
- uy
- uzz
- ouse
- out
- ove
- ove
- ow
- ow
- owl
- own
- own
- ox
- oy
- oze
- ub
- ube
- uch
- uck
- ud
- udge
- uff
- ug
- ule
- ull
- ull
- um
- umb
- umble
- ump
- un

## VOCABULARY LIST

### THE 4000-WORD LIST

Every word in the following list of 4000 words has been checked with available scientific studies and is ranked as of high frequency and usefulness to both students and adults.

The words have been grouped into broad frequency classifications of one thousand each according to their word count in student and adult written and oral language. Each broad classification has been further divided into groups of twenty words each for ease in recognition, definition, and spelling.

Many students study one column of words each day -- learning to recognize them, know their meaning, and spell them correctly. This means that they can complete the total word list in less than one semester's time. Other students study one group of twenty words per day, thereby completing the total list in two semesters. Whichever method you use, you can be sure that the time will be well spent.

FIRST 1000 WORDS

a	hand	take	garden	nature	across
baby	if	under	half	offer	battle
call	joy	value	I'd	Paris	car
daily	land	walk	join	add	day
each	manner	year	kill	bear	edge
face	native	according	laid	case	far
gain	of	bank	make	deal	gentle
had	pear	can't	nation	above	happy
l	act	date	obtain	bag	I'm
job	bay	easy	pain	can	king
keep	care	family	question	dare	knew
labor	airplane	gave	rain	earth	late
machine	able	hang	sail	fair	march
name	back	ill	taken	gate	near
orbit	came	judge	understand	fall	office
page	dance	kitchen	various	idea	part
quarter	ear	large	wall	journal	admit
race	fact	many	yellow	kind	beat
safe	game	natural	account	lake	catch
table	hair	off	base	man	dear
uncle	ice	paper	captain	national	effort
valley	John	action	daughter	notion	farm
wait	kept	be	eat	paint	gentlemen
yard	lady	carry	famous	quickly	hard
accept	made	dead	general	raise	important
ball	narrow	about	happen	salt	knight
cannot	object	bad	I'll	talk	laugh
dark	paid	camp	just	union	market
east	queen	danger	knee	vary	nearly
fall	railroad	early	last	want	officer
gather	said	fail	mark	yes	party

quite same taste United States view war yet advance beautiful caught sent else father get he increase leader material neighbor old patch reach say tell upon vote you're again become century deep English feet glad heard  
 egg farmer George has in know law marry necessary often pass ran sat teach unless village warm you affair beauty cause death end favor girl head indeed learn matter neither on pay read scene ten  
 us Washington yourself against bed ce-tain degree enjoy feel glass heart eight fast German hat inch knowledge lay Mary neck oh passage rate save teacher until visit was young afraid became cent decide enemy fear  
 give health Indian least may never once peace ready school than use wasn't youth age been certainly demand enough fellow to heat either fat Germany have include known lead master need oil paste rather saw  
 tear up voice wash your actor because center declare England fell given hear industry leave me new one people real sea thank usually waste afternoon ago before chair department enter felt God heaven instead fed  
 mean news only perhaps realize season that watch agree began chance desire escape few going heavy is less member nice order picture record seek them way almost believe check die evening figure good bacon it



life  
method  
none  
out  
plan  
remain  
send  
therefore  
week  
interest  
left  
skin  
newspaper  
open  
period  
really  
second  
the  
water  
air  
begin  
change  
destroy  
system  
especially  
gold  
height  
island  
let  
men  
night  
other  
piece  
red  
seem  
themselves

we  
alone  
belong  
Chicago  
difference  
ever  
fill  
got  
her  
it's  
lift  
middle  
nor  
outside  
plant  
remember  
sense  
these  
well  
into  
leg  
meat  
New York  
opinion  
person  
reason  
seat  
apron  
wave  
all  
behind  
character  
did  
fifty  
Europe  
golden

held  
isn't  
letter  
mention  
nine  
ought  
plain  
refuse  
seen  
then  
wear  
along  
chief  
different  
every  
finally  
government  
here  
its  
light  
might  
north  
over  
play  
remove  
serve  
they  
went  
iron  
length  
meet  
next  
or  
pick  
receive  
see

their  
weight  
allow  
being  
charge  
didn't  
fight  
even  
gone  
help  
issue  
lie  
met  
know  
our  
place  
regard  
sell  
there  
weather  
already  
beside  
child  
dinner  
everything  
fine  
grass  
herself  
itself  
like  
mile  
nose  
pleasant  
reply  
service  
thin

were  
also  
best  
children  
direct  
example  
gray  
he's  
line  
milk  
not  
please  
report  
set  
thing  
west  
America  
big  
claim  
divide  
experience  
first  
ground  
himself  
live  
minute  
now  
pound  
rich  
shade  
this  
where  
an  
black  
clothes  
doesn't

floor  
guess  
honor  
lord  
money  
present  
rise  
she  
thought  
although  
better  
church  
direction  
except  
finger  
great  
high  
lip  
million  
pleasure  
rest  
settle  
think  
what  
American  
bill  
class  
do  
explain  
fish  
group  
his  
London  
miss  
number  
power

ride	doctor	notice	paddle	common
shall	express	poor	cabbage	drink
those	fit	return	bucket	forest
whether	grow	several	cedar	movement
and	history	thirty	darken	provide
blood	long	when	gap	put
close	modern	amount	butler	told
dog	position	bit	ham	window
flow	practice	clear	who	as
guide	right	does	answer	bring
hope	shape	eye	boat	consider
loose	balloon	five	coat	due
month	which	guard	door	forward
president	animal	hole	following	music
river	blow	look	house	spoke
ship	cloud	moment	let	top
thousand	dollar	possible	most	wish
always	flower	prepare	banana	hundred
between	hold	ring	roof	mountain
circle	horse	share	short	promise
discover	lose	though	tie	rule
exercise	moon	while	why	space
finish	press	another	arm	to
green	road	blue	both	will
hill	shoe	club	come	art
listen	three	done	draw	break
mind	am	fly	for	company
nothing	beyond	home	human	drive
point	city	hot	husband	forget
result	distance	lost	produce	mister (Mr.)
seven	expect	more	round	public
third	fire	pretty	south	speech
whatever	grew	rock	tire	tomorrow
among	him	shock	wild	wing
bird	little	through	arrive	ask
clean	mine	white	branch	British

contain	bridge	command	insure	course
during	complete	dress	chuckle	society
found	drop	foreign	legion	state
must	form	hurt	Maryland	brought
spot	Mrs.	move	comprehend	comer
touch	pull	prove	mess	French
with	spend	rush	buzz	stand
whole	too	special	mining	travel
anything	winter	together	compliment	wonder
body	at	wind	attention	couldn't
cold	broken	article	cook	fruit
double	continue	bright	free	trouble
food	duty	condition	square	work
how	four	dry	trade	but
low	my	former	woman	court
mother	spread	much	build	soft
probably	toward	purpose	from	station
room	within	spirit	tried	brown
shot	whom	took	won't	cost
till	appear	wise	business	friend
wide	book	attempt	country	star
army	college	brother	so	tree
box	doubt	control	start	wonderful
coming	fool	forth	away	count
dream	however	France	cool	full
force	lower	myself	fresh	true
hurry	mount	spring	saint	world
mouth	problem	town	train	butter
prosper	rose	without	women	cover
run	sound	daddy	could	soil
speak	time	clip	front	stay
today	wife	elevate	trip	kiss
win	around	buyer	word	
bandage	boy	harsh	busy	





SECOND 1000 WORDS

accident	balance	California	dash	June	sand
bake	cake	dark	eastern	largely	telephone
cabin	dangerous	easily	faith	mail	tender
Dan	ease	fairly	generally	net	virtue
earn	faint	gaze	harbor	occupy	wheel
factory	gay	happiness	immediately	pan	ah
gas	handsome	immediate	Jim	particularly	bell
handle	imagine	January	knife	rapidly	cat
current	James	kingdom	language	saint	central
Jack	kindly	lamp	maid	tax	defense
kids	lad	magazine	nest	university	gift
lack	mad	necessity	occasion	urge	harm
machinery	naturally	observe	pale	vegetable	independent
nail	obey	palace	quick	weak	journey
oak	pack	quarrel	rank	you'll	justice
pace	quantity	range	sailor	advantage	Latin
quality	railway	safety	taught	beast	main
rail	sad	task	unite	careful	noble
sacrifice	tale	uniform	vary	decline	occur
tail	understood	variety	warn	elect	parent
understanding	valuable	wake	you'd	fare	party
vain	wagon	yield	addition	glow	ray
wage	yesterday	actually	beach	haven't	sake
baseball	actual	basket	card	influence	tea
activity	bark	capital	deck	lean	unknown
bare	cap	December	effect	manage	useful
campaign	debt	education	fancy	noon	vessel
dawn	editor	familiar	giant	nurse	wealth
economic	fame	acre	hardly	opportunity	you've
false	accomplish	bar	improve	passenger	adventure
accompany	band	calm	Jane	recall	bee

carefully  
 deed  
 electric  
 farther  
 goat  
 he'a  
 inform  
 leap  
 map  
 northern  
 nut  
 oppose  
 passion  
 recent  
 satisfy  
 temperature  
 tent  
 volume  
 whenever  
 ahead  
 beneath  
 cattle  
 chain  
 delay  
 glance  
 Harry  
 indicate  
 July  
 justify  
 leading  
 major  
 nod  
 o'clock  
 part  
 quiet

reader  
 salary  
 team  
 basement  
 usual  
 victory  
 weight  
 admire  
 advice  
 beg  
 cast  
 defeat  
 element  
 fashion  
 goes  
 heal  
 information  
 leather  
 March  
 November  
 official  
 opposite  
 patient  
 recently  
 Saturday  
 temple  
 terrible  
 western  
 whisper  
 aid  
 benefit  
 cease  
 chamber  
 delight  
 glory

hate  
 individual  
 jump  
 knock  
 league  
 majority  
 noise  
 October  
 particular  
 quietly  
 rear  
 sale  
 teeth  
 upper  
 vast  
 Virginia  
 welcome  
 adopt  
 affect  
 begun  
 castle  
 defend  
 Elizabeth  
 fate  
 governor  
 herald  
 inquire  
 lesson  
 mark  
 numerous  
 operation  
 orange  
 pattern  
 recognize  
 saving

tend  
 territory  
 wet  
 whistle  
 aim  
 bent  
 cell  
 chapter  
 deliver  
 empire  
 fault  
 fifth  
 hero  
 inside  
 level  
 marriage  
 organization  
 owner  
 per  
 personal  
 recover  
 scale  
 score  
 section  
 test  
 William  
 alive  
 beside  
 Charles  
 cheer  
 democratic  
 engine  
 feeling  
 grave  
 hit

intend  
 Lincoln  
 maybe  
 pile  
 pity  
 relation  
 seldom  
 senator  
 there's  
 wit  
 anybody  
 blame  
 chose  
 circumstances  
 design  
 equal  
 final  
 grown  
 horn  
 employ  
 favorite  
 gradually  
 hide  
 insist  
 liberty  
 married  
 original  
 Paul  
 perfect  
 Peter  
 reduce  
 scarcely  
 search  
 secure  
 threaten

willing  
 ancient  
 bid  
 charm  
 China  
 deny  
 entire  
 fence  
 greatly  
 howl  
 interesting  
 lion  
 meaning  
 pine  
 plane  
 relief  
 select  
 separate  
 thick  
 witness  
 apart  
 blind  
 chosen  
 citizen  
 desk  
 establish  
 firm  
 growth  
 hospital  
 empty  
 February  
 grain  
 highly  
 instance  
 library



mass	series	training	murder
ourselves	Thomas	average	process
pen	won	property	profit
perform	apply	broke	<u>rough</u>
Philadelphia	bob	bury	stage
region	Christmas	cousin	stare
scatter	clearly	drew	steam
secret	determine	freedom	track
seed	everybody	protest	automobile
theater	flag	style	brief
wine	gun	sufficient	convention
announce	<u>hung</u>	treaty	correct
birth	brave	creature	doctor
cheap	conclude	fully	fourth
choice	connect	purchase	ruin
depart	disease	<u>surely</u>	strain
entirely	expression	trick	strip
fifteen	forgot	swing	student
Greek	motion	furnish	treasure
holy	prize	sort	awake
introduce	production	sudden	propose
load	route	bread	burst
meant	spoil	conduct	couple
<u>pink</u>	stamp	consent	<u>cream</u>
plate	steady	disk	duke
religion	tower	extend	friendly
self	aunt	forgotten	publish
September	breathe	motor	succeed
thinking	content	proceed	Sunday
wolf	copy	professor	trial
appearance	division	rope	cried
block	<u>fought</u>	sport	funny
Christian	raw	standard	push
civil	Russian	steal	surround
event	stretch	track	twice
detail	struck	<u>author</u>	crop



success  
 suffer  
 summer  
 breast  
 congress  
 consist  
 distant  
 forever  
 forty  
 murmur  
 product  
 progress  
 root  
 stair  
 statement  
 steel  
 rail  
 avenue  
 broad  
 conversation  
 council  
 drag  
 frame  
 Russia  
 stranger  
 stroke  
 stuff  
 treat  
 awful  
 protect  
 bush  
 courage  
 create  
 dust  
 friendship

pupil  
 successful  
 superior  
 tribe  
 crime  
 fur  
 supper  
 swell  
 swim  
 crown  
 such  
 sugar  
 sure  
 suggest  
 supply  
 surprise  
 farther  
 still  
 trust  
 worth  
 by  
 stop  
 twelve  
 written  
 cry  
 steam  
 strong  
 shoulder  
 hungry  
 merchant  
 pocket  
 police  
 remark  
 serious  
 shake

threw  
 wool  
 appoint  
 boil  
 clerk  
 cloth  
 develop  
 everywhere  
 flame  
 loose  
 lying  
 population  
 possess  
 misfortune  
 calculate  
 persist  
 deliberately  
 plough  
 collapse  
 Poland  
 dominion  
 obscure  
 chorus  
 poor  
 representative  
 sheet  
 shine  
 shone  
 throw  
 worry  
 arose  
 bore  
 coffee  
 suit  
 support

sweet  
 future  
 stack  
 truth  
 would  
 buy  
 store  
 twenty  
 wrong  
 cup  
 street  
 study  
 shout  
 locate  
 mere  
 poem  
 policy  
 render  
 servant  
 shame  
 throat  
 wore  
 approach  
 bond  
 climb  
 clothe  
 development  
 evidence  
 flash  
 loud  
 message  
 porch  
 possession  
 powerful  
 republican

sheff  
 shock  
 shut  
 thrown  
 worse  
 arrange  
 Boston  
 coin  
 suppose  
 soon  
 something  
 step  
 stone  
 try  
 wouldn't  
 cross  
 storm  
 two  
 wrote  
 cut  
 strength  
 subject  
 show  
 lock  
 merely  
 poet  
 political  
 repeat  
 settlement  
 shark  
 thread  
 worker  
 April  
 bone  
 block

clothing  
 devil  
 evil  
 flat  
 lovely  
 metal  
 port  
 possibility  
 powder  
 request  
 shelter  
 shook  
 sign  
 gymnasium  
 worship  
 artist  
 bottle  
 collect  
 sold  
 sometime  
 son  
 stick  
 turn  
 write  
 crowd  
 story  
 type  
 straight  
 strange  
 strike  
 should  
 sick  
 leg  
 merry  
 pole



splendid  
total  
August

pride  
prison  
Roman  
sorry  
Spain  
spite  
tonight  
attitude  
commerce  
difficulty  
exclaim  
float  
minister  
prayer  
prefer  
Richard  
sink  
slip  
someone  
Tom  
custom  
asleep  
ate  
brain  
prepare  
concern  
discovery  
expense  
fold  
moral  
principal  
prisoner  
Rome  
sought  
Spanish

compel  
directly  
exist  
bicycle  
mix  
prevent  
print  
rode  
sorrow  
southern  
speed  
tongue  
attach  
comfortable  
difficult  
exchange  
flight  
mill  
pray  
presently  
revolution  
sin  
curtain  
social  
title  
slept  
writer  
assure  
bowl  
community  
completely  
disappear  
experiment  
flour  
model

slow  
worthy  
association  
bound  
commission  
companion  
dine  
excuse  
flood  
mistake  
preserve  
principle  
roar  
somewhat  
source  
spare  
tone  
Atlantic  
comfort  
Dick  
excellent  
flew  
military  
praise  
presence  
reveal  
simply  
shirt  
smooth  
tip  
curious  
wound  
assume  
bow  
committee

obedience  
Oregon  
document  
guardian  
parade  
cement  
missionary  
destiny  
mortgage  
Panama  
cigar  
entry  
devise  
nominate  
patriot  
chant  
nostril  
diameter  
paste  
Colorado  
poll  
commodity  
colony  
diamond  
examine  
flesh  
mighty  
practically  
precious  
respect  
similar  
situation  
stood  
smith  
tiny

popular  
represent  
shadow  
sheep  
throughout  
worn  
actual  
border  
closely  
coast  
devote  
exactly  
fleet  
lover  
midnight  
portion  
potato  
practical  
reserve  
she's  
shoot  
silent  
ticket  
worst  
aside  
bottom  
colonel  
plaster  
esteem  
circus  
gorgeous  
exile  
personally  
chestnut  
circulation

THIRD 1000 WORDS

sang	generation	missile	haste	thirteen.
thoroughly	hammer	rapid	import	verse
vice	idle	sadly	jewel	vein
we're	Japanese	terribly	laughter	affection
Africa	kick	universal	male	beam
bean	lace	acquaintance	Ohio	capable
capacity	magic	barrel	impression	decay
deceive	naked	candidate	lend	elder
election	observation	Kennedy	lawn	fasten
feast	painting	echo	manager	glimpse
glitter	quit	fairy	olive	hay
heap	radio	genius	partner	inclire
income	sacred	blot	raw	Joe
accustom	tap	imagination	sank	layer
bade	unable	Jerry	they're	marble
cage	vanish	knit	venture	neglect
dad	warrior	lap	weed	opera
eager	yours	majesty	advise	Johnny
factor	acquaint	bleed	bathe	twinkle
garment	barn	odd	canoe	Margaret
hail	canal	pardon	David	Negro
ideal	dame	rare	eighteen	operate
Japan	Earl	San Francisco	farewell	patch
keen	tailor	terror	gleam	refer
twin	generous	improvement	impossible	scare
madam	handkerchief	weep	unusual	thrill
navy	illustrate	weary	Jimmy	victim
occasionally	jar	acquire	lawyer	we've
palm	kindness	basis	mankind	afterward
quote	kitten	candle	needle	beard
rage	lane	darling	opening	cape
saddle	maiden	Edward	pasture	decision
temper	occupation	faithful	readily	elephant
unhappy	papa	gently	satisfaction	feather

globe	definite	energy	pencil	betray	junior
heavily	embrace	financial	release	cellar	meadow
independence	federal	grandmother	screen	description	
joint	glove	rat	timber	endeavor	owl
least	Helen	parlor	wipe	film	peculiar
astronaut	industrial	vision	ambition	grade	relatives
neighborhood	Jones	wherefore	birthday	hidden	scout
organ	lieutenant	agency	characteristic	instinct	tiger
patience	Massachusetts	beheld	desperate	liquid	widow
reflect	ornament	Carolina	engineer	medical	alike
scheme	pea	delicate	firmly	penny	Billy
throne	register	emotion	grape	relieve	champion
vine	scorn	female	reckless	seal	deserve
what's	thunder	goodby	pat	tin	endure
bedroom	voyage	hell	visitor	wisdom	finance
capture	agriculture	inhabitant	whatever	angel	grandfather
deer	bench	Joseph	agent	bishop	highway
eleven	catholic	lightly	belief	charity	institution
fed	depth	mate	carriage	destruction	liquor
glorious	encounter	hours	delightful	enormous	medicine
hedge	fierce	pearl	emperor	fled	perceive
India	govern	scratch	fetch	grasp	remarkable
joke	hesitate	Thursday	goodness	scientific	security
let's	inspire	whirl	hen	thrust	tobacco
marvelous	limb	alas	injure	vow	wives
organize	meantime	bend	juice	agreement	angle
payment	leer	cave	lightning	belt	bite
reform	relative	descend	mayor	whip	Charley
lamb	scream	encourage	overcome	cash	device
magnificent	tight	file	peasant	deposit	entertain
violet	wilderness	gown	reign	enable	flock
bluff	aloud	hid	Scotland	fever	grateful
swear	bind	instantly	tide	goose	holiday
beginning	channel	linen	wicked	herd	instruct
career	despair	meanwhile	Alice	insect	literature
					mental

performance	essential	lunch	mild	anywhere	pigeon
remedy	forgive	nerve	Philip	blast	retire
sentence	humble	phrase	rescue	cheese	shortly
toe	invention	responsible	shepherd	dignity	treatment
wooden	missing	shift	toss	erect	argument
annual	notion	tradition	apartment	foolish	bother
blade	honorable	arch	bloom	groan	Chinese
charming	instruction	bold	error	howl	discuss
dew	literary	chiefly	golf	international	European
equally	mercy	director	introduction	luck	fountain
flung	perish	estate	luxury	hut	_____
grief	remind	fork	nervous	mineral	pillow
hop	seriously	humor	physical	philosophy	_____
intelligence	toil	invitation	restore	resolve	rib
lodge	working	Mississippi	shift	sheriff	sixteen
Mexico	ant	novel	traffic	towards	trunk
ox	blank	hook	area	application	arrest
republic	chase	instrument	boot	blossom	brilliant
sharply	differ	lively	chill	forehead	clever
tooth	equipment	merit	dirty	Hudson	bonfire
wreck	follower	permanent	estimate	invent	combination
blaze	grieve	renew	formerly	mirror	distinguish
cherry	horror	seventy	hunger	normal	excite
grove	intention	ton	involve	physician	freeze
interrupt	lonely	worm	mistress	retain	Monday
lumber	midst	anxious	pig	shown	platform
neighboring	persuade	blanket	Truman	trap	plow
photograph	reputation	cheerful	insurance	argue	politics
responsibility	shed	dig	loan	borrow	ridge
shield	torn	ere	messenger	chimney	slice
toy	writing	fond	personality	discharge	slope
approve	blew	grip	repair	eternal	softly
boast	dim	ghost	sew	fort	twist
chest	guilty	interior	tool	hunter	bull
dip	interval	Lewis	wrap	Irish	commit
				mixture	concerning



confess	pond	climate	exception	producer
doctrine	rifle	collection	Fred	teaspoon
expedition	slender	comment	mock	scrub
fright	snap	<u>disturb</u>	planet	preface
mostly	solid	<u>executive</u>	rid	temperate
pot	ashamed	frequent	skill	assert
pretend	bunch	moreover	tune	conquer
rival	complaint	plead	ash	consideration
sometime	conclusion	pointed	<u>bud</u>	construct
spell	conflict	pool	coach	continent
stable	doll	ripe	commerical	dot
retreat	expert	slide	column	extra
shower	frost	soap	divine	fund
trim	mouse	solve	existence	mystery
arise	preach	Asia	Friday	professional
brass	prevail	bureau	mortal	<u>robin</u>
<u>Christ</u>	roast	compose	plot	starve
dispose	sore	condemn	poison	stern
evidently	spoken	confusion	possibility	stomach
fourteen	staff	domestic	risk	straw
Italy	<u>review</u>	explanation	slightly	atmosphere
pin	signal	frozen	sob	sweat
ribbon	triumph	mud	somehow	copper
sixty	armor	<u>preparation</u>	assemble	cottage
tube	brick	<u>previous</u>	bushel	drain
arrival	civilization	rob	conceal	extremely
Britain	dispute	soup	conference	rub
cliff	exact	spoon	<u>connection</u>	struck
collar	frank	statue	<u>doorway</u>	attractive
commander	I've	reward	expose	crazy
distress	pitch	silly	function	criminal
excitement	rice	truly	muscle	drift
freight	skate	arrangement	pressure	protection
monument	tumble	bride	priest	ruler
player	arrow	clay	Robert	supreme
<u>plunge</u>	brow	distinct	Russell	aware

curiosity  
duck  
punishment  
pursue  
soldier  
customer  
side  
silver  
funeral  
princess  
program  
Brazil  
steep  
stiff  
stoop  
striking  
swing  
contribute  
cord  
crack  
drawn  
proof  
rubber  
cement  
audience  
creep  
crow  
driver  
province  
running  
survey  
ax  
curl  
dull  
purely

puzzle  
swift  
dying  
sight  
simple  
sir  
size  
smile  
Tennessee  
aggravate  
cemetary  
cafeteria  
technical  
apparatus  
single  
six  
small  
rebellion  
aerial  
cashier  
assist  
conscience  
constant  
construction  
contrary  
doubtless  
extraordinary  
museum  
privilege  
prohibition  
rocky  
spear  
stocking  
stout  
strongly

attain  
convenient  
corporation  
crash  
dread  
properly  
rude  
suggestion  
autumn  
crept  
cruel  
drown  
provision  
sunlight  
suspect  
cultivate  
curse  
dumb  
purple  
sway  
swiftly  
some  
sign  
since  
sister  
sky  
smoke  
terrace  
arctic  
commerical  
associate  
conscious  
constantly  
contact  
contrast

draft  
extreme  
musical  
proclaim  
promptly  
rod  
stem  
stole  
stove  
structure  
attract  
convince  
correspondent  
crew  
dreadful  
prospect  
rug  
summon  
sweet  
swan  
crush  
drum  
punish  
sunshine  
swallow  
cure  
curve  
dwell  
purse  
await  
sympathy  
song  
silence  
competition  
dictionary

sing  
sit  
condemn  
duplicate  
sleep  
snow  
corporation  
dyeing  
prejudice  
ballot  
cousin  
embarrass  
cordial  
depot  
idea  
regret  
rap  
positive  
tariff

FOURTH 1000 WORDS

abide background cabinet daisy eagerly fabric gallant stage identify jacket Kansas laborer swarm Napoleon oat Pacific quest Ralph safely Sam tablespoon uncertain whale welfare abundant banner Canadian dazzle editorial fatigue garrison harden

illness jelly kettle lantern mama nigh obvious paradise rattle absorb Baltimore Caesar damp economy faculty gallop Hamilton ignorant jail Kay lame maintain neat obligation panic rack rang sentimental slogan tame undertake waiting

warfare accord barren cannon death effective fearful geese harmony immense jest knot lash mantle ninety occasional parcel reality aboard backward cable dam earnest facility gallery halt ignorance Jackson keynote ladder mainly naval

objection painter quiver ranch salad sandwich talent underneath wail yell abuse widen cane deadly educate favorable gasp hardship illustration jersey kneel lark management nineteen obviously parallel reaction abundance banker calmly daylight edition

fatal gang happily Illinois jealously keeper landscape maker nephew observer pant rag rarely salute satisfaction tank undoubtedly Walter well-known accordingly basin twig dealer Egyptian fee gem hardness immortal winner knowing lately manufacturer

ninth odor parliament realm sauce scholar telegram unexpected warmth zone accuse bat canvas Carl debate eighth feeble genuine harp imperial Johnson lazy margin truck peaceful receipt selfish sentiment tendency upright Wednesday actor

admiration	marvel	sustain	shaft	sauage
beef	offend	cart	hawk	popularity
carve	reception	decrease	infant	text
celebrate	peach	elbow	legend	shelf
deem	sensation	fireplace	mercury	profitable
delegate	session	glide	offense	thermometer
elsewhere	tenth	hatch	pension	ratio
fisherman	upset	impulse	reel	thirsty
gloomy	weekly	Jupiter	crust	probability
hatred	adapt	lecture	succession	threshold
incident	adore	mechanical	fragment	reap
jury	beer	Paul	helpless	tent
medium	caterpillar	recognition	interfere	providence
sulphur	ceremony	rebel	loyal	fick
peak	define	sensitive	mob	relish
recommend	delicious	seventeen	oxygen	umbrella
seventh	emerge	thereby	porter	proprietor
bribe	fit	weave	resource	capture
schoolhouse	goal	wet	spectacle	everyone
unfortunate	haul	admiral	splash	sugar
telegraph	induce	advocate	sprinkle	henceforth
swank	surrender	behave	tragedy	interview
youngster	menace	ceiling	workman	loyalty
ache	cushion	challenge	array	mowed
battery	pear	Delaware	aspect	oyster
captive	reduction	democrat	break	poverty
carpenter	sex	employee	condense	respond
sunny	scarlet	flavor	Connecticut	spider
eighty	scold	golf	consult	splendor
survive	temporary	haunt	distribution	spur
gesture	unit	inevitable	exceed	traitor
decree	warrant	legal	freely	woe
impose	youthful	mend	cylinder	artificial
jolly	achieve	nursery	invest	assault
leaf	beaver	pebble	schedule	brand
	carbon	reed	radical	confine

conquest	pop	primary	violate	muse	mysterious
consume	practice	revenge	timid	proceeding	procure
ditch	restaurant	stake	prior	revolt	rider
excess	spin	thread	wade	stanza	statesman
fret	split	wrought	scalp	trifle	trouser
Holland	sqire	attorney	vicinity	bulk	brute
investigation	tramp	Brooklyn	quartz	butcher	cradle
isle	wrath	convert	vehicle	creation	crimson
luster	ascend	cooperation	recovery	furnace	hurt
monarch	assign	broom	progressive	productive	prominent
mood	breed	dragon	vacant	pronounce	proposal
presidential	confirm	explore	shave	roam	romance
restrain	conservative	frog	tickle	rouse	Ruth
stagger	contents	horrible	puppy	string	stormy
transport	dive	mute	awhile	strawberry	strive
wretched	execute	available	costume	strangely	rural
astonish	fryer	expensive	frown	budget	stolen
bronze	honesty	flock	hound	countenance	strengthen
continuous	menk	horizon	multitude	fulfill	spray
convection	moonlight	movie	probable	hum	squirrel
costly	prey	Austria	reverse	mutter	transfer
dove	resume	examination	stalk	proession	wreath
exhibit	stein	bristle	tremendous	riches	ashore
extensive	transportation	hint	builder	startle	assistance
hoof	wrinkle	invade	bunny	troit	breeze
mourn	attendant	Lucy	craft	bullet	confuse
attribute	brood	modest	furious	butterfly	constitute
investment	contribution	Pope	hush	creek	divorce
item	broadcast	prairie	prompt	fury	exhaust
moist	doom	restless	rip	profession	frighten
evident	downstairs	spiritual	Roosevelt	prophet	hood
frankly	invisible	presume	steamer	rubber	luncheon
brim	jump	thigh	bubble	buffalo	
intimate	moisture	scar	couch	coward	
lucky	monkey	tilt	fuel	fundamental	
moderate	moss	random	Howard	humanity	

PHILOSOPHY  
READING MULTI-MEDIA SELECTION COMMITTEE

The total Reading Multi-Media Selection Committee accepts the guidelines established by the Clark County Curriculum Task Force as indicated in the Reading Curriculum Guide, 1-12. These guidelines emphasize the importance of proficiency in reading.

In the curriculum, reading is uniquely a skill and a subject in itself and the most important task for the mastery of other subjects. The Curriculum Task Force and the Multi-Media Selection Committee agree that a reading program is only as effective as its end result--to produce competent readers who read for both information and pleasure.

The purpose of the selection committee's work has been to examine all reading multimedia available for the sequential development of the skills, as presented in the guide, that will enable each child to read independently, critically, and for the pleasure of reading.

With the child's cultural background as well as his physical, emotional, and mental development in mind, the committee has chosen materials that can be used with each type of approach to the teaching of reading. Having materials selected for utilization with all types of reading approaches (phonetics, linguistic, programmed, language experience, etc.), the principal and teacher can now determine which materials are best suited to their individual school children.

READING MULTIMEDIA ADOPTION  
LEVEL 1

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

- Allyn and Bacon  
Character Hand Puppets  
Happy Times With Sounds (+ cards)  
Phonics Charts (to accompany readers)
- Appleton-Century-Crofts  
Matrix Games, 1967
- Benefic Press  
Creative Involvement Cards
- Chandler  
Paperback Picture Portfolio  
Pictures to Read (+ guide)
- Field Educational Publication, Inc.  
Classroom-Teacher for Primary
- Follett  
Phonic Cards  
Phrase Cards  
Picture Cards  
Word Cards
- Ginn  
Kit of Language

- Hammond  
Hammond Vowel Sounds (cards + charts)
- Houghton Mifflin  
Getting Ready to Read (+ dittos)  
Listen and Do Series  
Picture and Key Cards
- Imperial Productions  
Amos and His Friends  
Learning Alphabet and Sounds (+ tapes)  
Special Days
- Judy Company  
Community Helpers  
Jumbo Letters  
Matchettes  
Negro Family  
Stick-O-Mats  
White Family
- Macmillan  
Picture Cards
- McGraw-Hill  
Individual Alphabet Cards (+ tapes)

AUDIO-VISUAL MATERIALS: (continued)

CARDS, CHARTS, GAMES, ETC. (continued)

- Merrill  
My Alphabet Book (+ cards)  
Visual Experiences Pictures
- Noble and Noble  
Manipulative Materials and Activity Book
- Open Court  
Workshop Kit (dictionary, flash cards, anagrams, sound cards, alpha puzzle)
- Phonovisual Products  
Phonovisual Consonant Chart  
Phonovisual Method  
Phonovisual Unit for Classroom Use  
Phonovisual Vowel Chart
- Scholastic Magazines  
Let's Start School Experiences
- Science Research Associates  
Lab Kit
- Scott, Foresman  
Individual Letter and Word Cards  
Large Scope Cards (+ rack)  
Phrase Cards (+ linguistic blocks)  
Word Study Cards
- Touch, Inc.  
Kinesthetic Educational Materials

PERCEPTION MEDIA

- Ann Arbor  
Michigan Tracking Program - Visual Tracking
- Audio Dynamic Research  
Perceptual Skill Builder
- Clark County School District  
Balance or Walking Beam  
(should be in every classroom in elementary to promote more experiences in perception)
- Creative Playthings  
Perception Plaque DA389
- Follett  
Frostig Perceptual Materials
- McGraw-Hill  
Developing Learning Readiness: A Visual - Motor-Tactile Skills Program, 1968
- Noble and Noble  
Experiences for Young Children, T k 1,2,3
- Bell and Howell  
Language Master  
Vocabulary Builder Program  
Language Stimulation Program  
English Development Program  
The Phonics Program

EQUIPMENT:





EQUIPMENT: (continued)

Coast Visual  
Listening Center (jack and headphones)  
Audio Readers, 5-6-7

Tachoscope  
Perceptual Guides  
Discs

Craig Corporation  
Craig Reader  
Perception I, II, III, IV  
Reading Skills I

Educational Developmental Laboratories  
Controlled Reader

Controlled Reader Filmstrips  
Controlled Reader Study Guide  
Skimming and Scanning Texts  
Skimming and Scanning Workbooks, 1967  
Tachistoscope  
Guides  
Filmstrips

Hoffman and Company  
Hoffman Reader  
Slides and Recordings

Science Research Associates  
Headphones and Jack  
Shadowscope

Field Educational Publications, Inc.  
Cyclo Teacher  
Programmed Discs

FILM LOOPS:

Chandler  
Swings  
Trucks  
Slides  
Bikes  
Supermarket  
Land Birds  
Rabbits  
Bears  
Giraffes  
Tigers  
Baby Animals  
Cat Family

Film Associates  
Tell the Whole Story, 1968-69

FILMS:

16mm

Aims  
Darius Green and His Flying Machine  
The Dragon Tears  
Fast Is Not a Lady Bug  
Johnny Appleseed  
King Midas  
Tara the Stone Cutter

Encyclopaedia Britannica  
The Monkey Who Would Be King

International Film Bureau  
Adventure of Chico  
African Storyteller  
Chairy Tale, A  
Elves and the Shoemaker, The  
Frances and Her Rabbit  
I Know An Old Lady Who Swallowed a Fly

FILMS: (continued)

International Film Bureau (continued)

Made in

Snookie: The Adventures of a Black Bear Cub  
Ti-Jean Goes Lumbering

McGraw-Hill

Christmas Crackers  
The Dragon  
The Emperor's New Clothes  
The Enchanted Crane  
The Good Little Gremlin  
Magic Fiddle  
Night Before Christmas  
Princess and the Pea  
Rumpelstiltskin  
The Shivering King  
Teddy's Tour

FILMSTRIPS:

Encyclopaedia Britannica

Adventure Stories, 8680  
Stories for Children, 8820  
Walt Disney's Tales of Jimmy Cricket 6403  
Wonder Tales, 9180

Eye Gate House, Inc.

Readiness for Reading  
Reading for Fun

FILMSTRIPS: (continued)

Film Associates

American Negro Pathfinders Series

McGraw-Hill

Animal Stories  
Golden Book, Sets I, II, and III  
Golden Book, Sets IV, V, VI Series 1-4  
Learning About Our Language, Series I and II  
Primary Grade Stories, Set A and D  
We Take a Trip

Parent's Magazine Enterprises, Inc.

Motivation Filmstrips, Group I and II

Society for Visual Education

Basic Phonics, Group I, II, and III  
Famous Elf Book, Group I and II  
Hans Christian Anderson Fairy Tales  
Reading Series  
Stories for Young Readers

KITS:

Harcourt, Brace, and World  
Durrell and Murphy Phonics Practice  
Program, 1968

Harper and Row

The Learning Readiness System Seriation Kit

KITS: (continued)

Houghton Mifflin  
Listen and Do Kit

Open Court  
Open Court Workshop Kit

Scott, Foresman  
Programmed Kit (2 kits) (records and cards)

RECORDS, RECORD AND FILMSTRIP SETS:

Filmstrip House  
Head Start in Reading Consonants  
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World  
Listen, There Are Sounds Around You  
Look About You  
Noisy Nancy Norris  
People We Know  
Places to Go

Houghton Mifflin  
Learning Letters  
Listening and Learning

McGraw-Hill  
Children's Story Series  
Storybook Film Series

Parent's Magazine Enterprises, Inc.  
How the Average Child Behaves  
Jus For Fun

RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society for Visual Education  
Children's Classics, Group I  
Children's Fairy Tales  
Children's Stories  
Tales of the Wise Old Owl  
Child's World of Poetry, Group I and II  
Talking Picture Story Study Prints

Weston Woods  
Series 3:  
Curious George Rides a Bike  
The Five Chinese Brothers  
In the Forest  
Jenny's Birthday Book  
Johnny Crow's Garden  
Magic Michael  
Pancho  
White Snow, Bright Snow

TAPES:

Ginn  
Ginn Word Enrichment Program Tapes

Ideal  
Ideal Reading Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon  
Sheldon Basic Reading Series

American Book Company  
Read System, 1969, Grade I

Chandler  
Reading Program, 1968

Follett  
City Schools Reading Program, 1968

Ginn  
Language Series (Reading 360 Series)

Harper and Row  
Basic Reading Program, Strand I and II, 1966

D. C. Heath  
Reading Caravan, Level I (+ duplicating materials and records)

Houghton Mifflin  
Basal Reading, 1966 - Reading for Meaning, Grade I

Laidlaw  
Gateways to Reading Treasures, 1966 (Primer and Book I)  
Stories of City Life and Tales of Long Ago  
(Primer and Book I)

TEXTS: (continued)

Macmillan  
Early Childhood Educational Materials:  
Bark Street Readers, 1965  
Open Court  
Basic Reader, 1967 (reader 1:2)  
Foundation Program

Science Research Associates  
Comprehensive Reading Series, 1967

Scott, Foresman  
Basic Reading Program, 1968 (pre-reading and pre-primer I)  
Open Highways, 1968 for Grade I

Singer  
We Discover - Sounds, 1966 (Structural Reading Series)  
Structural Reading Series A through E, 1966

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon  
Sheldon Basic Reading Series (centennial edition)

Benefic Press  
Invitation to Adventure Series, 1967  
(pp through level i)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Chandler  
Landon Phonics Program, 1969
- Economy  
Phonetic Keys to Reading, Grade I
- Educational Developmental Laboratories  
Controlled Readers, 1962 (Sets 4c, 4d, 4e)
- Field Educational Publication, Inc.  
Time Machine Series  
Jim Forest Readers, 1967
- Harper and Row  
Torchlighter I
- Hoffman  
Hoffman Controlled Readers (2910)
- Holt, Rinehart, and Winston  
Wise Owls  
Young Owls
- Laidlaw  
Stories of City Life and Tales of Long Ago  
(Primer & Book I)  
Gateways to Reading Treasures, 1966  
(Primer and Book I)
- Lyons and Carnahan  
Phonics We Use, 1966

TEXTS: (continued)

- Meredith  
Concept Builders-Write and See Kit
- Singer/Random House  
Carousel Books, 1968 (Group Starter Library  
through 2C)
- Reader's Digest  
Young Pegasus Packets, 1968
- Scholastic Press  
Landon Program for Reluctant Readers
- Scott, Foresman  
Bright Horizons, Book I  
The First Talking Storybook Box  
Wide Horizons, Book I

LANGUAGE EXPERIENCE

- Allyn and Bacon  
Sound of Poetry, 1963
- Chandler  
Chandler Reading Program, 1968
- Encyclopaedia Britannica  
L.E.I.R. Reading Readiness
- Holt, Rinehart, and Winston  
Sounds of Language Readers, 1966-67  
(First Reader)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Lyons and Carnahan  
Curriculum Motivation Series, 1966  
Pacesetters in Personal Reading, 1967  
Phonics We Use

Reader's Digest  
New Reading Skill Builders, 1966 (Part 1 and 2)  
Reading Skill Builders Practice Pads

LINGUISTIC

Harcourt, Brace, and World  
Palo Alto Reading Program, 1968, Level 1

Harper and Row  
Linguistic Readers, 1965, Grade 1

Lippincott  
Reading Goals, 1966 (charts-workbooks)  
Orange Book

McGraw-Hill  
Sullivan Associates Programmed Reading, 1968

Merrill  
Merrill Linguistic Readers (Readers 2 and 3)

Science Research Associates  
Basic Reading Series, 1969, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories  
Sullivan Remedial Reading Program,  
Series 1, 1966

Palo Alto Reading Program: Sequential Steps  
in Reading, Level 1, 1968

McGraw-Hill  
Sullivan Associates Programmed Reading, 1968

Science Research Associates  
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond  
ABC's and Blends  
Phonics

Scholastic Press  
Landon Program for Reluctant Readers

Scott, Foresman  
Phonics

Tweedy Corporation  
Tweedy Transparencies

READING MULTIMEDIA ADOPTION  
LEVEL 2

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Crofts  
Matrix Games, 1967

Benefic Press  
Creative Involvement Cards, 1967

Chandler  
Landon Phonics Program  
(Duplicating Masters)

Educational Service, Inc.  
Spice (Book of games), 1960

Ginn  
Kit of Language

Hammond  
Hammond Vowel Sounds (cards + charts)

Houghton Mifflin  
Letter Form Board, 1967 (game)

Imperial Productions  
Learning Alphabet and Sounds, 1966 (tapes)

Judy Company  
Alphasets (game)  
Matchettes (game)

Open Court  
Workshop Kit, 1968 (game)

Scholastic Press  
Landon Program For Reluctant Readers, 1968  
(Duplicating Masters)

Scott, Foresman  
Manipulative Devices, 1964 (game)  
Match and Check, 1968 (game)  
Starter Concept Cards and Holder, 1967

PERCEPTION MEDIA

Ann Arbor  
Michigan Tracking Program - Visual Tracking

Audio Dynamic Research  
Perceptual Development Cards, 1968  
Perceptual Skill Builder, 1968

Clark County School District  
Balance or Walking Beam (Should be in every  
classroom in elementary to promote more  
experiences in perception.)

Creative Playthings  
Perception Tracks

AUDIO-VISUAL MATERIALS: (continued)

PERCEPTION MEDIA

Follett

Frostig Perceptual Materials

Meredith

Concept Builders

Noble and Noble

Try, 1967 (Experiences for Young Children,  
Task 1, 2, 3)

Scott, Foresman

Manipulative Devices, 1964

EQUIPMENT:

See Level 1 - applicable to all grades

FILM LOOPS:

Chandler

Magi Cartridges, 1967

Film Associates

American Negro Pathfinders  
Tell the Whole Story, 1968-69

FILMS:

16mm

Aims

The Dragon Tears  
Fast Is Not a Lady Bug  
Johnny Appleseed  
Tara the Stone Cutter

Coronet

Reading for Beginners, Using Context Clues  
Reading for Beginners, Word Shapes

Encyclopaedia Britannica

Night Before Christmas

International Film Bureau

Adventure of Chico  
African Storyteller  
A Chairy Tale  
Elves and the Shoemaker, The  
Frances and Her Rabbit  
I Know An Old Lady Who Swallowed a Fly  
Madeline  
Snookie: The Adventures of a Black Bear Cub  
Ti-Jean Goes Lumbering



FILMS: (continued)

McGraw-Hill

- Christmas Cracker
- The Dragon, 1968
- The Emperor's New Clothes, 1967
- The Enchanted Crane
- The Good Little Gremlin, 1968
- Magic Fiddle
- Princess and the Pea
- Rumpelstiltskin
- The Shivering King
- Teddy's Tour, 1961

Teaching Films Custodian, Inc.

- Alice in Wonderland

FILMSTRIPS

Educational Developmental Laboratories

- Controlled Readers, 1962

Encyclopaedia Britannica

- Adventure Stories, 8680
- Make Believe Stories, 10900
- Reading Readiness, 8990
- Stories for Children, 8820
- Walt Disney Series
- Walt Disney's Tales of Jiminy Cricket, 6403
- Wonder Tales, 9180

Eye Gate House, Inc.

- Reading Readiness

Filmstrip House

- Head Start in Reading Consonants
- Word Games on Phonograms

FILMSTRIPS: (continued)

Guidance Associates, Harcourt, Brace, and World

- Listen, There Are Sounds Around You
- Look About You
- Noisy Nancy Norris
- People We Know
- Places to Go

McGraw-Hill

- American Folklore
- Animal Stories
- Children's Story Series
- Golden Book, Sets 1-6
- Learning About Our Language, Series I and II
- Primary Grade Stories, Sets A, B, C, and D
- Skyline Series
- Storybook Filmstrip Series
- We Take a Trip

Parent's Magazine Enterprises, Inc.

- Just For Fun
- Reading Motivation, Sets 1-2

Society For Visual Education

- Basic Phonics, Group 1-3
- Children's Classics, Group 1
- Children's Fairy Tales
- Children's Stories
- Famous Elf Book, Group 1-2
- Hans Christian Anderson Fairy Tales
- Reading Series, A110S
- Tales of the Wise Old Owl, Group 1

Universal Education and Visual Aids

- Read and Tell, 1968
- See and Tell, 1968

FILMSTRIPS: (continued)

Weston Woods  
Sets 18, 19, 20, 21, 22, 23

KITS:

Chandler  
Landon Phonic Program  
Picture Portfolio, 1965-1966

Encyclopaedia Britannica  
Reading Readiness and Communication Skills Kit,  
1967

Harcourt, Brace, and World  
Durrell and Murphy Phonics Practice Program, 1968

Harper and Row  
The Learning Readiness System Seriation Kit

Imperial Productions  
We Learn About Special Days, 1968

McGraw-Hill  
Developing Learning Readiness: A Visual-Motor-  
Tactile Skills Program, 1968

Meredith Corporation  
Concept Builders

Merrill  
Visual Experience for Growth, 1967-68

KITS: (continued)

Open Court  
Workshop Kit, 1968  
Workshop Kit Supplement, 1968

Phonovisual Products  
Phonovisual Consonant Chart  
Phonovisual Method  
Phonovisual Unit For Classroom Use  
Phonovisual Vowel Chart

Scholastic Press  
Landon Program For Reluctant Readers, 1968

Scott, Foresman  
First Talking Alphabet

RECORDS, RECORD AND FILMSTRIP SETS

Benefic Press  
Invitation to Adventure, Sets 1, 2, 3, 1967

Encyclopaedia Britannica  
Walt Disney Series  
Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House  
Head Start in Reading Consonants  
Word Games on Phonograms

Guidance Associates, Harcourt, Brace, and World  
Listen, There Are Sounds Around You  
Look About You  
Noisy Nancy Norris  
People We Know  
Place to Go

RECORDS, RECORD AND FILMSTRIP SETS (continued)

Harper and Row  
Learning Readiness System

McGraw-Hill  
Children's Story Series  
Storybook Film Series

Parent's Magazine Enterprises, Inc.  
Just For Fun

Scholastic Press  
Landon Program For Reluctant Readers

Scott, Foresman  
First Talking Alphabet  
Talking Storybooks

Society For Visual Education  
Children's Classics, Group I  
Children's Fairy Tales  
Children's Stories  
Tales of the Wise Old Owl  
Talking Picture Story Study Prints  
Child's World of Poetry, Group I and II

Weston Woods  
Sets 18, 19, 20, 21, 22, 23

Educational Developmental Laboratories  
"Listen" Tapes

TAPES:

TAPES: (continued)

Ideal Publications  
Ideal Reading Tapes

Imperial Productions  
Special Days Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon  
Sheldon Basic Reading Series

American Book Company  
Read System, 1969, Grade 2

Follett  
City Schools Reading Program, 1968

Ginn  
Language Series (Reading 360 Series)

Harper and Row  
Basic Reading Program, Strand I and II, 1966

D. C. Heath  
Reading Caravan, Level 1 (+ duplicating  
materials and record)

Houghton Mifflin  
Reading For Meaning, 1967-68, Grade 2

TEXTS: (continued)

DEVELOPMENTAL (continued)

- Laidlaw  
Gateways to Reading Treasures, 1966, Grade 2  
Stories of City Life and Tales of Long Ago, Book 2
- Macmillan  
Early Childhood Educational Materials: Bank  
Street Readers, 1965  
The Macmillan Reading Program, Primary Grades
- Open Court  
Basic Reader, 1967 ( Reader 2:1 and 2:2)  
Foundation Program
- Science Research Associates  
Comprehensive Reading Series, 1967
- Scott, Foresman  
Basic Reading Program, 1967-68, Pre-primer 2  
Open Highways, 1967-68, Grade 2
- Singer  
Structural Reading Series, 1966 (D-E)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon  
Sheldon Basic Reading Series (Centennial Edition)  
Reading of Poetry, 1968  
Sounds of Poetry, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Benefic Press  
Invitation to Adventure Series, 1967
- Field Educational Publications, Inc.  
Jim Forest Readers, 1967  
Time Machine Series
- Harper and Row  
Torchlighter I
- Hoffman  
Hoffman Controlled Readers - (2910 Item)
- Holt, Rinehart, and Winston  
Young Owls  
Wise Owls
- Laidlaw  
Gateways to Reading Treasures, 1966, Book II  
Stories of City Life and Tales of Long Ago,  
Book II
- Lyons and Carnahan  
Curriculum Motivation Series, 1966  
Pacesetters in Personal Reading, 1969  
Phonics We Use, 1966
- Meredith  
Concept Builders (kit - audio visual aid)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Reader's Digest  
Young Pegasus Packets, 1968
- Scholastic Press  
Landon Program For Reluctant Readers, 1968
- Scott, Foresman  
Bright Horizons, Book 2  
The First Talking Storybook Box  
Wide Horizons, Book 2
- Singer/Random House  
Carousel Books, 1968 (Group Starter Library  
through 2C)

LANGUAGE EXPERIENCE

- Allyn and Bacon  
Sound of Poetry  
Reading of Poetry, 1968 (Teacher's edition)
- American Education Publications  
Imagine and Write, 1967  
Map Skills for Today, 1967  
New Science Reading Adventures, 1968  
Phonics and Word Power  
Read, Study, Think, 1967
- Chandler  
Chandler Reading Program, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

- Encyclopaedia Britannica  
L.E.I.R. Reading Readiness
- Holt, Rinehart, and Winston  
Sounds of Language, 1967 (second reader)
- Lyons and Carnahan  
Curriculum Enrichment Series, 1967  
Curriculum Motivation Series, 1967  
Pacesetters in Personal Reading, 1967  
Phonics We Use

LINGUISTIC

- Behavioral Research Laboratories  
Sullivan Remedial Reading Program, Series I,  
1966
- Harcourt, Brace, and World  
Palo Alto Reading Program, 1968, Level II
- Harper and Row  
Linguistic Readers, 1965, Grade 2
- Lippincott  
Reading Goals, 1966 (charts-workbooks)  
Purple Book
- Merrill  
Merrill Linguistic Readers (Reader 2 and 3)
- Science Research Associates  
Basic Reading Series, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories  
Sullivan Remedial Reading Program, Series 1, 1966

Harcourt, Brace, and World  
Palo Alto Reading Program: Sequential Steps in  
Reading, 1968

McGraw-Hill  
Sullivan Associates Programmed Reading, 1968

Science Research Associates  
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond  
Phonics Transparencies, 1969

Scholastic Press  
Landon Program For Reluctant Readers

Tweedy Corporation  
Tweedy Transparencies, 1967

READING MULTIMEDIA ADOPTION  
LEVEL 3

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Croft  
Matrix Games, 1967

Chandler  
Landon Phonics Program, 1967  
Chandler Picture Portfolio, 1965-66

Educational Service, Inc.  
Spice (Book of Games), 1960

Follett  
Phonics Cards  
Phrase Cards  
Picture-Cards  
Word Cards

Ginn  
Building Pre-Reading Skills, 1965 (Language Arts)

Hammond  
Hammond Vowel Sounds

Houghton Mifflin  
Letter Form Board

Imperial Productions  
Amos and His Friends  
Learning the Alphabet

Open Court  
Word Games

Phonovisual Products  
Phonovisual Consonant Charts, 1960  
Phonovisual Vowel Charts, 1960

PERCEPTION MEDIA

Ann Arbor  
Michigan Tracking Program - Visual Tracking

Benefic Press  
Creative Involvement Cards, 1967

Clark County School District  
Balance or Walking Beam (Should be in every  
classroom in elementary to promote more  
experience in perception.)

Judy Company  
Alphaset  
Matchettes

McGraw-Hill  
Developing Learning Readiness: A Visual-  
Motor-Tactile Skills Program, 1968





RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society For Visual Education  
Children's Classics  
Children's Stories  
Children's Fairy Tales  
Child's World of Poetry, Group I and II  
Tales of the Wise Old Owl  
Talking Picture Story Study Prints  
Story Time Favorites

Weston Woods  
Sets 17, 18, 19, 20, 21, 22, 23

TAPES:

Educational Developmental Laboratories  
Listen Tapes, Grade 1-6

Ginn  
Ginn Word Enrichment Program Tapes,  
Level I, II, III

Ideal  
Ideal Reading Tapes

Imperial  
We Learn About Special Days, 1968

Merrill  
Skill Tapes, 1967

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press  
Invitation to Adventure, 1967  
(records to go with books)

Chandler  
Landon Phonics Program

Encyclopaedia Britannica  
Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House  
Head Start in Reading Consonants  
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World  
Listen, There Are Sounds Around You  
Look About You  
Noisy Nancy Norris  
People We Know  
Places To Go

McGraw-Hill  
Children's Story Series  
Storybook Film Series

Parent's Magazine Enterprises, Inc.  
How the Average Child Behaves  
Just For Fun

Scholastic Press  
Landon Program For Reluctant Readers, 1968

Scott, Foresman  
The Talking Story Books

FILMSTRIPS:

Educational Development Laboratories  
Filmstrip for "Controlled Readers," 1962

Encyclopaedia Britannica  
Adventure Stories, 8680  
Make Believe Stories Series, 1965  
Reading Readiness Series, 1960 - 10900  
Stories for Children, 8820  
Walt Disney's Tales of Jiminy Cricket - 6403  
Wonder Tales, 9180

Eye Gate House, Inc.  
Readiness for Reading  
Reading for Fun

Film Associates  
American Negro Pathfinders Series

McGraw-Hill  
American Folklore Series  
Animal Stories  
Golden Book, Sets I, II, III  
Golden Book, Sets IV, V, VI  
Learning About Our Language, Series I, II, III  
Primary Grade Stories, Sets A, B, C, D  
Skyline Series  
We Take a Trip

Parent's Magazine Enterprises, Inc.  
Motivation Filmstrips

Society For Visual Education  
Basic Phonics, Group I, II, III  
Famous Elf Book, Group I and II

FILMSTRIPS: (continued)

Society For Visual Education (continued)  
Hans Christian Anderson Fairy Tales  
Reading Series, A1108  
Story Time Favorites  
Your Dictionary and How to Use It

Universal Education and Visual Arts  
Read and Tell, 1968  
See and Tell, 1968  
Stories and Fables, 1968

KITS:

Encyclopaedia Britannica  
Reading Readiness and Communication Skills,  
1960

Harcourt, Brace, and World  
Durrell and Murphy Phonics Practice Program,  
1968

Harper and Row  
The Learning Readiness System Seriation Kit

Open Court  
Open Court Workshop Kit

Scott, Foresman  
Programmed Kit (2 kits) (cards and records)

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

- Puss in Boots, F0879
- Reading With Suzy, F5623
- Sea Adventures of Sandy the Snail, F0876
- The Shoemaker and the Elves, F0716
- The Smallest Elephant in the World, F5191
- Snowman in July, F0196
- Spotty-Story of a Fawn, F5456
- Sparky, the Colt, F5452
- Story of the Goose and the Gander, F0734
- Storytelling - Can You Tell It In Order, F5462
- Tad, the Frog, F5467
- Three Little Wizards - Adventure in Color, F5520
- Tom Thumb In King Arthur's Court, F0956
- The Toy Telephone Truck, F5470
- Tuffy, the Turtle, F5475
- What the Frost Does - Background for Reading, F5489
- Whatever the Weather, F5188
- Wide, Wide Sea - Background for Reading, F5492
- Winkie, the Merry-Go-Round Horse - Storytelling, F5493
- Zoo Animals in Rhyme, F5495
- Zoo Animals of Our Storybooks, F0379

Coronet

- Reading for Beginners: Using Context Clues
- Reading for Beginners: Word Shapes

FILMS: (continued)

16mm (continued)

Encyclopaedia Britannica

- The Monkey Who Would Be King
- Night Before Christmas

International Film Bureau  
Adventures of Chico

- A Chairy Tale
- Elves and the Shoemaker, The
- Frances and Her Rabbit
- I Know An Old Lady Who Swallowed a Fly
- Madeline
- Snookie: The Adventures of a Black Bear Cub
- African Story Teller
- Ti-Jean Goes Lumbering

McGraw-Hill

- Christmas Crackers
- The Dragon
- The Emperor's New Clothes
- The Enchanted Crane
- The Good Little Gremlin
- Magic Fiddle
- Princess and the Pea
- Rumpelstiltskin
- The Shivering King
- Teddy's Tour

TEXTS:

TEXTS: (continued)

DEVELOPMENTAL

Allyn and Bacon  
Sheldon Basic Reading Series

American Book Company  
Ideas and Images, from the Read System  
High and Wide, from the Read System  
Read System, 1968

Benefic Press  
Adventures All Around Us  
Invitation to the Adventure Series, 1968

Ginn  
Language Series (Reading 360 Series), 1969

Harper and Row  
Basic Reading Program, Strand I - Faraway  
Places and Strand II - From Bicycles to  
Boomerangs, 1966

Economy Company  
Wide Open Doors, Phonetic Keys to Reading, Grade 1  
Along New Ways, Phonetic Keys to Reading, Grade 1

D. C. Heath  
Reading Caravan, 1968 - Meadow Green

Holt, Rinehart, and Winston  
Sounds of Language, the Storyteller

Houghton Mifflin  
Basal Reading, 1966 - Looking Ahead Climbing Higher 133 -

Lyons and Carnahan  
Phonics We Use, 1966 (A, B, C, D, E)

Macmillan  
Early Childhood Educational Materials: Bank  
Street Readers, 1965 - City Streets  
Round the Corner  
The Macmillan Reading Program - Better Than  
Gold More Than Words

Merrill  
Diagnostic Reading Workbook Series  
Open Court  
Open Court Basic Readers, 1968, 3rd ed.  
A Trip Around the World A Magic Word

Scott, Foresman  
Bright Horizons, 1968, Grade 3  
Open Highways, 1968 Splendid Journey  
(with duplicating masters and tests)  
Speeding Away  
Wide Horizons, 1968, Grade 3

Singer  
Structural Reading Series, 1966 (paperback)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon  
Sheldon Basic Reading Series (Centennial Ed.)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc.  
Jim Forest Readers, 1968  
Time Machine Series, 1968

Follett  
City Schools Reading Program, 1968

Holt, Rinehart, and Winston  
Wise Owls, 1968  
Young Owls, 1968

Laidlaw  
Gateways to Reading, 1966, Book 3  
Stories of City Life and Tales of Long Ago,  
Book 3

Lyons and Carnahan  
Curriculum Enrichment Series, 1966 -  
On Top of the Hill  
Curriculum Motivation, 1966 The Almost Ghost  
and Other Stories  
Pacesetters in Personal Reading Series, 1969  
Thief in the Basement

Merrill  
Skilltext Readers, 1961 - Uncle Funny Benny

Singer/Random House  
Carousel Books, 1968

Reader's Digest  
Skill Builders, Part I and II

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates  
Comprehensive Reading Series, 1967  
The Careless Astronaut

Scott, Foresman  
Bright Horizons, 1968, Book 3  
The First Talking Storybook Box  
Wide Horizons, 1968, Book 3

LANGUAGE EXPERIENCE

Allyn and Bacon  
Sound of Poetry, 1968

American Education Publications  
Imagine and Write, 1967  
Introducing Table and Graph Skills, 1968  
Language Experiences in Reading Encyclopedia,  
1967

Map Skills for Today, 1967  
New Science Reading Adventures, 1968  
Phonics and Word Power, 1967  
Read, Study, and Think, 1967

Encyclopaedia Britannica  
Language Experiences in Reading, 1967

Holt, Rinehart, and Winston  
Sounds of Language Readers, (Third Reader)  
Wise Owls, 1968  
Young Owls, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Merrill  
Visual Experiences for Creative Growth

LINGUISTIC

Harcourt, Brace, and World  
Palo Alto Reading Program: Sequential Steps  
in Reading, 1968 (books 15 through 20)

Harper and Row  
Linguistic Readers, 1965, Grade 3

Lippincott  
Basic Reading, 1966 (workbooks and tests)  
+ 3.1 and 3.2 readers

McGraw-Hill  
Sullivan Associates Programmed Reading, 1968

Merrill  
Linguistic Readers, 1966, Books 4 and 5

Science Research Associates  
Basic Reading Series, 1965, Grade 3

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories  
Sullivan Remedial Reading Program (books 15 through 21)

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Harcourt, Brace, and World  
Palo Alto Reading Program: Sequential Steps  
in Reading, 1968

McGraw-Hill  
Sullivan Associates Programmed Reading, 1968

Reader's Digest  
Skill Builders, 1966

TRANSPARENCIES

Hammond  
Phonics, 1963

Scholastic Press  
Landon Program For Reluctant Readers, 1968

Scott, Foresman  
Phonics

Tweedy Corporation  
Tweedy Transparencies, 1967



READING MULTIMEDIA ADOPTION  
LEVEL 4

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Allyn and Bacon  
Phonics Charts, 1964

Avalon Hill Company  
Anograms  
Scrabble  
Scribbage  
Spill and Spell  
Word Power

Benefic Press  
Creative Involvement Cards, 1969

Denoyer-Geppert  
Map-Pictorial-America, Its Folklore (MMiG)

Educational Service, Inc.  
Spice (Book of Games), 1960

Follett  
Phrase Cards, 1966

Garrard  
Group Sounding Game  
(complete course in phonics)  
The Syllable Games (sight syllable solitaire)

Hammond  
Hammond Vowel Sounds

Ideal  
The "Quiet Pal" Game

Phonovisual Products  
Phonovisual Consonant Chart (+ cards)  
Phonovisual Vowel Chart (+ cards)

PERCEPTION MEDIA

Ann Arbor  
Michigan Tracking Program - Visual Tracking,  
1968

Audio Dynamic Research  
Perceptual Skill Builders

Clark County School District  
Balance or Walking Beam (Should be in every  
classroom in elementary to promote more  
experience in perception.)

McGraw-Hill  
Developing Learning Readiness: A Visual-  
Motor-Tactile Skills Program, 1968

Meredith  
Concept Builders With Write and See, 1969

EQUIPMENT:

See Level I - applicable to all grades

FILM LOOPS:

Chandler  
Magi Cartridges, 1967

Film Associates  
Tell the Whole Story Series, 1968-69

FILMS:

16mm

Aims

The Battle of Bunker Hill  
The Dragon Tears  
Johnny Applesseed  
King Midas  
Study Series A and B  
Tara the Stonecutter

Clark County School District Film Center  
Finding Information, F5532

Frog Princess, The, F5103  
Improving Your Vocabulary, F5589  
Listening Skills - An Introduction, F5394  
Mr. and Mrs. Robin's Family, F5407  
Reading Improvement - Comprehension Skills, F5128  
" " Defining the Good Reader, F5129  
" " Effective Speeds, F5130  
" " Vocabulary Skills, F5131  
" " Word Recognition Skills, F5132

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)  
Sparky, the Colt, F5452

Spotty, the Story of a Fawn, F5456  
Story Acting is Fun, F5222  
Tom Thumb in King Arthur's Court, F0956  
We Discover the Dictionary, F0185  
What the Frost Does - Background for Reading  
and Expression, F5489  
You'll Find It In the Library, F1506

Coronet

Choosing Book To Read  
Improve Your Reading  
Reading For Pleasure  
Reading Growth Basic Skills  
Reading Growth - Getting the Big Ideas

Encyclopaedia Britannica

Night Before Christmas  
The Shivering King

International Film Bureau

Adventures of Chico  
African Story Teller  
A Chairy Tale  
Elves and the Shoemaker  
Frances and Her Rabbit  
I Know An Old Lady Who Swallowed a Fly  
Madelin  
Snookie: the Adventures of a Black Bear Cub  
Ti-Jean Goes Lumbering





FILMS: (continued)

16mm (continued)

McGraw-Hill  
Christmas Crackers  
The Dragon  
The Emperor's New Clothes  
The Enchanted Crane  
The Good Little Gremlin  
Magic Fiddle  
Princess and the Pea  
The Rivals  
Rumpelstiltskin  
Teddy's Tour

Teaching Film Custodians  
Alice in Wonderland

FILMSTRIPS:

Encyclopaedia Britannica  
Action Series, 9000 -, 1960  
Adventure Stories, 8680  
Make Believe Stories, 10900 - 1965  
Stories For Children, 8820  
Wonder Tales, 9180

Film Associates  
American Negro Pathfinders Series

Houghton Mifflin  
What's the Word

FILMSTRIPS: (continued)

McGraw-Hill  
American Folklore Series  
Animal Stories  
The Golden Book Series IV, V, VI  
Learning About Our Language, Series I, II, III  
Skyline Series  
We Take a Trip

Parent's Magazine Enterprises, Inc.  
Motivation Filmstrips, Group I and II

Society For Visual Education  
Basic Phonics, Group I, II, III  
Famous Elf Book, Group I and II  
Reading Series A. 110S  
Using Good English  
Your Dictionary and How To Use It

KITS:

Chandler  
Landon Phonics Program, 1967

Field Educational Publications, Inc.  
Cyclo - Teacher Learning Aid

Ginn  
Kit of Language, 1965

Harcourt, Brace, and World  
Durrell and Murphy Phonics Practice Program,  
1968

KITS: (continued)

Meredith

Concept Builders With Write and See, 1969

Scholastic Press

Landon Program For Reluctant Readers, 1968

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press

Invitation to Adventure

Chandler

Landon Phonics Program, 1967

Filmstrip House

Head Start in Reading Consonants  
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World

Look About You  
People We Know

Macmillan

Decoding For Reading

McGraw-Hill

Children Story Series  
Storybook Film Series

Parent's Magazine Enterprises, Inc.  
Just For Fun

RECORDS, RECORD AND FILMSTRIPS: (continued)

Warren Schloat

Growing Up Black  
The Human Relations Series

Scholastic Press

Landon Program For the Reluctant Reader, 1968

Society For Visual Education

Child's World of Poetry, Group I and II  
Story Time Favorites  
Talking Picture Story Study Prints  
Using the Elementary School Library

Weston Woods

Sets 17 through 23

TAPES:

Ideal

Ideal Reading Tapes

Imperial

Special Days Tapes, 1968

McGraw-Hill

E.D.: Listen Tapes (1-6), 1966

TEXTS:

DEVELOPMENTAL

- Allyn and Bacon  
Sheldon Basic Reading Series (4th Reader)
- American Book Company  
The Read System, 1968 (guidebook and workbooks)  
Grade 4
- Harper and Row  
Basic Reading Program, Strand I, 1966 (guide, workbooks, achievement tests)
- D. C. Heath  
Reading Caravan Series, 1968
- Houghton Mifflin  
Reading For Meaning, 1968 (guidebook, workbooks, tests) Grade 4
- Macmillan  
The Macmillan Reading Program
- Open Court  
Open Court Basic Reader, 1967, Reader 4
- Science Research Associates  
Comprehensive Reading Series, 1967
- Scott, Foresman  
Open Highways, 1968 (guidebook, workbooks, dittos, transparencies and tests)
- Singer  
Structural Reading Series, 1966

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon  
Sheldon Basic Reading Series (Centennial Edition) Grade 4
- American Education Publications  
Developing Table and Graph Skills, 1967  
Imagine and Write, 1967  
Map Skills, 1967  
New Science Reading Adventure, 1968  
Read, Study, Think, 1967
- Benefic Press  
Invitation to Adventure
- Field Educational Publications, Inc.  
Jim Forest Readers, 1968  
Time Machine Series, 1968
- Harcourt, Brace, and World  
Literature of the Bookmark Reading Series, 1968
- Harper and Row  
Torchlighter Library II
- Holt, Rinehart, and Winston  
Sounds of Language, 1967  
Wise Owls, 1968
- Houghton Mifflin  
Reading Skills Lab, 1966, Grade 4

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

- Laidlaw  
Gateways to Reading, Book 4  
Stories of City Life and Tales of Long Ago, Book 4
- Lyons and Carnahan  
Curriculum Motivation Series, 1966  
Pacesetters and Personal Reading, 1969, Book 4  
Phonics We Use, 1966 (workbook)
- Macmillan  
Decoding For Reading, 1968 (SUPPLY ITEM)  
The Spectrum of Books, Seat A and B, 1964
- Merrill  
Gaining Independence in Reading, 1967
- Reader's Digest  
Reader's Digest Skill Builder, 1966
- Scholastic  
Pleasure Reading Libraries, 1969 (50 titles)
- Scott, Foresman  
Invitation to Personal Reading, 1968, Grades 4-6
- Steck-Vaughn  
Human Values Series, 1967-68, Grades 4-6

TEXTS: (continued)

LANGUAGE EXPERIENCE

- Allyn and Bacon  
Reading of Poetry, 1968  
Sound of Poetry, 1968
- Encyclopaedia Britannica  
Language Experiences in Reading, Level III,  
1967
- Harcourt, Brace, and World  
Literature Readers of the Bookmark Reading  
Series, 1968
- Holt, Rinehart, and Winston  
Sounds of Language, 1966-67 (4th Reader)
- Lyons and Carnahan  
Curriculum Enrichment Series, 1966

LINGUISTIC

- Lippincott  
Lippincott's Basic Reading, 1969 (basic text  
and workbooks) Grade 4
- Merrill  
Merrill Linguistic Readers, Reader 4

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories  
Sullivan Remedial Reading Program, Series I,  
1966

Macmillan  
Reading Spectrum

TRANSPARENCIES:

Hammond  
Phonics, 1969

Scholastic Press  
Landon Program For Reluctant Readers, 1968

Scott, Foresman  
Phonics, 1969

Tweedy Corporation  
Tweedy Transparencies

READING MULTIMEDIA ADOPTION  
LEVELS 5-8

AUDIO-VISUAL MATERIALS:

No Recommendations

EQUIPMENT:

See Level 1 - applicable to all grades

FILM LOOPS:

No Recommendations

FILMS:

16mm

Aims

King Midas

Cahill

Tara the Stone Cutter

Clark County School District Film Center

The Cuckoo Clock That Wouldn't Cuckoo, F531;

Describing an Incident, F0290

Developing Reading Maturity - Comparative, F0685

Developing Reading Maturity - Interpreting Meaning,

F0692

Developing Reading Maturity - The Mature Reader,

F0691

Developing Reading Maturity - Understanding Style,

F0684

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

Finding Information, F5532

Goldilocks and the Three Bears, F5105

Listening Skills - An Introduction, F5394

Magic Book, F0257

Mr. and Mrs. Robin's Family, F5407

Reading Improvement - Comprehension Skills,  
F5128

Reading Improvement - Defining the Good  
Reader, F5129

Reading Improvement - Effective Speeds, F5130

Reading Improvement - Vocabulary Skills,  
F5131

Reading Improvement - Word Recognition  
Skills, F5132

Spotty, Story of a Fawn, F5456

Spotty, the Fawn in Winter, F5457

Sparky, the Colt, F5452

Story A. ting is Fun, F5222

Tom Thumb in King Arthur's Court, F0956

We Discover the Dictionary, F0185

What the Frost Does - Background for Reading  
and Expression, F5489

You'll Find It In the Library, F1506

FILMS: (continued)

16mm (continued)

Coronet

Reading For Beginners  
Understanding Word Growth  
Your Study Methods

McGraw-Hill

Aesop's Fables I, II, III  
Casey At the Bat  
The Deacon's Masterpiece  
The Emperor's Nightingale  
Hiawatha's Childhood  
The Island of the Blue Dolphins  
Paul Revere's Ride  
Reading In the Humanities  
Reading In the Math and Science Areas  
The Rainbow of Stone  
The Toymaker  
What Is Active and Creative Reading  
What Is Effective Reading

Teaching Films Custodians

Breakfast With Nancy  
Courage In Connecticut

FILMSTRIPS:

No Recommendations

KITS:

No Recommendations

RECORDS, RECORD AND FILMSTRIP SETS

Bowmer Records, Inc.

Drag Racing  
Motorcycles  
Teen Fair

Film Associates

Folk Tale Series, 1968  
Story Series  
Tell the Whole Story Series

Encyclopaedia Britannica

American Poets, 1954  
Using the Library, 1963

Guidance Associates, Harcourt, Brace, and World  
Adventure and Literature (Sound Filmstrip

Series)

The World of Mark Twain, Parts I and II,  
1968

Society For Visual Education

Reading Series

Using the School Library  
Words, Their Origin, Use and Spelling  
Your Dictionary and How To Use It

TAPES:

Merrill

Modern Reading, I, 1967  
Modern Reading, II, 1967  
Tom Trott, 1967

TEXTS:

DEVELOPMENTAL

- Allyn and Bacon  
Arrivals and Departures, 1968, Grade 6  
(teacher's manual and workbook)  
Finding the Way, 1968, Grade 5  
(workbook, texts, independent activities)  
High Trails, 1968, Grade 7 (workbook, teacher's  
manual, individual activities)  
Widening Views, 1968, Grade 8 (teacher's  
manual, workbook, reading tests)
- American Book Company  
Kings and Things, 1968, Grade 5 (teacher's  
manual and workbook)  
Launchings and Landings, 1969, Grade 6  
(teacher's manual and workbook)
- Ginn  
How It Is Nowadays, 1969, Grade 8  
(teacher's manual)
- Harper and Row  
Crossroads, 1966, Grade 5 (teacher's manual,  
workbooks, dittos, tests)  
Seven Seas, 1968, Grade 6 (teacher's manual,  
workbooks, dittos, tests)
- Holt, Rinehart, and Winston  
Sounds of a Distant Drum, 1967, Grade 6  
(teacher's manual)  
Sounds of a Young Hunter, 1967, Grade 5  
(teacher's manual)

TEXTS: (continued)

DEVELOPMENTAL

- Houghton Mifflin  
Adventure Bound, 1965, Grade 7  
(teacher's edition, workbooks, dittos, tests)  
Bright Peaks, 1966, Grade 6 (teacher's manual,  
tests, workbooks, dittos)  
Sky Lines, 1966, Grade 5 (teacher's manual,  
tests, workbooks, dittos)
- Lippincott  
Basic Reading, 1965, Grade 5-8 (teacher's  
manual, workbooks, filmstrips, phonic  
guide)
- Lyons and Carnahan  
Phonics We Use, F and G, 1966
- Macmillan  
Bold Journeys, 1967, Grade 5 (teacher's  
edition and workbook)  
Into New Worlds, 1967, Grade 6 (teacher's  
manual and workbook)
- McGraw-Hill  
Conquests in Reading, 1968, 2d ed., Grade 7-8
- Scott, Foresman  
Cavalcade, 1965, Grade 6 (teacher's manual,  
workbooks, tests, dittos)  
Challenge, 1967, Grade 8 (teacher's manual  
and workbook)



TEXTS: (continued)

DEVELOPMENTAL (continued)

- Scott, Foresman (continued)  
Dimensions (Basic), 1967, Grade 7  
(teacher's manual, workbooks, tests)  
Open Highways, 1966, Grades 5-6  
(teacher's manual, workbooks, tests)  
Open Highways, 1967, Grades 7-8  
(teacher's manual, workbooks, tests)  
Thrust, 1969, Grade 7 (teacher's manual)  
Vistas, 1965, Grade 5 (teacher's manual,  
workbooks, tests)  
Wide Horizons, 1965, Grades 5-6 (teacher's  
manual, workbooks, tests)

ENRICHMENT AND SUPPLEMENTARY

- Allyn and Bacon  
Black Bear Adventures  
High Climber  
The Reading of Poetry (Anthology)  
Ski Country  
The Twoboat Summer  
American Education Publications (paperbacks)  
How To Study Workshops, 1968  
Know Your World, 1968  
Marching To Freedom, 1968  
Read, Study, Think  
Read Treasure, 1968  
Science Reading Adventures, 1967  
Stories You Can Finish, 1967  
Table and Graph Series, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- American Education Publications (continued)  
Ten Plays and Choral Readings, 1968  
Two Steps To Better Composition, 1968  
You Can Write, 1967  
Benefic Press  
With Athletes and Artists, 1968  
With World Heroes, 1969  
Century Consultants, 1968  
Behind the Scenes  
Chilling Escape  
The Big Break  
Deadline For Time  
Dognappers  
Hundred-Milers  
Loud and Clear  
Operation Phoenix  
The Peculiar Lawn Mower  
Pedro's Secret  
A Place For Joe  
Racing the Salt  
Rescue On the Mountain  
Viceroy's Daughter  
Children's Press  
Casebook of Sherlock Holmes  
The Call of the Wild  
The Heroes  
The Jungle  
Merry Adventures of Robin Hood

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Children's Press (continued)

- Paul Bunyan
- Pinocchio
- Swiss Family Robinson
- Treasure Island
- The True Story of Series, 1964
  - Albert Einstein
  - Captain Scott
  - Cecil Rhodes
  - David Livingston
  - Lawrence of Arabia
  - Napoleon
  - Queen Victoria
  - Sir Francis Drake
- 20,000 Leagues Under the Sea, 1968
- The Virginian

D. C. Heath

- Silver Web, 1968
- Teenage Tales Series
- Treasure Gold, 1968

Field Educational Publications, Inc.

- Adventures in Apacheland
- The Americans All Series, 1969
- The Checkered Flag Series, 1967
- The Checkered Flag Series, 1969
  - Bearcat
  - 500
  - Flea
  - Grand Prix
  - Riddler
  - Scramble
  - Smashup
  - Wheels

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc. (continued)

- The Deep-Sea Adventures Series, 1968
- Desert Treasure, 1966
- Morgan Bay Mysteries, 1965
- The Mysterious Swamp Rider
- Reading Motivated Series, 1966
- The Secret of Lonesome Valley
- Wildlife Adventure Series, 1966

Harcourt, Brace, and World

- First Splendor, 1968
- Much Majesty, 1968
- Wider Than the Sky, 1968

Harper and Row

Compass Points, 1969, (teacher's manual)  
(literature)

- From Actors to Astronauts, 1964
- From Coins to Kings, 1964
- From Pilots to Plastics, 1969
- Searchlights on Literature, 1969 (teacher's manual and workbook)
- Torchbearer Library, Sets I and II

Holt, Rinehart, and Winston

- Holt Impact Series, 1968
- Holt Intermediate Dictionary of American English Literature I, 1968 (teacher's manual)
- Literature II, 1968 (teacher's manual)
- Sounds of a Distant Drum, 1967
- Sounds of Mystery, 1967

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

- Holt, Rinehart, and Winston (continued)  
Sounds of a Young Hunter, 1967  
Winston Dictionary For Schools  
Wise Owls  
Young Owls
- Houghton Mifflin  
Exploring Literature, 1968 (teacher's manual)  
Discovering Literature, 1968 (teacher's  
edition and workbook)  
The Red Badge of Courage, 1964  
Shane, 1964  
Swiftwater, 1964  
Tale of Two Cities, 1962  
Treasure Island, 1962

Laidlaw

- Courage and Adventure, 1964  
New Horizons I, 1964  
New Horizons II, 1964  
Words With Wings, 1964

Lyons and Carnahan

- Better Than Gold and Other Stories, 1966  
New Horizons  
New Roads, 1965  
Phonics We Use Workbook F and G, 1966  
The Thousand Voices of Timothy Reece, 1969  
Three Green Men and Other Stories, 1966  
Unwilling Witch, 1969

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Macmillan

- Advanced Reading Skills, Book 1 and 2  
Gateway English Series, 1968  
Macmillan Spectrum of Skills, 1967  
Macmillan Spectrum of Books, 1965  
Webster's New World Dictionary -  
Elementary Education

McGraw-Hill

- Focus - Themes in Literature, 1969  
(teacher's manual)  
Perception - Themes in Literature, 1969  
(teacher's manual)

Merrill

- Bright Beacons, 1968  
Exploring Today  
Far Horizons, 1968  
Merrill Mainstream Paperback, 1968  
Against the Odds  
Courage Under Fire  
In New Directions  
People Like You  
They Were First  
Pat the Pilot  
Tom Trot

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Noble and Noble  
Falcon Paperbacks, 1967-68  
A Choice of Weapons (and other titles of series)  
Fail Safe  
Go Up For Glory  
I Always Wanted To Be Somebody  
Time 4, science-fiction  
A Tree Grows In Brooklyn

Open Court

Awake to Worlds Unfolding  
But Life Is Calling You, 1967

Portal Press

The Springboard Series: Reading Laboratory  
I and II, 1967-68

Prentice-Hall

Be A Better Reader, Foundations B,C, Book I and II

Reader's Digest

Improve Your Reading, Part I, 1967  
Improve Your Reading, Part II, 1967  
Reading Skill Builder, 1967  
Reading Skill Practice Pad, 1968  
Science Reader Blue Book, 1963  
Science Reader Red Book, 1964

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates

Dimensions In Reading Lab. (An American  
Album)  
Pilot Library Laboratory, 1969  
Pilot Library Laboratory, IIIb, 1969  
Reading Laboratory IIa, 1969  
Reading Laboratory IIIa, 1969

Scott, Foresman

Advanced Junior Dictionary  
Bright Horizons, Book 5 and 6  
Reflections On A Gift of Watermelon Pickle  
Poems, 1966

Steck-Vaughn

Activities For Reading Improvement, Book 1-3  
The Human Values Series, 1967  
New Goals In Reading Workbook

Economy Company

Into Wide Worlds, 1965  
Through Broad Fields, 1965

LANGUAGE EXPERIENCE

Encyclopaedia Britannica

Language Experiences in Reading, 1967

Macmillan

Advanced Skills in Reading III (teacher's manual)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Portal Press  
The Springboard Series: Motivation Program  
I and II, Grade 7 - 8, 1968

Science Research Associates  
Reading Laboratory Series

LINGUISTIC

Merrill  
Merrill Linguistic Readers, Book 5 and 6

PROGRAMMED INSTRUCTIONAL MATERIAL

Encyclopaedia Britannica  
Language Experiences in Reading, 1967

Macmillan  
Spectrum of Skills, 1967

Portal Press  
The Springboard Series: Motivation Program  
I and II, 1968

Science Research Associates  
Reading Laboratory Series

TRANSPARENCIES:

No Recommendations



READING MULTIMEDIA ADOPTION  
LEVELS 9-i2

AUDIO-VISUAL MATERIALS:

No Recommendations

EQUIPMENT:

See Level 1 - applicable to all grades

FILM LOOPS:

No Recommendations

FILMS:

16mm

Av-ed

Advanced Phase Reading, #7,8,12  
What Did You Read?

Clark County School District Film Center

Developing Reading Maturity - Comparative  
Reading, F0685

Developing Reading Maturity - Critical  
Evaluation, F0694

Developing Reading Maturity - Interpreting  
Meaning, F0692

Developing Reading Maturity - The Mature  
Reader, F0691

Reading Improvement - Comprehension Skills,  
F5128

Reading Improvement -Defining the Good Reader,  
F5129

Reading Improvement - Effective Speeds, F5130

FILMS:

16mm (continued)

Clark County School District Film Center (continued)  
Reading Improvement - Vocabulary Skills,  
F5131

Reading Improvement - Word Recognition  
Skills, F5132

Coronet

Word Recognition Skills

Encyclopaedia Britannica

The Cherry Orchard  
The Doll House  
Great Expectations

McGraw-Hill

David Copperfield, 1967  
Days of Dylan Thomas  
A Dickens Chronicle, 1963  
George Bernard Shaw  
Hemingway, Parts I-II, 1962  
Herman Melville's "Moby Dick"  
Mr. Dickens of London, 1968, Parts, I,II,III  
Mark Twain, 1963  
Mark Twain's America, 1960  
The Poet's Eye - A Tribute to Shakespeare  
Shakespeare - Soul of An Age, Parts I,II, 1963  
A Tale of Two Cities, 1967  
20,000 Leagues Under the Sea, 1967  
Wuthering Heights, 1967

FILMS: (continued)

16mm (continued)

Sterling

America: History of Motion Pictures

FILMSTRIPS:

No Recommendations

KITS:

Addison Wesley

Reading Development Kit A and B, 1969(remedial)

Reading Development Progress Records and

Informal Reading Development Inventory

accompany kit

Reading Development Kit B and C, 1969 (developmental)

Reading Development Progress Records and

Informal Reading Development Inventory

accompany kit

McGraw-Hill

Classroom Reading Clinic (remedial)

Science Research Laboratories

Dimensions in Reading Series (remedial)

Pilot Library IIIB (remedial)

Reading Laboratory Series (IVA) (advanced)

Reading For Understanding (advanced)

(General and Senior Edition)

Scott, Foresman

Tactics in Reading I and II

RECORDS, RECORD AND FILMSTRIP SETS:

No Recommendations

TAPES:

No Recommendations

TEXTS:

DEVELOPMENTAL

D. C. Heath

Teenage Tales 1-6 and A, B, C, 1964-66  
(+ teacher's manual)

Harper and Row

Scope 1,2,3,4 - 1967

Teachers Guide Scope, 1,2,3,4

Hayden Book Company

Introduction to the Play, 1969

Introduction to the Poem, 1965

Introduction to the Short Story, 1965

Holt, Rinehart, and Winston

At Your Own Risk, 1963 (+ teacher's manual  
and recordings)

Cities, 1963 (+ teacher's manual and recordings)

Conflicts, 1963 (+ teacher's manual and recording)

Increasing Reading Efficiency, 1964

Introducing Poetry, 1964, (+ teacher's manual)

Introducing the Drama, 1963 (+ teacher's  
manual)

I've Got A Name, 1963 (+ teacher's manual  
and recordings)

TEXTS: (continued)

DEVELOPMENTAL (continued)

Holt, Rinehart, and Winston (continued)  
Larger Than Life, 1963 (+ teacher's manual and recordings)  
A Search For Awareness  
Short Stories, 1963 (+ teacher's manual)  
Some Shapers of Men, 1968  
Tragedy, History, and Romance, 1968 (+ teacher's guide)

Houghton Mifflin

Designs For Reading Plays, 1969  
Designs For Reading Poems, 1969  
Designs For Reading Non-Fiction Prose, 1969  
Designs For Reading Short Stories, 1969  
English Literature, 1968 (+ teacher's manual)  
Insights Into Literature, 1968 (+ teacher's kit)  
Values In Literature, 1968 (+ teacher's kit)

Macmillan

Advanced Skills In Reading, 1967 (+ teacher's edition)

McGraw-Hill

American Literature - Themes and Writers, 1966  
(+ teacher's manual)  
City Limits I, 1968  
Angelita Nobody Chico, 1967  
Cry, Baby!  
The Heist  
The Long Haul  
Take the Short Way Home

TEXTS: (continued)

DEVELOPMENTAL (continued)

McGraw-Hill (continued)  
Encounters - Themes in Literature, 1967  
(+ teacher's manual)  
The Everyreader Series  
Ben Hur  
Bob, Son of Battle  
Call of the Wild  
Cases of Sherlock Holmes  
The Count of Monte Cristo  
The Flamingo Feather  
The Gold Bug and Other Stories  
Greek and Roman Myths  
Indian Paint  
Ivanhoe  
Juarez, Hero of Mexico  
King Arthur and His Knights  
Men of Iron  
On Jungle Trails  
Robin Hood Stories  
Simon Bolivar  
A Tale of Two Cities  
To Have and to Hold  
The Trojan War  
Wild Animals I Have Known  
Insights - Themes in Literature, 1966 (+ teacher's manual)  
Reading Shelf I, 1968  
Anything Can Happen:  
Ax  
Call of the Wild  
The Knife  
Marty/Printer's Measure



TEXTS: (continued)

DEVELOPMENTAL (continued)

- McGraw-Hill (continued)  
Reading Shelf I, 1968 (continued)  
Ramblers, Gamblers, and Lovers  
Requiem For a Heavyweight  
Short Stories By Edgar A. Poe  
Stories By Jesse Stuart  
The Year the Yankees Lost the Pennant  
Western Literature - Themes and Writers, 1967  
(+ teacher's manual)

Merrill

Merrill Linguistic Reader

New Dimensions In Education, Inc.  
The Name of the Game Program

Noble and Noble

- American Literature, 1968 (+ teacher's guide)  
Crossroads Series, 1st ed.  
English Literature, 1968 (+ teacher's guide)  
The Experience of Literature, 1968 (hardback)  
(+ teacher's guide)  
The Experience of Literature, 1969 (paperback)  
(+ teacher's guide)  
Falcon Books Series (Go Up For Glory), 1967

Prentice-Hall

- Be A Better Reader, 1963 Books III, IV, V, VI (+ teacher's guide for each)  
Power and Speed In Reading, 1956 (teacher's manual)  
Reading Skills, 1953 (teacher's manual)

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TEXTS: (continued)

DEVELOPMENTAL (continued)

Reader's Digest

- Best Loved Books For Young Readers,  
#7,8,9 - 1968  
Help Yourself to Improve Your Reading, 1968  
Parts 1,2,3,4  
Reader's Digest Advanced Reading Skill Builder  
Reader's Digest Reading Skill Builder

Science Research Associates

How to Improve Your Reading, 1963 (paperback)

Scott, Foresman

- Accent, U.S.A., 1965  
In Orbit, 1966  
On Target, 1963  
Perspectives, 1969  
Reflections On A Gift of Watermelon Pickle  
Poems, 1966  
Thrust, 1969  
Top Flight, 1961  
What's Happening?

Silver Burdett

- Success in Reading - Books 1-6, 1968  
(+ teacher's edition)

Xerox Corporation

- The Way It Is, 1967  
Breaking Out  
Catch the World  
Day Comes After Night

TEXTS: (continued)

DEVELOPMENTAL (continued)

- Xerox Corporation (continued)  
The Way It Is, 1967 (continued)  
Face It, Baby  
Keep the Cool  
Make Your Move  
No Way to Go  
O.D.  
Waiting For the Man  
The Way It Is -- Learner Log  
The Way It Is -- Teacher's Handbook

REMEDIAL

- American Education Publications  
Know Your World  
You and Your World

- Century Consultants  
Learning to Read While Reading to Learn Series, 1967-68 (teacher's guides for all titles)  
Behind the Scenes  
The Big Break  
Chilling Escape  
Deadline For Time  
Dognappers  
Happy the Hippo  
Hundred Milers  
Loud and Clear  
Operation Phoenix  
The Peculiar Lawn Mower  
Pedro's Secret

TEXTS: (continued)

REMEDIAL (continued)

- Century Consultants (continued)  
A Place For Joe  
The Purple Snail  
Racing the Salt  
Rescue On the Mountain
- D. C. Heath  
Teenage Tales A, B, C, Books I, II, III, IV, V, VI, 1966
- Expression Company  
Better Speech and Better Reading, 1967
- Field Educational Publications, Inc.  
Checkered Flag Series, 1967-68  
(+ filmstrips, records, and teacher's guide)
- Follett  
Learning Your Language/One, 1964  
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)  
Learning Your Language/Two, 1964  
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)  
Success In Language and Literature/A  
(Series of 8 booklets, teacher's guide, student comprehension check workbooks)
- Harper and Row  
Language In Your Life  
Scope - Books I, II, III, IV, 1965-67

TEXTS: (continued)

REMEDIAL (continued)

Holt, Rinehart, and Winston  
Holt's Impact, Level I

Laidlaw  
New Horizon Books, 1, 2, 3

Macmillan  
Decoding For Reading, 1969  
Readalong Book I and II (include records and  
teacher's guide)  
Gateway English Series, 1968-69, Grade 7, Level II  
Creatures In Verse  
Striving  
Two Roads to Greatness  
A Western Sampler  
Gateway English Series, Grade 8, Level I  
Coping  
A Family Is a Way of Living  
Stories In Song and Verse  
Who Am I?

McGraw-Hill  
City Limits, I  
Everyreaders Series  
Reading Incentive Series, 1968 Book 1-5  
Reading Shelf I  
Step Up Your Reading Power, 1965 Books A-B, C, D, E  
What Job For Me? Series, 1966 (18 books)

Merrill  
Merrill Linguistic Readers, Books A, B, C, D  
Merrill Mainstream Books, 1967-68 (5 titles)

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TEXTS: (continued)

REMEDIAL (continued)

New Dimensions In Education, Inc.  
The Name Of the Game Program

Noble and Noble  
Crossroads Series, 1968-69  
Falcon Books Series

Portal Press  
Springboards, 1968

Reader's Digest  
Help Yourself to Improve Your Reading,  
Parts 1, 2, 3, 4 - 1968

Science Research Associates  
Guidance Series Booklets  
Streamline Your Reading  
How to Become a Better Reader  
How to Improve Your Reading  
Studying a Textbook, 1964 (workbook)  
You Can Read Better

Silver Burdett  
Success in Reading Series, 1967

TEXTS: (continued)

REMEDIAL (continued)

Xerox Corporation

The Way It Is, 1967

- Breaking Out
- Catch the World
- Day Comes After Night
- Face It, Baby
- Keep the Cool
- Make Your Move
- No Way to Go
- O.D.
- Rumble Tonight
- Waiting For the Man
- The Way It Is - learner log
- The Way It Is - teacher's handbook

## EPILOGUE

To start this year off I would like to share with you some letters that express so well how teachers feel about their work. I have enjoyed them, and I know that you, too will find inspiration in them.

Katherine Reeves asked her pupils at Cornell to put down "what they believe in (at the moment) and what they would try to live by in the classroom." Here is one of the pupil's response to Miss Reeves' assignment.....

----- They have asked me to write of my present philosophy of education.

Of my beliefs I can tell them  
only as I now know them:  
That each child I will ever meet or teach,  
is the most important thing I will know.  
That I will strive every day  
to make each child a happier person.  
That, no matter what, I shall never  
concede  
to petty feelings--  
They corrupt not only the teacher,  
but the child as well.  
That whatever the child has to offer  
I will accept and recognize  
as the greatest gift I can ever receive.

That I will try to give each child  
the ability to offer more  
That I will do this by making each  
child aware,  
aware of every bit of world.  
I will live each day that I have with  
the children to the fullest  
and hope that they will learn to live  
that way with me.  
I believe that there is nothing  
that a child cannot learn,  
and I will want to make him want to  
learn everything.

There is not any one thing  
I can teach a child --  
except to teach him to want to learn.  
And I want to preserve each child's  
childishness.  
I am young.  
I have much to learn.  
By learning from "my children"  
I will someday have much to say.  
But now  
I have little to say.  
There ---  
I've said it.

Gail Glueck Bernstein

WITH EYES THAT SEE

Look well, Oh Teachers, at each girl  
and boy  
The State is now entrusting to your  
care;  
Look well, and pray that you have  
eyes to see  
The gifts they hold so lightly, un-  
aware  
That in themselves are talents yet un-  
dreamed --  
Those dormant possibilities that lie  
By none perceived, perhaps, except  
by you,  
And which, save for your seeing,  
might so die.  
On all of these look well indeed, and  
note  
Which sleeping talents you must stir  
to wake;  
And, as you sense them, you will  
sense their need  
Which you must serve, for your, and  
for their sake.  
And when the world your debtor is  
become,  
Because you found this power and  
helped it grow,  
Your real reward for teaching has  
been paid;  
As all who truly teach will ever  
know.

Ivah Green

TO MY CHILD'S FIRST TEACHER

This girl of mine will be your part-  
time child,  
And I shall miss her while she is with  
you.  
Not quite a cherub, neither is she  
wild.  
And impish, knocking peace of mind  
askew.  
Exuberance and zest are part of her,  
A hope, a skip, and smiles of  
happiness;  
Her innocence is wondrous and  
demure,  
And her imagination--fathomless.  
Be firm, but not unyielding; temper  
work  
With patient manner, kind and gentle  
ways;  
Within you let no prejudices lurk;  
Be generous with true, deserving  
praise.  
Because I love my child, I humbly ask  
That God will guide you in this noble  
task.

Donna Elling

TEACHER'S NOTES

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