

DOCUMENT RESUME

ED 054 089

SP 007 233

AUTHOR Drakulich, Theresa; And Others
TITLE Reading and the Kindergarten Child. Kindergarten
Reading Guide and Selected Multi-Media.
INSTITUTION Clark County School District, Las Vegas, Nev.
NOTE 42p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Curriculum Guides, *Early Childhood Education,
*Kindergarten, *Reading, *Reading Readiness

ABSTRACT

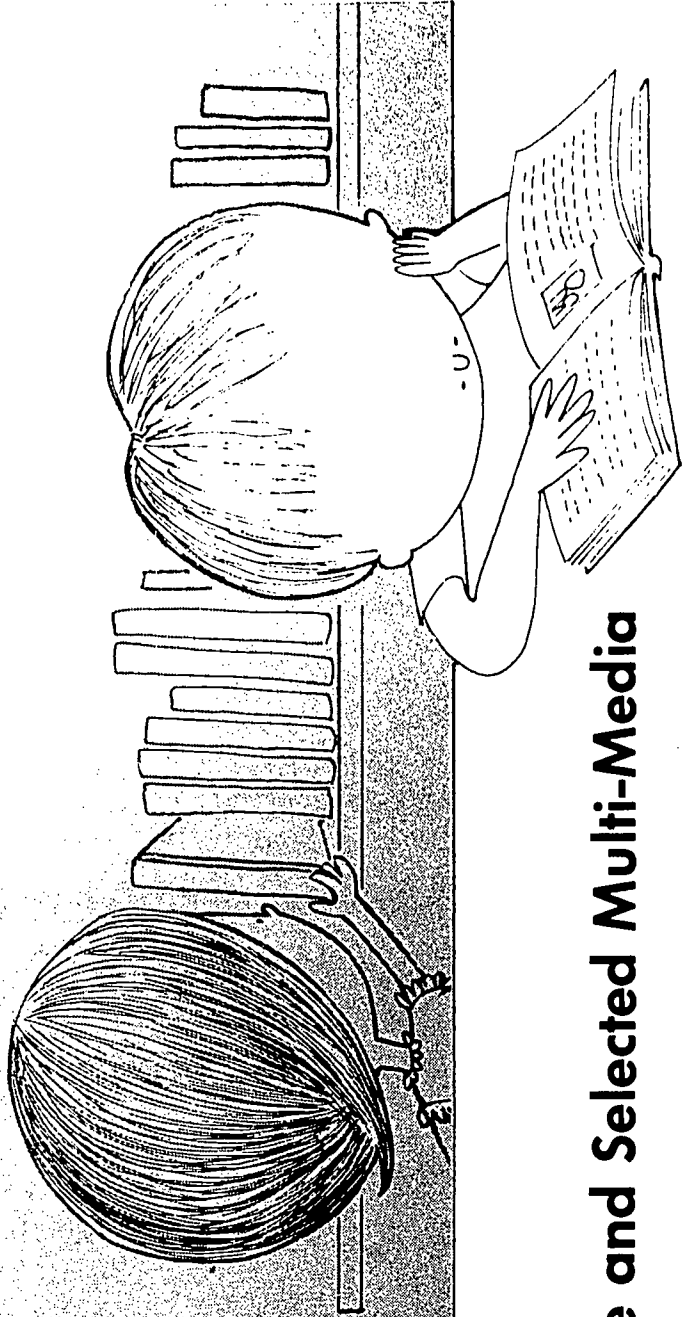
GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two main sections dealing respectively with the course methods and the media. The first section contains information on the philosophy of the program and the three stages of teaching reading in the kindergarten: reading development; initial stage in learning to read; and fundamental reading attitudes, habits, and skills. The second section contains information on multi-media materials suitable for the program. The guide is mimeographed and staple bound with a soft cover and has holes punched for use in a loose-leaf binder. OBJECTIVES AND ACTIVITIES: Combined objectives and activities are listed in the three stages of the first section. INSTRUCTIONAL MATERIALS: Materials listed include reading readiness and perception tests and a multi-reader selection chart which identifies the type of book, level of reading activity, and criteria for selection. A Reading Guide Appendix (SP 007 234) lists all the materials recommended with suggestions for their use. STUDENT ASSESSMENT: No separate criteria for evaluation are included. (MBM)

SP 007 333

ED054089

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

ED054089



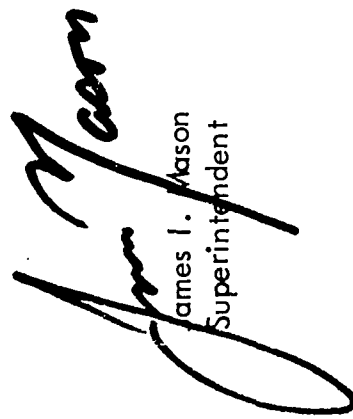
Kindergarten Reading Guide and Selected Multi-Media

SP007233

Foreword

It is with a sense of pride that we present this first Kindergarten Reading Guide for the Clark County School District. This guide presents clear evidence of our commitment to the future as we introduce an exemplary reading program for our kindergarten children. New avenues of knowledge have been opened relative to a child's readiness to read and ability to receive formal education. Great strides have been made in the area of pre-school education; these insights have set the stage for the inclusion of reading as a meaningful part of the five-year-old's education.

I commend to the reader the excellent work of the teachers, consultants, and personnel from the Division of Instruction and Curriculum in developing and preparing this significant guide. While the quality of the document speaks for itself, the tremendous commitment of time and effort of those involved will not be seen on the pages--to each of them we extend our deep appreciation and congratulations for a job well done. We feel confident that this guide opens the door to a new and more meaningful reading program for the children of the Clark County School District.

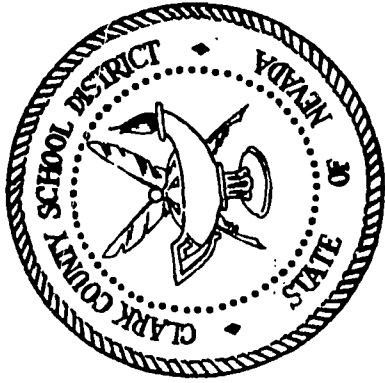


James I. Mason
Superintendent

Clark County School District

Board of School Trustees

Dr. Clare W. Woodbury, President
Mrs. Helen C. Cannon, Vice-President
Mr. George W. Wilkinson, Clerk
Mr. C. Donald Brown, Member
Mr. Dell H. Robison, Member
Mr. Glen C. Taylor, Member
Mr. Alick J. Mackie, Member



Administration

Dr. James I. Mason
Superintendent

Dr. Clifford J. Lawrence
Associate Superintendent, Instruction

Robert T. Dunsheath, Director
Curriculum and Instructional Services

Preston T. Bishop, Coordinator
Curriculum Services

William H. Rohnkohl, Specialist
Professional Growth Services

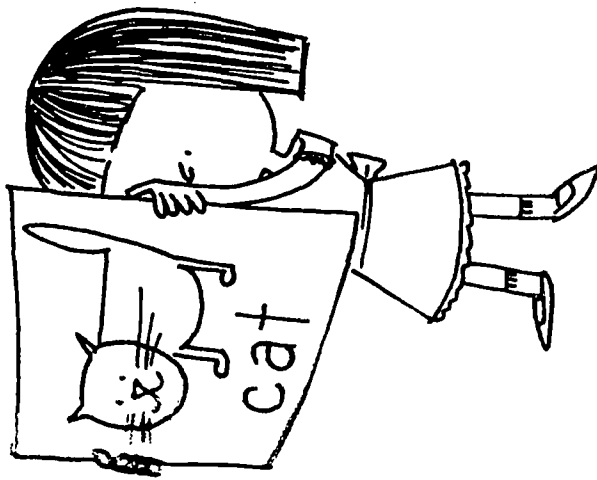
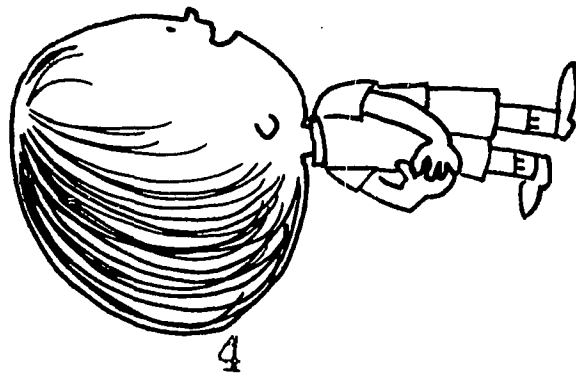
Roger D. Gehring, Consultant
Curriculum Services

Gary B. Hafen, Media Selection
Consultant, Curriculum Services

Natalie Arrington, In-Service Consultant
Professional Growth Services

C D E	
Acknowledgments	i
Philosophy	ii
How Should Reading be Taught?	iii
Interaction of the Stages	iv
When and to Whom?	v
Stage I	1
Stage II	7
Stage III	10
<u>MEDIA</u>	
Media Chairwomen	14
Introduction to Selection	15
Aims or Purposes	15
Publishers Code	16
Readiness and Perception Tests	17-18
Stage I	19
Stage II	23
Clarification Statement	27
Media Selection Members	27
Stage III	28

Table of Contents



Acknowledgments

Many different committees and individuals have contributed to the development of the Clark County School District Kindergarten Reading Curriculum Guide.

KINDERGARTEN TASK FORCE

Mrs. Theresa Drakulich	Ruby Thomas Elementary	Mrs. Estelle Stark	Will Beckley Elementary
Mrs. Lero Erbe	C.V.T. Gilbert	Mrs. Twyla Staub	Ira J. Earl Elementary
Mrs. Gayle Mangum	C. P. Squires		

MULTI-MEDIA SELECTION COMMITTEE

Mrs. Roma Knight, Chairwoman	Paradise Elementary	Mr. Roger Gehring	Curriculum Services
Mrs. Allison Fletcher, Secretary	Ruby Thomas Elementary	Mrs. Naomi Goynes	Madison Elementary
Mrs. Marcia Ann Bishop	Laura Dearing Elementary	Mrs. Frances Hoag	Rex Bell Elementary
Mrs. Leona Clark	Vail Pittman Elementary	Mrs. Mary Madrid	J. M. Ullom Elementary
		Mrs. Suzanne Walker	Will Beckley Elementary

CONSULTANTS

Dr. Robert Baker	Southwest Regional Laboratories	Dr. Gertrude Patterson	Holt, Rinehart, Winston
Mrs. Eva Bortman	Nevada Southern University	Dr. Richard Suchman	Science Research Associates
Dr. Robert Hillerick	Assistant Superintendent of Glenview Schools	Mr. Malcolm Wilson	Arizona State University

PHILOSOPHY

In the development of a reading guide at the kindergarten level, it is imperative to remember that reading is a total involvement process. Consideration must be given to physical, emotional, and social development as well as intellectual development. Because each child is an individual, he should function at his own operating level. School pressure on a child should be his own growth pressure. A youngster at the right level is his own pressure point.

In keeping with the policy of the Clark County School District to provide a program of instruction for all students in the public schools, appropriate attention must be given to the following:

- a. Failure in primary grades provides little opportunity for success in the following grades.
- b. Youngsters today have greater exposure to mass media than their counter parts of a generation ago. Children have a higher readiness level at an earlier age.
- c. More youngsters are attending pre-school and nursery school than ever before.
- d. Because of the interrelated factors affecting reading readiness, it is impossible to name a specific mental or chronological age as a guarantee of success in reading.
- e. The period of maximum visual perception development normally occurs between the ages of 3 1/2 to 7 1/2 years. Perception is one of the prime psychological functions of the bridge between the human being and his environment.
- f. There is no one way to teach reading. The teacher should adapt the process to the needs of the students within the classroom. Use of multi-media is suggested.

How Should Reading be Taught in the Kindergarten?

- a. Reading instruction should be sufficiently flexible so that it can be adapted for use at each child's level of development. Such flexibility can be secured by giving appropriate attention to the following stages:

Stage I The stage at which readiness for reading is developed.

- Motor development.
- Identification of self and surroundings.
- Hand-eye coordination.
- Logical sequence of events.
- Visual discrimination.
- Visual memory.
- Language usage.
- Auditory discrimination.
- Listening skills.

Stage II The initial stage in learning to read.

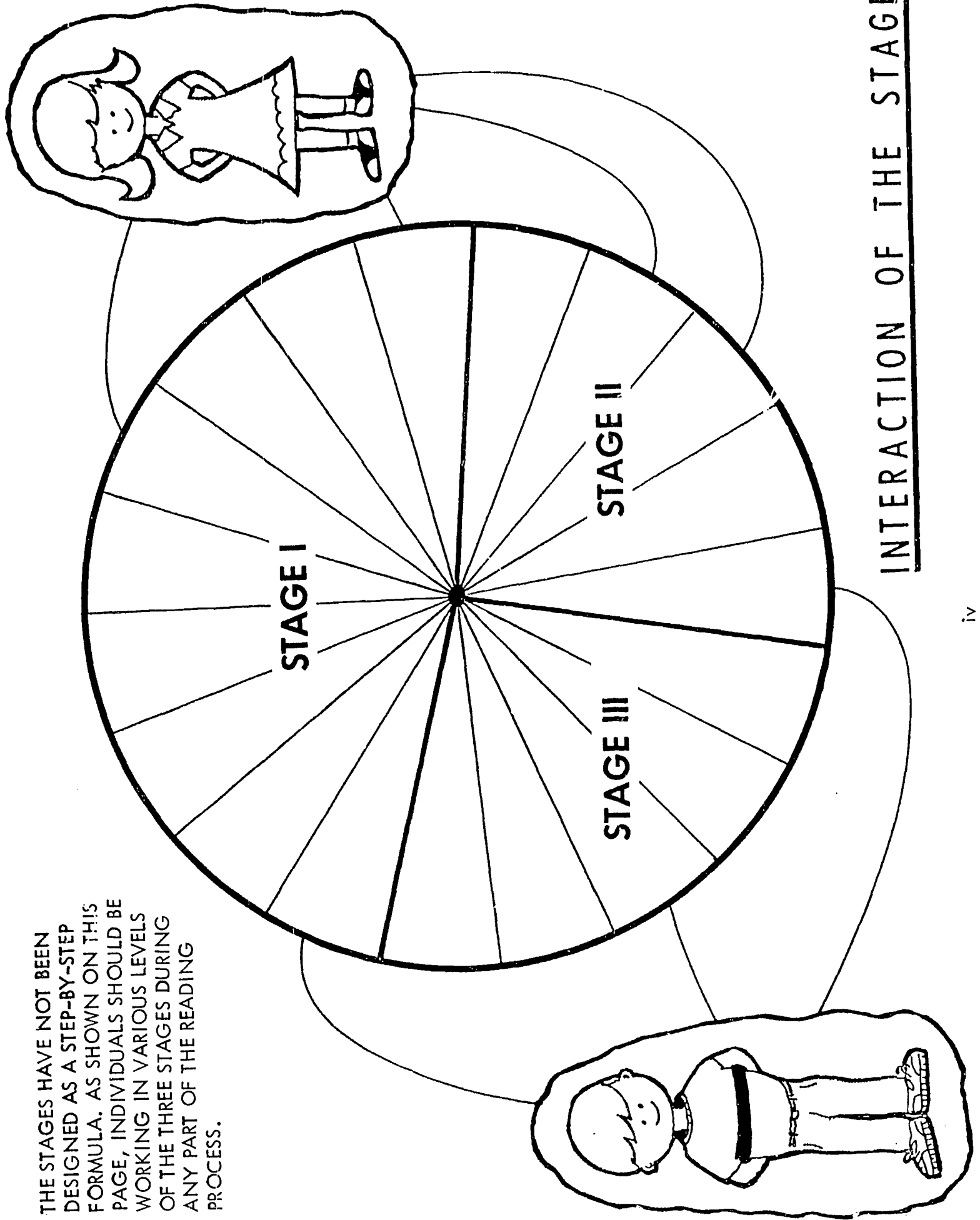
- Using spoken context.
- Listening for initial sounds.
- Distinguishing letter forms.
- Associating letter sounds and forms.
- Developing a recognition vocabulary.

Stage III The stage of progress in fundamental reading attitudes, habits, and skills. (For the child who has had success in Stage II).

- Word recognition - sight vocabulary and word attack.
- Recognition of punctuation marks.
- Ability to read for deeper meaning.
- Adaptation of reading method to purpose and content - silent reading and oral reading.
- Ability to study independently.

See the following page for a visual explanation of the way a child should move through the above stages.

THE STAGES HAVE NOT BEEN DESIGNED AS A STEP-BY-STEP FORMULA. AS SHOWN ON THIS PAGE, INDIVIDUALS SHOULD BE WORKING IN VARIOUS LEVELS OF THE THREE STAGES DURING ANY PART OF THE READING PROCESS.



INTERACTION OF THE STAGES

- b. Reading readiness activities are continued throughout all stages in learning to read. The day never comes when the teacher will say, "Today we are through the reading readiness and are ready to start a formal reading program."
- c. After the children have had opportunity for varied reading readiness experiences, some objective data may be secured through reading readiness tests. Suggested reading readiness and perception tests: Lee Clark Reading Readiness Test, American School Reading Readiness Test, Developmental Test of Visual-Motor Integration, and Frostig Test of Visual Perception.

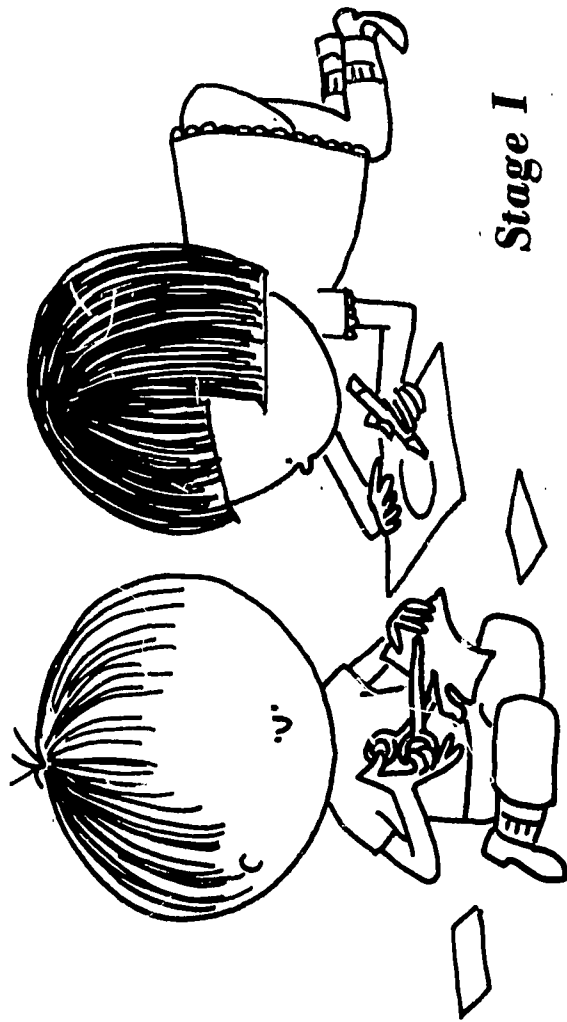
When and to Whom?

- a. A responsible teacher will attempt to help the kindergarten progress toward the next level of ability, but at the same time will respect his need to function where he is.
- b. Beginning reading activities should be initiated when a child is mature enough to learn to read without difficulty or unnecessary pressure.
- c. In order to provide for the child's maximum progress the teacher should limit the size of the instructional group being worked with at a given time.

CO

SOME STUDENTS MAY COMPLETE STAGE III DURING THE KINDERGARTEN YEAR WHILE OTHERS WILL GO THROUGH ONLY STAGE I OR STAGE II. THE READING PROGRAM SHOULD OFFER CONTINUOUS FLOW AND FLEXIBILITY WITHIN THE THREE STAGES.

STAGE 1 HAS BEEN DESIGNED SO THAT READINESS FOR READING CAN BE DETERMINED. THE ACTIVITIES SUGGESTED MIGHT BE USED IN A TOTAL GROUP SITUATION, IN SMALLER GROUPS, OR WITH INDIVIDUAL CHILDREN. THE ACTIVITIES ARE NOT NECESSARILY IN SEQUENTIAL ORDER OR FOR ANY SPECIFIC PERIOD OF TIME. IF CHILDREN SHOW LITTLE UNDERSTANDING OR INTEREST, THE SKILL ACTIVITIES SHOULD BE DELAYED AND MORE INFORMAL ACTIVITIES CONTINUED.



READING DEVELOPMENT

STAGE I
READING DEVELOPMENT

*STARRED ITEMS ARE ESSENTIAL BEFORE MOVING INTO STAGE II

APPENDIX

INSTRUCTIONAL OBJECTIVES

READING SKILLS

<p>A. <u>MOTOR DEVELOPMENT</u></p> <ol style="list-style-type: none"> 1. Large Muscle Coordination 2. Small Muscle Coordination 	<ol style="list-style-type: none"> 1. The child will be able to demonstrate the fundamental rhythms of walking, running, skipping, hopping, and catching a ball as directed by the teacher. 2. The child will be able to hold a pencil in a position for writing, open a book and turn its pages as demonstrated by the teacher. 	<p>Page 3</p> <p>Page 9</p>
<p>B. <u>IDENTIFICATION OF SELF AND SURROUNDINGS</u> *</p> <ol style="list-style-type: none"> 1. Mental Image of Own Body 2. Relationships in the Immediate World Surrounding the Child 	<ol style="list-style-type: none"> 1. When asked to touch body parts such as shoulders, feet, etc., the child will be able to correctly point to the part named. Shown a picture of a person the child will be able to identify major body parts such as head, neck, fingers. 2. When asked to draw a figure of a person the child will be able to attach limbs to their proper location in the drawing. 	<p>Page 5</p>

C. HAND-EYE COORDINATION

Page 9

1. Each child will demonstrate his mastery of hand-eye coordination by cutting a given figure out of paper with scissors, staying within one-eighth inch of either side of the outline of the figure.
2. Given a puzzle or similar device containing various geometric figures and matching objects, the child will be able to place the geometric object exactly over the outline for the same geometric figure.

D. ABILITY TO PUT EVENTS IN LOGICAL SEQUENCE *

1. Sequential Order of Events

Page 15

1. Given a group of pictures relating to a story, the child will be able to identify the sequence of events by placing the pictures in proper order.

Given a picture relating to a familiar story, the student will be able to tell the story relating the events in proper sequence.

2. Establishment of Left to Right Eye Movement

2. When instructed to name a group of pictures arranged in a row, the child will automatically name them in order moving from left to right.

When instructed to trace patterns on paper, the student will automatically trace them moving from left to right.

* E. VISUAL DISCRIMINATION *

1. Gross Discrimination

2. Fine Discrimination

Page 17

1. Given three letters that are exactly alike and one that is clearly different, the child will be able to identify the letter that is different and explain how it differs.

2. Given the outline of a triangle superimposed upon the outline of a square, the child will be able to trace the outline of the triangle with a pencil or crayon.

Given a series of four lower case letters, three of which are exactly alike and one that is different but of similar form, the child will be able to identify the letter which is different and explain how it is different. (For example, bddb).

F. VISUAL MEMORY *

Page 18

1. Shown a geometric figure such as a circle, square, triangle, etc. for a period of five seconds, the child will be able to draw the figure from memory.

2. The child will be able to describe the details of a picture he has been shown after it is removed.

G. LANGUAGE USAGE

Page 19

1. The child is shown a picture in which two or more characters are involved in an interesting activity. The child will name the objects; describe the action; verbalize the relationships of time, place, cause and effect; respond to the emotional re-action or draw a conclusion.
2. The child will be able to follow exact verbal directions given by the teacher.
3. The child will be able to recite with the group in nursery rhymes, finger plays, and choric verse.
4. The child will name familiar classroom objects labeled in manuscript.
5. The child will dictate a sentence story to the teacher.

H. AUDITORY DISCRIMINATION

Page 21

1. The child will close his eyes, listen, and be able to name various sounds such as knocking, bouncing a ball, or sharpening a pencil.

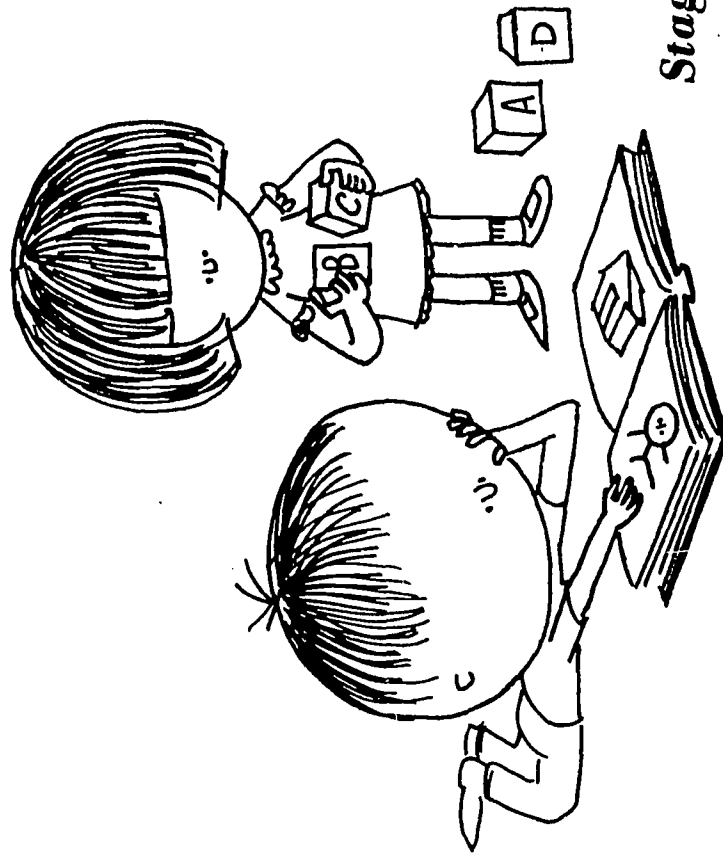
I. LISTENING SKILLS*

1. The child will be able to perform a series of commands in the sequence in which they are given.
2. After listening to a short story or a classic, the child will be able to re-tell the story with all major topics included.

Page 23

6

SINCE THIS GUIDE HAS BEEN BASED ON A MULTI-MEDIA APPROACH, THE PHILOSOPHY OF STAGE II WILL ENCOMPASS ANY SELECTED MATERIAL. THE SUGGESTED ACTIVITIES ARE A BASIC OVERVIEW OF SKILLS NECESSARY IN THE INITIAL STAGE OF LEARNING TO READ. ACTIVITIES IN THE APPENDIX ARE CAREFULLY DETAILED.



Stage II

INITIAL STAGE IN LEARNING TO READ

C. DISTINGUISHING LETTER FORMS (CONT.)

2. Given a group of letter forms containing both capital and lower case letters, the child will be able to match the capital letter with the corresponding lower case letter.

Page 30

D. ASSOCIATING LETTER SOUNDS AND FORMS

1. When given a group of objects that begin with different letter sounds the child will be able to match objects to the letters with which they begin.
2. When given a group of pictures that begin with different letter sounds the child will be able to match pictures to the letters with which they begin.

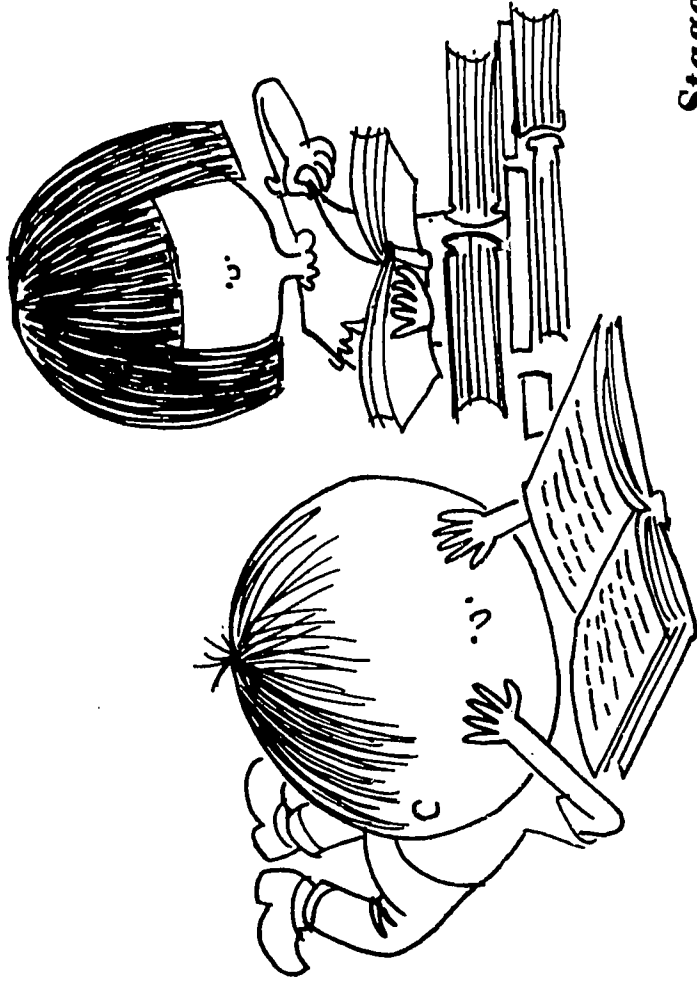
Page 35

E. DEVELOPMENT OF A RECOGNITION VOCABULARY

1. Each child will be able to pronounce correctly on sight manuscript writing of his own name and primary colors.
2. The child will be able to pronounce correctly, on sight, the following words: l, and, the, a, to, was, in, it, of, my, he. (Words are listed in order of frequency used.)

Page 38

IN KEEPING WITH THE PHILOSOPHY OF A MULTI-MEDIA APPROACH, STAGE III IS NOT A STEP-BY-STEP FORMULA FOR THE ADVANCED KINDERGARTEN CHILD, BUT RATHER, A BROAD, GENERAL OUTLINE THAT MAY BE ADAPTED BY THE TEACHER, REGARDLESS OF THE SELECTED MATERIAL.



Stage III

FUNDAMENTAL READING ATTITUDES, HABITS AND SKILLS

	<p>The child will identify the long vowel sound as it appears in new words found in context in reading... (Examples: ice, ate, even, over, Utah, mice, cake, see, bone, and cube.)</p>	
<p>B. <u>RECOGNITION OF PUNCTUATION MARKS</u></p>	<p>1. The child will demonstrate his understanding of punctuation marks by using voice inflection in reading.</p>	<p>Page 50</p>
<p>C. <u>ABILITY TO READ FOR DEEPER MEANING</u></p>	<p>1. Given a new word discovered in context from a library book or a selected reading series the child will be able to describe a personal experience related to the word.</p>	<p>Page 51</p>
<p>D. <u>ADAPTATION OF READING METHOD TO PURPOSE AND CONTENT</u></p> <p>1. Silent Reading</p> <p>2. Oral Reading</p>	<p>1. Given a question which can be answered by a silent reading assignment the child will be able to locate and identify the correct response.</p> <p>2. Given a purpose for oral reading such as, "Read the lines which made you laugh," the child will be able to read orally the appropriate lines.</p>	<p>Page 52</p> <p>Page 53</p>
<p>E. <u>ABILITY TO STUDY INDEPENDENTLY</u></p>	<p>1. The child will be able to participate independently in reading activities which may include games, worksheets, listening center and library.</p>	<p>Page 54</p>

KINDERGARTEN READING MULTI-MEDIA

RECOMMENDED FOR ADOPTION

13

INTRODUCTION TO SELECTION

The media committee has selected the following materials which can be used to support the different stages of reading as set by the kindergarten curriculum guidelines.

We have selected various types of media which should provide a balanced program for the kindergarten child. This list is a combination of materials which can be adapted to meet the needs of the individual child.

The success of these materials will depend mainly upon the teacher.

AIMS OR PURPOSES

Our primary purpose is to build a working program of media around the curriculum guidelines.

1. To review a wide range of materials and different approaches in teaching beginning reading.
2. To evaluate the various publishers' materials available to-date.
3. To recommend for selection the media as judged best by our committee.
 - a. Does the material attract and hold children's interest?
 - b. Does the material have an arrangement which children can follow with ease?
 - c. Does the material contribute to literary appreciation?
 - d. Does the material incorporate the results of the most recent research on early reading?
 - e. Does the material have appropriate and contemporary illustrations?
 - f. Does the material meet the objectives stated in the Clark County Kindergarten Reading Guide?

PUBLISHER CODE

ABC	American Book Company	L	Lippincott
BP	Benefic Press	LC	Lyons & Camahan
BRL	Behavioral Research Lab.	M	Merrill
C	Cook, David C.	Mac	Macmillan
CV	Coast Visual	MB	Milton Bradley
D	Doubleday	McG	McGraw-Hill
DCH	D.C. Heath	3-M	The 3-M Company
EG	Eye Gate	OC	Open Court
ENC	Encyclopedia Britannica	Ph	Phonovisual Company
F	Follett	PM	Platt and Munk
FH	Filmstrip House	R	Random House
GD	Grosset and Dunlap	RD	Readers Digest
HB	Harcourt Brace	SR	Singer, L.W.
HM	Houghton Mifflin	SF	Scott, Foresman
HR	Harper & Row	SRA	Science Research Associates
HRW	Holt, Rinehart & Winston	SVE	Society, Visual Education
ID	Ideal Company	TW	Tweedy Transparency Co.
		W	Harr Wagner

SUGGESTED READING, READINESS AND PERCEPTION TESTS

READING READINESS

Lee-Clark Reading Readiness Test
California Test Bureau
Del Monte Research Park
Monterey, California 93940

SUMMARY

For kindergarten or grade 1. Working time about 20 minutes. A group test with four subtests: matching, cross-out, vocabulary, and word symbols. Letters, words, and pictures are employed. Scores are classified from high to very low with probable per cent of failure given for each score. Package of 35 tests -- \$4.85 (Available in Clark County School District)

American School Reading Readiness Test
The Bobbs-Merrill Company, Inc.
A subsidiary of Howard W. Sams & Co. Inc.
4300 West 62nd Street
Indianapolis 6, Indiana

For kindergarten or grade 1. No time limit. A group test with eight subtests: visual discrimination for measuring the pupil's ability to discriminate between letters, letter combinations or phonetic forms, word forms, and geometric forms. Vocabulary test, copy simple geometric forms from memory, test ability to follow directions. Form X. Package of 35 test booklets, 1 manual, 1 answer key and one class record sheet -- \$4.00

PERCEPTION TESTS

Developmental Test of Visual-Motor
Integration
Follett Publishing Co.
1010 W. Washington
Chicago, Ill. 60607

For children from age two to fifteen, but it is designed primarily for preschool and early primary grades. No time limit. The format is suitable for both group and individual administration. A series of 24 geometric forms arranged in order of increasing difficulty. The test was devised as a measure of the degree to which visual perception and motor behavior are integrated in young children. Takes time to score. Does not

need to be given to all children. Package of 15 tests -- \$8.25. Administration and scoring manual -- \$4.56

Frostig Test of Visual Perception
Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

For kindergarten, grades 1 and 2. Working time about 40 minutes. Kindergarten should have two sittings. A group test with five subtests: Eye-Motor Coordination; Figure-ground perception; Perception of Form constancy; Perception of Position in Space; and Spatial Relationships. The test claims to predict reading success and gives some indications of specific areas in which the child has visual perceptual difficulties. Takes time to score. Set of 25 test booklets --- \$11.25. Administration and scoring manual --- \$3.00. Test Demonstration Cards --- \$1.50.

It is assumed that all kindergartens will be equipped with the materials and equipment mentioned along with the suggestions listed in the Reading Guide APPENDIX, or will have them available.

KINDERGARTEN READING MEDIA
STAGE I

		MATERIALS	TEACHER RESOURCE/ENRICHMENT
A. Motor Development	See Appendix	Lippincott - "Readiness for Learning" Lippincott's Teachers Guide, Part one-Body Exercises Follett The Frostig Program for the Development of Visual Perception - Teacher's Guide	
B. Identification of Self and Surroundings	See Appendix	Follett The Frostig Program for the Development of Visual Perception - Teacher's Guide	
C. Hand-Eye Coordination	See Appendix	Follett The Frostig Program for the Development of Visual Perception - Teacher's Guide	

	MATERIALS	TEACHER RESOURCE/ENRICHMENT
<p>D. Ability to Put Events in Logical Sequence</p>	<p>See Appendix BRL Readiness in Language Arts Book 1 Follett Kindergraph Kit D.C. Heath Language Arts for Beginners</p>	<p>McGraw-Hill Paper Bag Puppet Patterns Holt, Rinehart, & Winston Kinder Owls Harper and Row School Readiness Treasure Chest</p>
<p>E. Visual Discrimination</p>	<p>See Appendix BRL Readiness in Language Arts Book 1 Scott Foresman Match and Check Sets 1&2 SRA Detect Level A A sensori-motor approach to Visual Discrimination</p>	<p>Follett The Frostig Program for the Development of Visual Perception - Teacher's Guide Harper & Row Fun at the Pond, Children's Edition Fun at the Pond, Teacher's Plan Boo</p>
<p>F. Visual Memory</p>	<p>See Appendix BRL SRA Readiness in Language Arts Book 1 Detect - Level A Custom planned including opta Scott Foresman Match and Check Sets 1&2</p>	

	MATERIALS	TEACHER RESOURCE/ENRICHMENT
G. Language Usage	<p>See Appendix D.C. Heath Language Arts for Beginners Holt, Rinehart & Winston Kinderowls Holt, Rinehart & Winston Words & Action Picture Charts American Book Company See and Say Books and Records Scott, Foresman First Talking Storybook</p>	<p>McGraw-Hill Paper Bag Puppets Patterns Harper & Row Treasure Chest David C. Cook Sets of pictures D.C. Heath Peppermint Fence Merrill Poetry book from Treasury of Lit. Readers <u>Seesaw</u></p>
H. Auditory Discrimination	<p>See Appendix Filmstrip House Look & Listen (records & filmstrips) 1. Learning to Listen 2. Rhymes & Riddles 3. Alike and Different 4. Symbols and Sounds Scott Foresman Sounds I Can Hear (records)</p>	<p>Follett Jr. Listen and Hear Books Listen and Hear Books</p>

KINDERGARTEN READING MEDIA
STAGE I

TEACHER RESOURCE/ENRICHMENT

MATERIALS

I. Listening Skills

See Appendix
Eye Gate
Think, Listen and Say
Filmstrip House
Look and Listen (records & filmstrips)
Doubleday
Prime-O-Tec Tapes
(for listening center)
Set I Unit A - tapes and books by
William C. Jordan
1. Do Baby Bears Sit on Chairs?
2. All Aboard the Train
3. Angus and the Cat
Benefic Press
Experiential Development Program
Pupil's Enrichment Books
You & Your Family Unit
You & Your Friends Unit
You & Others Unit
Teacher's "Big Book" You & Your
Friends

Holt, Rinehart & Winston
Kinderowls
Holt, Rinehart & Winston
Sounds of Home
American Book Company
See and Say Books & Records
Set 1 & Set 2
D.C. Heath
Peppermint Fence
Book and Record Set
Scott Foresman
First Talking Storybook
Harper & Row
School Readiness Treasure Chest
Merrill
Seesaw, Treasury of Literature
Banner Edition

STAGE II

This is the area concerned with focusing upon the skills considered necessary for decoding. Sequencing should be considered variable. A teacher should be encouraged to experiment both with sequence and with various types of media listed. In addition, a teacher should be free to use her own initiative or enriching the Stage II area by devising materials or using other available materials which could contribute to decoding skill development.

Stage II Media Selection was based on the following criteria:

Multi-Sensory Approach - concrete to abstract

Generally large materials - chart size
projected size

Interestingly colored

Arranged for easy focus - not too much

Ease of learning - not too many ideas,
not too rapidly introduced

Game Fun - rather than drill

Multi-Media - to approach from many sides

TEACHER RESOURCE/ENRICHMENT		
<p>A. Using Spoken Context</p>	<p>Open Highway SF Starter Concept Cards Teacher's Manual Mask for Cards Holt, Rinehart & Winston The Kinderowls Sounds of Language Series Sounds of Home Sounds of Numbers</p>	<p>See Appendix Tweedy Transparencies Encyclopedia Britannica First Adventures in Learning</p>
<p>B. Listening for Initial Sounds</p>	<p>Open Highway SF Starter Concept Cards Read and Write (Student Book to accompany starter concept cards) Open Highway SF The First Talking Alphabet Records, Cards, Masters</p>	<p>See Appendix Coast Visual Tapes a. Magic Road of Sounds b. Alphabet and Sounds Platt and Munk Giant Alphabet Houghton Mifflin Get Set - "Animal Race Game" Filmstrip House Headstart in Reading "Consonants"</p>

TEACHER RESOURCE/ENRICHMENT

<p>C. Distinguishing Letter Forms</p>	<p>BRL Books 2 & 3 Readiness in Language Arts #2 Lower Case Alphabet Letters #3 Upper Case Alphabet Letters Coast Visual Look and Write Book 3M Company Alphy's Show and Tell Transparencies Open Highway SF Starter Concept Cards Read and Write Book Masters</p>	<p>See Appendix Milton Bradley Alphabet Poster Cards #7504 Learn to Write Manuscript D. C. Heath Language Arts for Beginners SRA Detect Transparencies Parts B and C Merrill Alphabet Cards Scott Foresman Match and Check #2</p>
<p>D. Associating Letter Sounds and Forms</p>	<p>L.W. Singer Structural Reading Series Workbook A or B BRL Book 4 - Readiness in Language Arts Begin Sound/Symbol Relationships Harcourt, Brace and World Sequential Series Workpad #1 Open Highways SF Starter Concept Cards Read and Write Book Filmstrip House Headstart in Reading - Consonant (Talking Filmstrip Set)</p>	<p>See Appendix Scott Foresman The New Linguistic Block Series Set 1 and masters Benefic Press - Transparencies Set 1 - Consonants Set IV - Vowels "The Sights and Sounds of Phonics" Lyons and Carnahan Phonics Game Kit Houghton Mifflin Get Set Games Milton Bradley Primary Flash Cards "Learn the Alphabet Ideal Company Charts #270 Magic Cards - Consonants</p>

KINDERGARTEN READING MEDIA
STAGE II

TEACHER RESOURCE/ENRICHMENT

E. Developing a Sight Vocabulary

BRL
Books 5 and 6
Readiness in Language Arts
L.W. Singer
Structural Reading Series
Workbook B
"We Discover Reading"
Harcourt, Brace, and World
Sequential Series Workpad 1 & 2
American Book Company
Pre-primer Books for Reading
From Reading Round Table
Who? Me?
Rat-a-Tat
I Can
In a Tree
Let's Fly
Phonovisual-I Can Read

See Appendix
SVE
A 111 SR Children's Fairy Tales
strips and records
A 114 SBR Animal Friends
A 107 SR Children's Stories
A 122 SAR Children's Classics

Clarification Statement

This committee has attempted to pinpoint and select materials, available to date, which appear to be conducive to the development of an early childhood reading program. In other words, it has been our purpose to select media peculiarly appropriate and applicable for beginning reading within the context of the Kindergarten.

THE KINDERGARTEN MULTI-MEDIA SELECTION COMMITTEE

Roma Knight, Paradise Elementary, Chairwoman
Allison Fletcher, Ruby Thomas Elementary, Secretary
Marcia Ann Bishop, Laura Dearing Elementary
Leona Clark, Vail Pittman Elementary
Roger Gehring, Curriculum Services
Naomi Goynes, Madison Elementary
Frances Hoag, Rex Bell Elementary
Mary Madrid, J.M. Ullom Elementary
Suzanne Walker, Will Beckley Elementary

MULTI-MEDIA CATEGORIES

CRITERIA FOR SELECTION OF BOOKS

I	Word Attack Skill Development	Simplicity of Approach
II	Easy Preprimers	Freshness of Approach
III	Preprimers	Early Childhood Appeal
IV	Easy Primers	Attractive Arrangement
V	Primers	Appropriate Illustration
VI	Easy First	Appropriate Print - Size/Amount
VII	Enrichment Readers	Specific Vocabulary
VIII	Library Reading/Information	Interesting Text
		A Speaking Vocabulary
		Variety of Theme
		Variety of Characters

General Procedure for Developing any Reading Lesson

Comprises the following:
(Stage III Sub-headings)

- A. Word Recognition
- B. Recognition of Punctuation Marks
- C. Ability to Read for Deeper Meaning
- D. Adaptation of Reading Method to Purpose and Content
- E. Ability to Study Independently

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

Multi-Text Category

PUBLISHER CODE

PUBLISHER CODE	Title	Print		Media		Types of Reading Activity										Criteria for Selection																		
		Book Soft	Book Hard	Workbook	Masters	Other	Guide Book	Work Attack Skills	Very Easy Preprimer	Easy Preprimer	Preprimer	Easy Primer	Primer	Easy First	First Reader	Independent Activities	Enrichment	Library/Information	Simplicity of Approach	Freshness of Approach	Early Childhood Appeal	Attractive Arrangement	Appropriate Illustration	Appropriate Print (size, amount)	Specific Vocabulary	Interesting Text	A Speaking Vocabulary	Variety of Theme	Variety of Characters					
	I Word Attack Skills			X			X																											
HR	Phonics Workbook			X			X																											
SR	Structural Reading Series			X			X																											
	C-We Read and Write			X			X																											
	D-We Read More and More			X			X																											
	E-Now We Read Everything			X			X																											
HRW	Very First Words	X					X																											
	II Easy Preprimers																																	
HR	Linguistic Series						X																											
	Frog Fun	X					X																											
	Tuggy	X					X																											
	Pepper	X					X																											
	Letters, Patterns, and Drills						X																											
ABC	The READ System			X			X																											
	And So You Go!	X					X																											
	Be On The Go!	X					X																											
	Can You?	X					X																											
	Skill Book			X			X																											
Mac	The Bank Street Readers						X																											
	In the City	X					X																											
	Unit Readers 1,2,3	X					X																											
	People Read	X					X																											
	Unit Readers 4,5,6	X					X																											
HRW	Sounds of Language Readers																																	
	Sounds of Home	X					X																											





KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

Multi-Text Category

PUBLISHER CODE

		Prin'	edia	Types of Reading Activity													Criteria for Se' ition												
		Book Hard	Workbook	Masters	Other	Guide Book	Work Attack Skills	Very Easy Preprimer	Easy Preprimer	Preprimer	Easy Primer	Primer	Easy First	First Reader	Independent Activities	Enrichment	Libray/Information	Simplicity of Approach	Freshness of Approach	Early Childhood Appeal	Attractive Arrangement	Appropriate Illustration	Appropriate Print (size, amount)	Specific Vocabulary	Interesting Text	A Speaking Vocabulary	Variety of Theme	Variety of Characters	
III	Pre Primers																												
HR	Basic Reading Program																												
	Janet and Mark								X																				
	Outdoors and In						X		X																				
	City Days, City Ways						X		X																				
	Just for Fun						X		X																				
	Workbook						X		X																				
IV	Easy Primers																												
HRW	Sounds of Language Readers																												
	Sounds of Numbers	X				X					X																		
ABC	The Read System																												
	Days and Ways	X				X					X																		
	Skill Book										X																		
Mac	The Bank Street Readers																												
	Around the City	X				X					X																		
	Workbook					X																							
V	Primers																												
HR	Basic Reading Program																												
	Around the Corner	X				X																							
	Workbook					X																							
	Phonics Workbook					X																							
HR	The Linguistic Series					X																							
	Six in a Mix	X				X																							
	Letters, Patterns and Drills					X																							

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

Multi-Text Category

PUBLISHER CODE

	Printer	Types of Reading Activity														Criteria for Selection												
		Workbook	Masters	Other	Guide Book	Work Attack Skills	Very Easy Preprimer	Easy Preprimer	Preprimer	Easy Primer	Primer	Easy First	First Reader	Independent Activities	Enrichment	Library/Information	Simplicity of Approach	Freshness of Approach	Early Childhood Appeal	Attractive Arrangement	Appropriate Illustration	Appropriate Print (size, amount)	Specific Vocabulary	Interesting Text	A Speaking Vocabulary	Variety of Theme	Variety of Characters	
VII																												
SF	X		X												X													
M										X		X																
			X																									
LC	X										X																	
DCH	X			X																								
HRW	X											X																
R	X																											
	X																											
PD	X											X																
W																												
D																												
	X																											
	X																											
R																												

