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AUTHOR Winkeljohann, Rosemary, Comp.
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ABSTRACT

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 190 entries in this section of the bibliography concern methods in teaching reading and are arranged alphabetically by author in one of the following eight subcategories: comparative analysis, linguistics, initial teaching alphabet, language experience, multimedia, textbooks, teaching techniques, and individualized reading. Author and subject indexes conclude the document. (JM)

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A Selective Bibliography of ERIC Abstracts for the
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II. Methods in Teaching Reading

Compiled by

Sr. Rosemary Winkeljohann

National Council of Teachers of English

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

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ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

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Introduction

One of the primary goals of the National Institute of Education and the Educational Resources Information Center (ERIC) is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions (abstracts) of useful and informative reading documents that were indexed into the ERIC system during the years from 1966 to 1974.

Using the descriptors Reading, Reading Research, and Reading Instruction, a computer search was made of the ERIC data base. Of the 5000 documents that were obtained through the search, 3000 entries were in the system at Level I or Level II, that is, were available on microfiche or in hard copy a photographically reproduced, paper booklet. Each of these 3000 entries was considered for inclusion in the bibliography.

To aid in the selection of items for the bibliography, nine criteria were developed:

1. The study contributes to the profession through the use of constructive research procedures.
2. The information adds to current understanding of the reading process.
3. The document helps the teacher with realistic suggestions for classroom practices.
4. The study indicates trends for the teaching of reading; organizational patterns; methodology; and/or materials.
5. The document helps teachers to apply theories of learning to the teaching of reading.
6. The study clarifies the relationship of reading to other disciplines, such as linguistics and psychology.
7. The study leads to understanding special problem areas in teaching reading.

8. The document helps teachers to build curriculum or gives guidance in planning lessons.
9. The document will help readers to understand the state of the profession or the professionalism in the teaching of reading.

The criteria were reviewed and refined by Robert Emans, University of Maryland; Robert Bennett, San Diego (California) School District; Richard Hodges, University of Chicago; William Powell, University of Florida at Gainesville; Charles Neff, Xavier University; and Joanne Olsen, University of Houston.

In order to be included in the bibliography, a document had to meet at least four of the nine criteria. Of the 3000 documents evaluated, 1596 were able to satisfy the requirements and were included. This section of the bibliography, *Methods in Teaching Reading*, has 190 entries. Other categories are:

1. Reading Process (280 entries)
2. Reading Readiness (131 entries)
3. Reading Difficulties (115 entries)
4. Reading Materials (245 entries)
5. Adult Education (201 entries)
6. Tests and Evaluation (231 entries)
7. Reading in the Content Area (94 entries)
8. Teacher Education (109 entries)

Subcategories were organized within each major category, and items were put into alphabetical order by author. Entries were then given numbers consecutive throughout the nine separate sections, and an author index and a subject index were prepared for each section. The subject indexes were prepared using the five major descriptors which were assigned to each document when it was indexed into the ERIC system. In both the author and the subject indexes, each item is identified by its ED (ERIC Document) number and by the consecutive number assigned to it in the bibliography.

Two other bibliographies are available which reading educators may find useful. They differ from this bibliography in that they are comprehensive rather than selective. Both of these publications include all the reading documents entered into the ERIC system by ERIC/RCS and by ERIC/CRIER. They are Recent Research in Reading: A Bibliography 1966-1969 and Reading: An ERIC Bibliography 1970-1972; both were published by Macmillan Information.

METHODS IN TEACHING READING

- I. Comparative Analysis
- II. Linguistics
- III. Initial Teaching Alphabet
- IV. Language Experience
- V. Multi Media
- VI. Textbooks
- VII. Teaching Techniques
- VIII. Individualized Reading

Comparative Analysis

281. Alpert, Harvey; Tanyzer, Harold J. Effectiveness of Three Different Basal Reading Systems on First Grade Reading Achievement. Hempstead, N.Y.: Hofstra University, 1965, 138p. [ED 003 485]

Basal reader systems for beginners were analyzed to determine the effects of specific system features on the reading achievement of first-grade children of different sexes and levels of intelligence. The project covered the following systems: (1) the Lippincott "Basic Reading" series, (2) the "Early-to-Read Initial Teaching Alphabet" program, and (3) the Scott-Foresman "New Basic Readers" series. Approximately 650 children in 26 first-grade classes were included in the experimental sample. The interactional effects of the three experimental treatments, the three levels of intelligence, and the two sexes were analyzed. The Lippincott and "Early-to-Read" programs utilized an approach to reading that is considerably more analytic than the Scott-Foresman program. Students using the Lippincott series experienced significantly higher achievement on the subtests of vocabulary and spelling in the "Stanford Achievement Test" than the other two groups. Among any of the three basal reader systems, the factor of sex did not produce differential results. Intelligence was not a major factor in distinguishing probable chances for success. On the variables of postinstruction oral reading and word recognition, the Lippincott and "Early-to-Read" students were comparable when measured. Both groups were significantly superior to the Scott-Foresman pupils on these specific variables.

282. Arnold, Richard D. A Comparison of the Neurological Impress Method, the Language Experience Approach, and Classroom Teaching for Children with Reading Disabilities. Final Report. Lafayette, Ind.: Purdue Research Foundation, 1972, 49p. [ED 073 428]

This study investigated the effectiveness of the neurological impress method (NIM), the language experience approach (LEA), and classroom teaching as remedial reading treatments for disabled readers. Subjects referred to the Purdue Reading Clinic were screened to determine whether they met criteria for the study and were randomly assigned to the NIM, LEA, or control (classroom teaching) treatment. Tutors were also randomly assigned to either the NIM or LEA treatment. They were trained in the experimental and other instructional methods and were supervised in their use of remedial procedures. Reading progress during one semester or summer session was measured with oral and silent reading subtests. Results of analysis of covariance revealed that for all twelve reading measures no statistically significant differences were found among treatment groups. Growth in reading, however, was evidenced in all treatment groups. It can be concluded that neither the NIM nor the LEA nor the control treatment was a more effective instructional procedure than either of the others.

283. Aukerman, Robert C., ed. Some Persistent Questions on Beginning Reading. Newark, Del.: International Reading Association, 1972, 169p. [ED 071 037. Also available from IRA (\$5.00 nonmember, \$3.50 member)]

The authors in this volume are scholars concerned with early childhood education. They explore topics that range from conclusions drawn from research on implicit speech to the advisability of teaching reading to preschoolers. The papers address themselves to a number of questions: What constitutes the "best" readiness strategies? What are some "best" measures of assessing readiness for beginning reading and/or for predicting reading failure? Is it "best" to teach reading to preschoolers? What strategies are "best" in preschool beginning-reading programs? How may beginning-reading strategies be "best" integrated and articulated with the total language arts program? Are there some "best" strategies for teaching phonics, decoding, blending, and other word-analysis skills to beginning readers? Are linguistics strategies "better" than traditional phonics in teaching beginning reading? What are the "best" answers to claims that auditory/perceptual/discrimination training is a significant factor in beginning reading? Is silent reading the "best" strategy when language is essentially phonemic?

284. Baer, Donald S. Comparing Two Methods of Teaching Pre-School Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education, Final Report. Dallas, Tex.: Creative Learning Center, 1972, 29p. [ED 061 724]

An experiment tested the efficacy of "discovery learning" in a school setting. Fifty-two bright children ages one to seven were randomly divided into two groups: a discovery learning, non-directed group and a guided learning, teacher-directed group. After both groups had spent eight months using an individualized "talking typewriter" program designed to teach spelling and reading skills, the children were tested on the WRAT (Wide Range Achievement Test) reading and spelling achievement tests. The two groups showed no significant differences. Objective and subjective measures of motivation likewise yielded no strong difference between the two groups. It thus appears that any differences between the two teaching approaches either do not exist or are so small as to be mitigated in long-term school use.

285. Bond, Guy L. Diagnostic Teaching in the Classroom. Paper presented at the International Reading Association Conference, Boston, April 24-27, 1968, 13p. [ED 022 630]

Pertinent findings from the combined analyses of results of the United States Office of Education first-grade reading studies are presented. Suggestions for incorporating diagnostic findings into the classroom teaching of reading are presented. The first-grade studies demonstrate that the reading achievement of first- and second-grade children is more closely related to the situation in

which they are taught than it is to the general method by which they are taught. Greater variation in reading is found among the classes within any method than is found between the methods or the projects, even when the effects of differences in pupil abilities or projects in the 1,000 classrooms were controlled. Much of this difference should be attributed to differences in teacher effectiveness. It was concluded (1) that the whole area of differences in specific teaching techniques, rather than differences in general method, needs further exploration, (2) that more research is needed to isolate the types of problems children develop while growing in reading, (3) that there is need for development of programed self-corrective exercises designed to overcome the more common types of learning problems children develop, and (4) that most of the adjustment to individual differences is made by the sensitive, effective teacher.

286. Campbell, Paul B.; and others. An Analysis of Eight Different Reading Instructional Methods Used with First Grade Students. Paper presented at the International Reading Association Conference, Seattle, May 4-6, 1967, 23p. [ED 014 375]

During the school year 1965-66, groups of first-grade pupils in the Livonia School System, Michigan, were provided with reading instruction materials from eight publishers representing eight approaches as part one of a two-year study. The materials were the Lippincott Basic Reading Series, the Science Research Associates Basic Reading Series, the Scott-Foresman Basal Reading Sixties Series, the Ginn Basic Readers, the Michigan Successive Discrimination Language Reading Program, the Stern Structural Reading Series, the McGraw-Hill (Sullivan) Programed Reading Materials, and the Initial Teaching Alphabet Program. Preliminary measures were collected on mental ability, reading readiness, socioeconomic status, teacher estimate of reading motivation, interest in reading, dominance, and presence or absence of speech problems. The following questions were considered in the comparison--which method (1) produces the highest level of achievement, (2) produces the highest level of writing ability, (3) seems best suited for children of high or low previous interest in reading, (4) produces a special type of reading achievement, (5) is best suited for high or low readiness levels, (6) is best for girls or boys, (7) is best for children with speech problems. A detailed discussion of the procedures and findings is given.

287. Chall, Jeanne S.; Feldmann, Shirley C. A Study of Depth of First-Grade Reading--An Analysis of the Interactions of Professed Methods, Teacher Implementation, and Child Background. New York: City University of New York, City College, 1966, 174p. [ED 010 036]

The primary investigation concerned the effect of teacher characteristics, style, and interpretation of reading method on pupil reading achievement scores both in January and June in the first-grade year. An analysis of variance design was used. Fourteen teachers completed a questionnaire designed to distinguish two basic kinds of beginning reading instruction emphasis, "decoding"

(oral reading and sound-symbol) or "meaning" (silent reading and interpretation). Equal numbers of meaning and sound-symbol emphasis teachers were represented in the sample, as well as experienced and inexperienced teachers within each emphasis. Their activities were then studied in 12 classes for one school year, following the reading programs each had used previously. Principal data were collected from ratings of teacher characteristics and practices in the classroom and from batteries of readiness and achievement tests given to pupils at the beginning and end of the school year, respectively. The study supported in a preliminary way (because of the limited sample and amount of analysis) the observation that teacher characteristics and the ways in which teachers implement a given method do make a difference in the reading achievement of their pupils. There was also some evidence that a thinking approach to learning, a sound-symbol emphasis within a basal reader approach, and the use of the appropriate difficulty level of lessons relate positively to reading achievement.

288. Chasnoff, Robert E. Comparison of the Initial Teaching Alphabet with the Traditional Alphabet in First-Grade Reading. Union, N.J.: Newark State College, 1965, 117p. [ED 003 469]

A comparison of the Initial Teaching Alphabet (i.t.a.) and the traditional alphabet in first-grade reading was conducted. Samples were selected from seven elementary schools that were representative of differing socioeconomic status. The pupils were paired into matched groups. An experimental group was taught reading by the i.t.a. method. The other group was taught by the traditional orthography method. Standardized reading tests were administered to obtain performance scores, and analysis of covariance was employed. Data were also collected by observations and interviews, and chi-square statistics were used for analysis. The results indicated that the i.t.a. groups gained significantly higher performance ratings on a test using i.t.a. than the control groups who took the test in the traditional form. There were no significant differences in scores of the total groups on tests taken in the traditional alphabet. The control groups gained significantly in spelling. The need for follow-up studies in later grades was mentioned.

289. Diederich, Paul B. Research 1960-1970 on Methods and Materials in Reading. Princeton, N.J.: Educational Testing Service and ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1973, 10p. [ED 072 115.]

This bulletin summarizes and interprets some of the main findings of "Survey of the Literature on Methods and Materials in Reading" by Martha J. Maxwell and George Temp, chapter 4 of "The Information Base for Reading: A Critical Review of the Information for Current Assumptions Regarding the Status of Instruction and Achievement in Reading in the United States," the final report of a study prepared for the U.S. Office of Education (see ED 054 922). The bulletin focuses on the different methods used to teach reading and

the differences in their results. Three previous summaries of research are evaluated, and the rationale for this study is given. Methods and criteria used to screen studies for review and criticism in "The Information Base for Reading" are presented, and the classification and ratings given the studies are provided. It is reported that little valuable information was extracted from this survey, due to the ineffectiveness of educational research in general. It is recommended that future research concentrate on the reasons children lose interest in reading after grade 8 and on ways of helping students acquire a large enough vocabulary to make the transition from juvenile to adult books. The adoption of whole-word methods, the Bliesmer-Yarborough Study, and the Initial Teaching Alphabet are reviewed. A bibliography is provided. (For related documents, see ED 072 116 and 118.)

290. Downing, John. Some Reasons for "NOT" Using i.t.a. Paper presented at the Annual Meeting of the International Reading Association, Denver, May 1-4, 1973, 19p. [ED 073 440]

Teachers, principals, and other administrators who are considering the adoption of i.t.a. for language arts in the primary grades need objective information about its advantages and its disadvantages. The purpose of this paper is to provide a list of the disadvantages which may be inherent in the adoption of i.t.a. The disadvantages of i.t.a. may be divided into two categories, factual and attitudinal. Some factual disadvantages are that the weaknesses of students, teachers, and schools are revealed more when i.t.a. is used, and the damaging effects of arbitrary administrative systems of grouping students are highlighted by an i.t.a. program. A list of negative statements which are often made about i.t.a. includes: (1) i.t.a. makes more work for the teacher; (2) i.t.a. promoters make exaggerated panacea kinds of claims; (3) i.t.a. materials are expensive; (4) i.t.a. is not a perfect alphabet; (5) i.t.a. is a phonic method; (6) i.t.a. is taught by a formal instructional approach; (7) i.t.a. is a scheme for forcing precocious readers; (8) i.t.a. is unnatural; (9) there are not enough books in i.t.a.; (10) children have difficulty in forming the i.t.a. symbols; and (11) transition from i.t.a. to traditional orthography is difficult and wastes time.

291. Fallon, Berlie J.; Filgo, Dorothy J., eds. Forty States Innovative to Improve School Reading Programs. Bloomington, Ind.: Phi Delta Kappa, 1970, 262p. [ED 059 837. Document not available from EDRS. Available from Phi Delta Kappa, Inc. (\$6.00 nonmember, \$5.00 member)]

Seventy-five innovative reading practices, each representing a new approach for the implementing school system, are described in this book with the intention of serving as stimulators to experimentation. These practices are organized under six sections: readiness and beginning reading, elementary level, junior high level, high school level, special and remedial, and all-level practices. Within each of the six sections, similar reading innovations are reported together. The reports generally describe the objectives, planning,

implementing, and evaluation of each innovative program. A table of descriptor terms is included to provide a catalogued glossary of terms used by the school system. The appendixes present sources of information on diagnostic instruments; machines, films, and other hardware; workbooks and kits; professional books for teachers; and publishers and their addresses.

292. Fillmer, H. Thompson. Personality Type and Achievement in Reading. Paper presented at Annual Meeting of International Reading Association, Detroit, May 10-13, 1972, 9p. [ED 063 089]

Research has indicated that there is no teaching method superior to others in promoting reading skills, improving attitudes, or creating interest, and that different types of children evidence varying responses to different methods. Studies such as those of Jung and Myer regarding personality and learning styles provide clues that are useful in identifying the preferences for learning, yet very few studies have investigated the relationship between learning preferences and reading achievement. It has been shown that the choice of instructional methods makes a great difference for certain kinds of pupils, and a search for the best way to teach can succeed only when the learner's personality is taken into account.

293. Fry, Edward Bernard. First Grade Reading Instruction Using a Diacritical Marking System, the Initial Teaching Alphabet and a Basal Reading System, 1965, 97p. [ED 003 387]

An investigation of two instructional methods for beginning readers which offer phonetic regularity was conducted, and the effectiveness of each was then compared to a more traditional reading approach. Three methods studied and compared were (1) the Initial Teaching Alphabet (i.t.a.), (2) the diacritical marking system (DMS), and (3) a basal approach with traditional orthography (TO). Over 20 first-grade classrooms from three middle-class, suburban school districts were selected for study. Participating teachers were volunteers and were assigned to methods groups by lot. Children received classroom assignments by normal procedures. Pre- and post-tests were selected by consultants and administered to the three method groups. Pretesting obtained measures of intelligence and reading readiness. Post-testing was accomplished, primarily, through the use of the Stanford Achievement Test and the Gilmore Oral Reading Test. Instruction was conducted for 140 days, using each of the three methods in selected classes. The i.t.a. group used the "Early-to-Read" series, the TO group used Sheldon Basal Readers, and the DMS group used Sheldon readers prepared with diacritical marks. The major statistical procedure was analysis of variance between group means, using classrooms as units. Results indicated (1) there were no differences in reading achievement at the end of one year of instruction for any of the three methods, (2) no method was better for boys than girls, (3) no method was better for younger first graders than for older first graders, (4) mean variations between classrooms were greater than those between methods, (5) there were no spelling ability differences (i.t.a.

pupils were allowed to spell in i.t.a.), (6) the best predictor for reading achievement was raw score on the Pintner-Cunningham Primary Test, and (7) reading readiness materials are not necessary in the first-grade instructional setting.

294. George, John E. Variables in Beginning Reading Instruction. Paper presented at 3rd World Congress, Sydney, Australia, August 1970; also presented at the Annual Convention of the International Reading Association, Anaheim, Calif., May 1970, 20p. [ED 064 685]

This paper describes various approaches to beginning reading instruction and discusses the major factors which determine success or failure in beginning reading regardless of the approach used. The teacher, the child, and the social and physical environment, while being infinitely variable, can be controlled to a great extent by the teacher of beginning reading. The paper shows the beginning reading teacher how to control her own behavior, the child's behavior, and the social and physical environment so that optimum learning can be provided. Included are descriptions of the synthetic and analytic phonics approach, the linguistic approach, the visual-auditory-kinesthetic-tactile approach, the whole-word approach, and the language experience approach. A brief note concerning research in beginning reading and a challenge to administrators and teachers of beginning reading concludes the article.

295. Hahn, Harry T. A Study of the Relative Effectiveness of Three Methods of Teaching Reading in Grade One. Pontiac, Mich.: Oakland County Schools, 1965, 84p. [ED 010 644]

The relative effectiveness of three approaches to beginning reading was studied. The three approaches were (1) Pitman's Initial Teaching Alphabet Approach (ITAA), (2) a modified language arts approach with traditional orthography (LAA), and (3) a basic reader approach (BRA). Two interrelated problems were also treated in this study, (1) the effectiveness of the ITAA, which was designed to provide a simple and more reliable alphabet for children, and (2) the importance of focusing attention on children's own thoughts and ideas to develop self-confidence in reading. The study was conducted in 13 school districts in Michigan; with each district divided into three sections, each using one approach. The students were pretested and after 140 days of instruction were post-tested, and the treatments were compared. Interpretation of the test results showed that no one approach was consistently superior. There were, however, different levels of accomplishment among the three approaches: (1) ITAA and LAA children developed larger reading vocabularies and more effective use of their potential of word analysis; (2) LAA children made more effective use of their intelligence in paragraph comprehension; (3) ITAA children developed a broader range of skills for recognizing isolated words; and (4) LAA and BRA children were better spellers. The investigator concluded that, while a final, positive evaluation of ITAA could not be drawn from this study, the emphasis on starting with thoughts and ideas of children did produce eager learners in the classroom.

296. Harckham, Laura D.; Erger, Donald V. The Effect of Informal and Formal British Infant Schools on Reading Achievement. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972, 8p. [ED 062 011]

A study to compare the effects of reading achievement of informal and formal British infant schools is discussed. The informal school, for children from 5-8 years old, utilizes one or more of the following: integrated day, family or vertical grouping, open planning, and team teaching. The formal schools follow a prescribed curriculum and group children homogeneously. The teacher is the directive influence, and there is little integration of curriculum areas. It was hypothesized that on a theoretical basis children who were in a warm, comfortable setting, learning at their own rates, would have an advantage in learning. Three samples were tested: 187 inner-London children, 13 pairs of siblings in a suburban London school, and 47 children in a suburban junior school. In all three analyses, reading achievement was measured by the Holborn Reading Analysis test. Analysis of the data by means of t-tests showed that there were higher means for children in the informal schools, but a significant difference was found only in the case of the inner-London schools. It was concluded that a commitment to an informal philosophy will not adversely affect reading achievement.

297. Harris, Albert J. Approaches to Teaching Reading: The Systems Approach versus the Basal Reader Approach. Paper presented at the Annual Meeting of the International Reading Association, Denver, May 1-4, 1973, 10p. [ED 075 808]

This paper defines a basal reader series as an interrelated set of materials for teaching fundamental reading skills and attitudes, including not only traditional eclectic basal readers but also linguistic, phonic, and programmed series. As new developments come to the fore in reading instruction, authors, editors, and publishers of basal readers prepare new or revised series incorporating those trends which they consider worthwhile. Currently important trends which are likely to appear in basal readers of the near future include behavioral objectives, criterion-based mastery and diagnostic tests, and prescribed individualized practice based on analysis of pupil needs, some of it audio-visual or multi-sensory. As these trends develop, the differences between systems approaches and basal reader approaches will diminish. Much will depend on the ability of ordinary teachers to manage a complicated system.

298. Hartlage, Lawrence C. Does It Matter Which Initial Reading Approach Is Used? Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972, 2p. [ED 061 277]

Three approaches to initial reading instruction were evaluated to determine their relative effectiveness in establishing word recognition skills. Significant differences between the three groups of

children were found in the posttest scores: a special alphabet approach produced highest scores; a phonetic approach, next highest; and a look-say approach produced lowest scores.

299. Hayes, Robert B.; Wuest, Richard C. Factors Affecting Learning to Read. New Castle, Pa.: New Castle Area Schools; Harrisburg, Pa.: State Department of Public Instruction, 1966, 162p. [ED 010 615]

Four different reading programs were evaluated using 302 second-grade pupils who had participated in the same programs in grade 1. In addition to the study conducted in grade 2, the local school district continued a pilot study into grade 3, and a modified replication of the first grade study was conducted in grade 1. The four reading programs involved were (1) a "whole-word," ability grouping, eclectic, basal approach of Scott-Foresman, 1960 edition, (2) the preceding approach supplemented by a phonics workbook, "Phonics and Word Power," published in 1964 by American Education Publications, (3) the phonic, filmstrip, whole-class approach, published in 1963 by J.B. Lippincott Company, and (4) the 1964 "Early-to-Read," ability grouping program of i.t.a. (Initial Teaching Alphabet) Publications, Inc., followed by the "Treasury of Literature Series," published in 1960 by Charles E. Merrill Books, Inc. In three of five Lippincott classes, two of five i.t.a.-Merrill classes, two of five "Phonics and Word Power" classes, and none of four Scott-Foresman classes, 50 percent or more pupils achieved at least one-half above their predicted levels. It thus appeared that the first three reading programs enabled pupils to achieve higher reading scores (as measured by the Stanford Achievement Tests). In terms of effectiveness with ability groups, the Scott-Foresman approach appeared to be particularly effective with pupils of low IQ, the Lippincott program with those of average IQ, and both the Lippincott and i.t.a. programs with those of high IQ. All results of the study were viewed as tentative.

300. Hayes, Robert B.; Wuest, Richard C. Factors Affecting Learning to Read. Final Report. New Castle, Pa.: New Castle Area Schools; Harrisburg, Pa.: State Department of Public Instruction, 1967, 165p. [ED 015 864]

For the third year, the following four different methods of teaching reading were contrasted: (1) the Initial Teaching Alphabet, (2) a phonic, filmstrip, whole-class approach, (3) a whole-word, eclectic basal reader method, and (4) the preceding approach supplemented by a phonics program. Some 400 first-grade pupils were randomly assigned to treatments upon entrance into first grade and were followed as intact classes into second and third grades with the same methods, except that i.t.a. pupils transitioned into the Merrill "Treasury of Literature" program in second grade. A small replicative study was done in the last two years of the project. Considerable inservice education was provided all teachers. Teaching was observed frequently by a full-time field director and other supervisory personnel to check on teacher competence and adherence to method. Teachers completed activity logs as an additional method

safeguard. Significant differences resulted from analysis of variance and covariance which generally were in favor of programs 1 and 2. This suggested that a combination of 1 and 2 would be worthy of future use and additional study. Program 2 produced the best overall results, particularly for the high IQ third. However, the pupil retention rate with this program suggested that it might be a better program with ability grouping.

301. Heydenberk, Warren Robert. A Comparison of Four Methods of Estimating Reading Potential. Ed.D. Dissertation, University of Northern Colorado, 1971, 178p. [ED 070 039. Document not available from EDRS. Available from University Microfilms (Order No. 72-4169)]

The purpose of this study was to compare the results obtained from four methods for estimating reading potential when they were applied to twenty-nine high ability eighth-grade students. The estimates were obtained by using the Bond and Tinker formula, the Harris Reading Expectancy Age formula listening capacity level, and the Analysis of Learning Potential Test. The Peabody Picture Vocabulary Test was administered to identify high ability students, and an informal listening inventory was administered to define listening capacity level as an estimator of reading potential. The Reading Prognostic subtests of the Analysis Learning Potential Test were administered to provide estimates of reading potential. The estimates of reading potential obtained from the Bond and Tinker formula closely approximated high ability eighth grade students' reading achievement levels. The Harris Reading Expectancy Age formula provided estimates of reading potential which averaged 0.7 of a grade level higher than students' reading achievement levels. Listening capacity estimates were approximately one and one-half grade levels higher than students' reading achievement levels.

302. Ho, Wai-Ching; Eiszler, Charles F. Interaction Effects of Socio-Economic Status, Intelligence and Reading Program on Beginning Reading Achievement. Paper presented at the Meeting of the American Educational Research Association, Minneapolis, Minn., March 2-6, 1970, 16p. [ED 039 114]

An investigation is being made of the effects of the interaction between differing socioeconomic backgrounds and two beginning reading programs on the reading achievement of pupils at three ability levels. This report gives the results of data that have been collected for grades 1 and 2 only. Participating were 754 pupils in a small city school district in southern Michigan. The Initial Teaching Alphabet (i.t.a.) was used with 350 of the pupils, traditional orthography (TO) with the rest. Reading achievement was determined by the Standard Achievement Test; IQ by the Otis Quick-scoring Test, Form AS; and socioeconomic status (SES) from the fathers' occupations and educational backgrounds. Data indicated that (1) high SES background seemed to benefit high-ability pupils more than low- or middle-ability pupils; (2) first graders from all ability levels and SES backgrounds using i.t.a. outperformed their TO counterparts on sound-symbol association tests; (3) i.t.a. was especially helpful

to middle-ability, low-SES second graders; and (4) in no instance did TO pupils significantly outperform i.t.a. pupils on all grade-1 and grade-2 tests. Graphs and references are included.

303. Holloway, Ruth Love. Report of the Study Seminar to U.S.S.R., December 7-23, 1973. Washington, D.C.: Right to Read Program, 1974, 14p. [ED 089 248]

Following a discussion of education in the Soviet Union, this paper relates some observations on teacher education in the U.S.S.R. Among the observations noted are that teacher education as a discipline is controlled by the central government; teachers are prepared similarly for both elementary and secondary levels; teacher preparation occurs in the state universities, pedagogical research institutes, and advanced centers and professional growth centers, with the majority of the teachers being educated in the pedagogical research institutes; teachers are in an institute for five years and specialize in an area; preference at an institute is given to people who have had experience in the working world; no separate degrees are given and a prospective teacher is required to write a thesis in his area of specialty; prospective teachers by the time of graduation have had at least six months teaching experience; the educational system places high priority on supporting students financially; all graduates are guaranteed a teaching position; school administrators come from the ranks of "best teachers"; and all teachers are required to return for retraining once every five years with pay for attendance.

304. Hoyt, Homer. Four Paths to Reading. San Luis Obispo County Superintendent of Schools, Calif., 1966, 91p. [ED 013 724]

Four different approaches to beginning reading--the basic reading program, self-selection in reading, language experience approach, and programmed instruction--are explained. The following questions about each method are answered: What is meant by this method? Why is this method considered a sound approach? How does the teacher begin? How does the teacher organize her classroom? What are the values in this method? Basic principles of analysis and diagnosis are discussed. A reading skills chart, a chart showing sources of pressure on children experiencing reading difficulty, the informal reading inventory used at the University of Miami Reading Clinic, a reading progress profile, a chart showing some factors influencing the acquisition of reading ability, an analysis check sheet for recording pupil errors, information about kit materials, and a bibliography are included.

305. Johnson, Rodney H.; and others. A Three-Year Longitudinal Study Comparing Individual and Basal Reading Programs at the Primary Level, An Interim Report. Lakeshore, Wis.: Lakeshore Curriculum Study Council, 62p. [ED 010 979]

Different approaches to materials, procedures, grouping, and sequence as integral parts of the reading program were examined.

Individualized reading was defined to include material selected by students with teacher guidance, teacher-pupil conference as the instructional procedure, flexible grouping, and nonsequential-skill development. In the basal approach, material was preselected, and group instruction was provided. Skills were developed sequentially. Fourteen first-grade experimental and 14 first-grade control classrooms participated on a voluntary basis. Continuous inservice training was conducted. Data were derived from the Science Research Associates (SRA) Primary Mental Abilities Test, Metropolitan Achievement Test, sociograms, interviews, logbooks, self-concept scales, questionnaires, the SRA Reading Comprehension Test, and the SRA Vocabulary Test. Mean scores, Z scores, difference scores, and F tests were used to analyze the data. Children in individualized reading programs showed significantly better reading achievement than children in basal reading programs. Complete results, implications, tables, references, and a summary report of a pilot study on individualized reading are included.

306. Kaufman, Maurice. Sullivan Programmed Reading at Burgess Elementary School, Sturbridge, Massachusetts. Boston: State Department of Education, 1968, 56p. [ED 028 908]

One class of first graders used Sullivan's Programmed Reading for the 1966 school year and continued in the program through the second grade. The first-grade teacher used the program again with her 1967 class. An evaluation was conducted of the use of programmed reading for these two groups as compared with the use of Scott-Foresman's basal readers for other first- and second-grade classes in the same school. The structure and rationale of programmed reading are described, as well as its introduction and execution in this school. To obtain data for evaluation school personnel were interviewed, test data were tabulated, and children were interviewed and informally tested. The data were not analyzed by means of statistical tests. The advantages of programmed reading over the basal reader included greater independence in individual work, a wider range of materials in use, and greater quality and quantity of written work. Suggestions for correcting the limitations observed in programmed reading included providing more oral reading activities, substituting small-group skill practice for whole-class skill teaching, and providing closer supervision to assure growth in word recognition and comprehension. Appended are a review of programmed reading from the Harvard Office of Programmed Instruction, reviews of related research, tables of pupil data, and references.

- 307.. Kendrick, William M. A Comparative Study of Two First Grade Language Arts Programs. Sacramento, Calif.: State Department of Education and San Diego County Department of Education, 1966, 76p. [ED 010 032]

This study was conducted to determine the relative effectiveness of the experience approach to the teaching of the language arts as compared with the traditional method. To accomplish this, four areas of language arts were separately measured--reading, writing,

listening, and speaking. In addition, an index of development in reading interest was taken and pupil attitude toward reading determined. The experience approach used the language and thinking of individual children as the basis for skill development. With repeated opportunities for sharing ideas, illustrating stories, and writing stories with teacher help, children began to develop writing vocabularies and were able to write their own stories independently. The traditional method appeared more effective for developing the skill of deriving meaning from the written paragraph for males of all socioeconomic levels and middle class females, for developing speaking competence of both males and females in all three socioeconomic levels. The experience approach did increase interest in reading in lower class males. This method also favorably affected males and females in writing, as these subgroups excelled in the total number of words written.

308. Kerfoot, James F. First Grade Reading Programs. Perspectives in Reading, No. 5 Newark, Del.: International Reading Association, 1965, 190p. [ED 072 430. Also available from IRA (\$3.50 nonmember, \$3.00 member)]

This publication contains papers contributed to the fifth Perspectives of Reading conference of the International Reading Association, which focused on the teaching of beginning reading. The following approaches are described and evaluated: (1) individualized reading, (2) basal reading, (3) linguistic approach, (4) phonics approach, (5) new alphabet approach, (6) language experience approach, and (7) early letter emphasis. Each approach is presented in terms of its rationale, its unique elements and points of emphasis, research supporting its effectiveness, research going on, and its future. References are listed for each approach. Differing views on the Carden method, words in color, programed reading, the phonovisual approach, phonetic keys to reading, and the Initial Teaching Alphabet are presented under phonics and the new alphabet approach. Linguistic approaches for children with bilingual background and reading programs for the disadvantaged are discussed. A concluding article lists standards for evaluating reading programs. (This document previously announced as ED 021 692.)

309. MacGinitie, Walter H., ed. Assessment Problems in Reading. Newark, Del.: International Reading Association, 1973, 107p. [ED 082 138. Also available from IRA (Order No. 462, \$3.00 nonmember, \$2.00 member)]

The papers in this volume deal with a range of assessment problems in reading. The first paper, by Karlin, introduces the general problem of using assessment procedures to guide teaching. The next six papers deal with various aspects of this general problem. Otto discusses the distinction between norm-referenced, standardized achievement tests and criterion-referenced measures. Johnson shows how the teacher can prepare his own criterion-referenced evaluation procedures to fit specific objectives in word attack skills. Berg's paper documents the difficulty in evaluating specific components of

reading ability. MacGinitie points out that the nature of what is tested in reading changes from the lower to the higher grades. Carver critically analyzes the relationship between reasoning and reading. Thorndike discusses some of the problems of test interpretation. The next two papers deal with the instructional setting and the instructional materials. Brittain provides a checklist of points to consider when evaluating classroom organization. A paper by Botel, Dawkins, and Granowsky offers a way of analyzing the structures of sentences to estimate their complexity. The last two papers, Mork's and Jason and Dubnow's, consider the relationship between the reading ability of the child, the material he reads, and his assessment of his reading ability.

310. Mackintosh, Helen K., ed. Current Approaches to Teaching Reading. Washington, D.C.: National Education Association, Kindergarten and Nursery Education, 1965, 6p. [ED 022 657. HC not available from EDRS. Available from Department of Elementary-Kindergarten-Nursery Education, National Education Association (free)]

Eight approaches to the teaching of elementary reading are described briefly. The executive committee of the Department of Elementary-Kindergarten-Nursery Education of the National Education Association selected the approaches to be discussed. They include (1) language experience approach by R.V. Allen, (2) phonic approach by Charles E. Wingo, (3) basal reading series by A. Sterl Artley, (4) individualized approach by Willard C. Olson, (5) multilevel read-instruction by Don H. Parker, (6) Initial Teaching Alphabet by Sir James Pitman, (7) words in color by Dorothea E. Hinman, and (8) linguistics in beginning reading by Charles C. Friess. These statements provide a spectrum of current thinking and discussion in the field of reading and offer an opportunity for teachers, curriculum committees, college and university teachers and students, and other groups and individuals to examine these approaches within a common framework. References are included.

311. Manning, John C. Eclectic Reading Instruction for Primary Grade Success. Paper presented at the International Reading Association Conference, Boston, April 24-27, 1968, 9p. [ED 020 869]

Any eclectic reading program must be based on (1) an understanding of how the tactile, auditory, and visual systems develop in each child, (2) a knowledge of the available and usable reading approaches, and (3) an assessment of the components of effective instructional techniques. Individual diagnosis and training is mandatory. A visual discrimination program of differentiating among letter forms and an auditory discrimination program stressing letter names and sounds constitute the most efficient reading readiness program. A tactile learning system refines auditory discrimination skills. The effective reading teacher is one who uses diagnostic evidence as a developmental method, individualizing the use of materials to improve specific reading skill areas. Seven major approaches to the teaching of reading are listed--developmental, phonic, linguistic, language experience, orthographic stress, individualized-library,

and special. Their teaching systems or philosophies are described.

312. Matthes, Carole. How Children Are Taught to Read. 1972, 72p. [ED 067 622. Document not available from EDRS. Available from Professional Educators Publications, Inc. Box 80728, Lincoln, Neb. 68501 (\$1.75)]

To successfully apply methods and materials to the student's individual needs, a teacher must be familiar with many reading methods and approaches. This book is designed to provide insights into nine different reading approaches: basal reading, language experience, individualized, linguistic, phonic, alphabetic, programmed instruction, preschool reading, and reading approaches for the disadvantaged. Each approach is treated in a chapter which (1) provides a definition of the approach, (2) explains the teacher's role, (3) outlines the advantages and disadvantages, (4) briefly discusses research on the approach, and (5) provides a brief summary with following references.

313. Mattingly, Ignatius G.; Kavanagh, James F. The Relationships between Speech and Reading. Bethesda, Md.: National Institute of Child Health and Human Development, 1973, 24p. [ED 085 653. Also available from National Institute of Child Health and Human Development, H.E.W. Dept., Bethesda, Md. 20014 (free)]

An account of the relationship of reading to language that depends on a distinction between primary linguistic activity itself--the processes of producing, perceiving, understanding, rehearsing, or recalling speech--and the speaker-hearer's awareness of this activity was proposed at a conference sponsored by the National Institute of Child Health and Human Development and entitled "Communicating by Language--The Relationships between Speech and Learning to Read." Participants also considered what, besides competence in his native language, is necessary before the child can learn to read. If language is acquired through maturation rather than deliberately and consciously learned, linguistic awareness is not necessary. But reading is a secondary language-based skill, not a primary linguistic activity, and so requires a degree of linguistic awareness, particularly (for English) of morpho-phonemic segments.

314. Mazurkiewicz, Albert J. First Grade Reading Using Modified Co-Basal Versus the Initial Teaching Alphabet. Bethlehem, Pa.: Lehigh University, 1965, 83p. [ED 003 361]

Differences between the two methods of first-grade beginning reading instruction were investigated. Approximately 920 first-grade children were divided into two groups which received one of the two methods. To determine the effects of certain variables on reading achievement, the children were matched in pairs. The results were gathered from one group using materials printed in traditional orthography (TO) and another using the Initial Teaching Alphabet (i.t.a.). The use of i.t.a. in language arts was found significantly

better in the development of word reading skill, but inferior to TO in the development of spelling skills. The inhibiting effects of phoneme-grapheme correspondence were not overcome by either methodology. Further study of the effects of i.t.a. instruction was suggested.

315. Modiano, Nancy. A Comparative Study of Two Approaches to the Teaching of Reading in the National Language. New York: New York University, School of Education, 1966, 177p. [ED 010 049]

This study was conducted to evaluate two approaches for training students with a previously acquired foreign language ability. The two approaches studied were monolingual and bilingual. The hypothesis of the monolingual approach suggests that it is more efficient to teach in the national language. The bilingual hypothesis suggests that it is more efficient to teach students using a previously acquired language. These hypotheses were tested on an Indian population in the Chiapas Mountains of Southwestern Mexico. Opportunities are afforded to observe and study the monolingual approach in local federal and state schools which teach in Spanish and the National Indian Institute schools, which teach in tribal languages, Tzotzil and Tzeltal, prior to teaching in Spanish. Instructional materials, content, and tests validated for the groups studied were prepared, presented, and evaluated. It was found that students taught with the bilingual approach scored significantly higher on the Spanish reading comprehension test. Furthermore, the percentage of pupils designated as literate in Spanish by their teachers was significantly higher for the bilingual studies. The higher percentage of literacy and the higher levels of reading comprehension point to the efficiency of the bilingual approach. It was concluded that the findings support the theory that meaning is essential to reading comprehension. The findings were concluded to be specifically relevant for the groups studied with possible application for the bilingual approach in other language environments. Causal factors contributing to the study results are discussed with implications for further research.

316. Moquin, L. Doris; Spencer, Doris U. Individualized Reading versus a Basal Reader Program in Rural Communities, A Second Year--Grades One and Two. Johnson State College, Vt., 105p. [ED 012 686]

The effectiveness of the individualized reading program of Cooperative Research Project-2673 was evaluated. The study repeated the program in many of the original classes and extended the method to new first-grade classes. The achievement of these classes was compared with that of first grades taught by the basal reader method. The study continued the individualized method through second grade for those pupils who had received instruction by this method in the first-grade study. The achievement of these classes was compared with that of second-grade classes taught by the basal reader program. New teachers attended a preschool workshop. For the test period of 140 days the individualized program used the Speech-to-Print-Phonics Program while the basal program utilized

the Scott-Foresman Series. Pre-, medial-, and post-tests were administered to the first and second graders. A multivariate analysis of covariance was used to analyze the data. First graders with preschool experience performed better than those with no preschool experience in readiness skills. The preinstructional achievement of the individualized second-grade classes was superior to that of the basal classes. Sex differences were found on some of the post-test measures. The individualized second-grade groups scored significantly higher on all post-test measures, except on two arithmetic tests. Additional results, conclusions, and references are included.

317. Murphy, Helen A. Reading Achievement in Relation to Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction. Boston, Mass.: Boston University, 1965, 114p. [ED 003 478]

The problems examined in this study were (1) the relationship of perception of word elements to sight vocabulary growth, (2) the effect of early teaching of a speech-based phonics program on reading achievement, and (3) the value of writing emphasis in the speech-based phonics program. Three reading programs were included in the study, each used in ten first-grade classrooms. One group followed the "Gradual Phonics Approach" found in the Scott-Foresman readers and workbooks. A second group followed the systematic "Speech-to-Print Phonics" program (Durrell and Murphy, 1964) with visual word study. The third group also used the "Speech-to-Print Phonics" with an emphasis on writing responses. Test batteries were used to gather data on the three groups throughout one school year. The following conclusions were made on the basis of test data analysis: (1) growth in sight vocabulary in beginning reading is related to perception of word elements; (2) early teaching of speech-based phonics results in higher achievement in reading and spelling; and (3) emphasis in writing practice results in more writing and better spelling in children's compositions.

318. Parker, Cecil J.; Thatcher, David A. Comparison of Two Methods of Teaching Reading in Grades 5 and 6. Berkeley: University of California, 1965, 158p. [ED 003 708]

Basal reading (BR) and individualized reading (IR) methods of teaching elementary school children to read were compared to determine their contribution to skill in creativity and problem-solving. Twenty-nine teachers were selected to participate in the study. Fifteen teachers were divided into a randomly assigned (RA) group and a teacher preference (TP) group. The RA teachers were paired according to rated competence and years of experience. Each TP teacher taught two classes, one by each of the two methods. The fifth- and sixth-grade pupils in the participating teacher classes were tested by pre- and post-tests procedures. A list was kept of all books read by the subjects during the school year. The results indicated that in the IR program the children read more books. However, there were few significant differences in creativity and

problem-solving tests results between the groups. Further research was recommended to explore the relationship between methods of reading instruction, creativity, and problem-solving.

319. Reading Methods and Problems; A Selective Bibliography, Exceptional Child Bibliography Series No. 613. Arlington, Va.: Council for Exceptional Children, Information Center on Exceptional Children, 1972, 32p. [ED 072 588. Also available from Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202]

The selected bibliography of reading methods and problems contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971.

320. Schneyer, J. Wesley; and others. Comparison of Reading Achievement of First-Grade Children Taught by a Linguistic Approach and a Basal Reader Approach. Philadelphia: Pennsylvania University, 1966, 169p. [ED 010 051]

The relative effectiveness of two approaches for teaching reading to first-grade children at high, average, and low ability score levels was investigated, and the variables that differentiated between high and low achievers under both approaches were compared. The two approaches were the Fries linguistic method and the Scott-Foresman basal reader method. Twelve classes in each treatment, four within each treatment at each of the three ability score levels, were involved in the study (a total of about 670 pupils). A number of pretests were administered to all subjects, and after a 140-day instructional period, seven criterion measures were used to test degrees of achievement, including (1) the Philadelphia Reading Test, (2) a linguistic reading test, (3) word meaning, (4) paragraph meaning, (5) vocabulary, (6) spelling, and (7) word study skills. When the two treatment groups were considered as a whole (that is, without breakdown of ability score levels or sexes), and when the evidence obtained from all the criterion variables was taken into account, no general statement could be made about the superiority of one approach over the other. There were, however, significant differences between treatments, favoring the basal

reader group for five of the seven criterion measures. Findings with respect to the effect of ability on test scores were not significant for either treatment. Follow-up studies are to be conducted as the children progress through the second and third grades.

321. Schwartz, Barbara C. A Comparative Study of an Individualized Reading Program and a Traditional Reading Program in an Eighth Grade. M.Ed. Thesis, Rutgers University, The State University of New Jersey, 1972, 80p. [ED 076 975. HC not available from EDRS]

A traditional reading program and an individualized reading program were compared in terms of numbers of books read by pupils in a given period, the types of books selected by the pupils, and readability levels of books selected. It was hypothesized that individualized reading pupils would read more, and that pupils in the traditional reading program would read less fiction and would choose easier books. The subjects were 152 eighth grade students, 113 of whom were in the traditional reading program, and 39 of whom were in the individualized program. The findings indicated that the children in the individualized groups read an average of 6.3 books during the period studied. Subjects in the traditional reading program read an average of 4.1 books. Boys in the individualized reading group read the most, followed by girls in that group; girls in the traditional group ranked third, and boys in the traditional group read the least. A "t" test showed no significant differences in the means. The average readability level of books selected by both groups was sixth grade. It was concluded that individualized reading appears to motivate readers better than a traditional reading program.

322. Shapiro, Bernard J.; Shapiro, Phyllis P. The Relationship between Reading Medium and Prose Writing. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 26-March 1, 1973, 13p. [ED 082 145].

The purpose of this study was to investigate the effect of two methods of reading instruction on children's ability to write original compositions. The subjects for this study were 684 first and second graders. Of the 293 first-grade children, 130 were receiving their instruction in i.t.a., while the remaining 163 children were working in traditional orthography. All of the 391 second graders were in traditional orthography reading programs using a basal reader for reading instruction. All of the subjects wrote two compositions which were evaluated on length, vocabulary level, content, and originality. At both the grade one level and the grade two level, the essays of the i.t.a. sample were longer and at a somewhat higher vocabulary level. Further, in terms of both the content and the communication scales, there were statistically significant differences in favor of the i.t.a. group at both grade levels.

323. Sheldon, William D.; and others. Comparison of Three Methods of Teaching Reading in the Second Grade. Syracuse, N.Y.: Syracuse University, 1967, 194p. [ED 024 524]

The reading achievement of 376 second graders and the performances in oral reading and creative writing of 150 randomly selected subjects taught by three different methods were studied. All three approaches (basal reader, modified linguistic, and linguistic) were effective for reading instruction at the second-grade level. The largest differences in achievement observed were differences in classroom means within treatment groups. An addendum supplementing the original report describes a modified continuation of the study which examined the reading achievement of 376 third-grade children relative to different methods of instruction received in grades 1 and 2. The addendum also describes the characteristics of 106 disabled readers among the third-grade population. These disabled readers could have been identified as potential reading failures at the beginning of first grade on the basis of objective measures. This study confirms the results of the first- and second-grade studies that none of the three approaches is entirely successful in teaching all children to read and that the teacher variable is a most important factor. A bibliography is included.

324. Spache, George D. The Teaching of Reading. Methods and Results: An Overview. Bloomington, Ind.: Phi Delta Kappa, 1972, 157p. [ED 059 840. Document not available from EDRS. Available from Phi Delta Kappa, Inc. (\$3.95 nonmember, \$3:50 member)]

This book reviews research on the teaching of elementary reading and summarizes the research in such a way as to make it useful to the elementary school teacher. A number of methods and procedures of instruction are considered. The first chapter discusses when to begin reading and general topics related to teaching young children, and the second chapter describes readiness factors and programs. Teaching reading with a basal system is the subject of the third chapter, and innovative approaches, including Initial Teaching Alphabet, language experience, linguistic, and individualized programs, are treated in chapter four. The fifth chapter discusses teaching reading to the disadvantaged, and the sixth chapter is concerned with teaching reading at the intermediate and upper elementary levels.

325. Stauffer, Russell G.; Hammond, W. Dorsey. The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction--Extended into Third Grade. Final Report. Newark, Del.: Delaware University, 1968, 95p. [ED 027 163]

A comparison of the effects of a language arts approach and a basic reader approach when extended from grades 1 and 2 applied in 22 third-grade classrooms is presented. The language arts or language experience approach utilized children's oral language facility and experiences and their creative writing facility in the development of reading vocabulary, word attack skills, and written communication.

skills. The basic reader approach utilized basic readers, study-books, and teacher's manuals to develop reading vocabulary, word attack skills, and comprehension. Related research was surveyed. Conclusions of the study included: (1) while group tests did not discriminate between the two treatment groups, individually administered tests showed a superior performance by the language arts approach students on word recognition tests and oral reading proficiency; (2) the writings of students in the language arts showed the correct use of more words; (3) the children in the language arts approach were more eager to read and made more mature reading choices; and (4) the basic reader group was superior only on the arithmetic computation subtest. A bibliography of sources consulted and a listing of tests used are included.

326. Weiler, Barbara; Wurster, Stanley R. A Comparison Study of Phonics Skills Developed by Fifth and Sixth Grade Remedial and Corrective Readers. 1973, 49p. [ED 080 977]

The purpose of this study was to compare the phonics skills mastered by three groups of fifth and sixth grade students. Sixty fifth and sixth grade students from an open area school were selected as subjects--14 students were reading at third grade instructional level, 15 students at fourth grade instructional level, and 31 students at fifth grade instructional level. In order to compare the groups, three hypotheses were established: there will be differences in the three groups mastery of the six phonics skills studied; there will be differences in the phonics skills mastered by the fifth grade students reading below grade level and the fifth grade students reading at fifth grade level; and there will be differences in the phonics skills mastered by the sixth grade students reading below fifth grade level and the sixth grade students reading at fifth grade level. Some of the results indicated that phonics skills mastery varies between fifth and sixth grade students who are reading at fifth grade level and those students reading below fifth grade level. Students reading below fifth grade level had mastered consonant sounds, consonant blends, and letter sounds. Students reading at grade level could profit from instruction in blending syllables into words.

327. Williams, John D.; and others. A Comparison of Raw Gain Scores, Residual Gain Scores, and the Analysis of Covariance with Two Modes of Teaching Reading. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972, 17p. [ED 061 287]

Two methods of reading instruction (homogeneous grouping and graded classes) are compared for 165 students in 8 rural North Dakota schools by raw gain scores, residual gain scores, and the analysis of covariance.

328. Wyatt, Nita M. Reading Achievements of First Grade Boys versus First Grade Girls Using Two Approaches--A Linguistic Approach and a Basal Reader Approach with Boys and Girls Grouped Separately.

Lawrence, Ka.: Kansas University, 1965, 179p. [ED 003 358]

Sex differences in reading achievement resulting from use of two different approaches to teaching reading in the first grade were studied. A standard basal reader approach was used with reading groups divided by sex as well as ability. Pace and emphasis of instruction for the boys was adapted to suit their needs. A linguistic approach organized to suit the aptitudes of boys for transfer and inductive reasoning was used with groups divided by ability only. Each of the two experimental groups and the control group consisted of ten first-grade classes, giving a total sample of 633 subjects. At the close of a 140-day instructional period, achievement tests were given. For word reading skill, the boys in both experimental groups excelled the control group, and the linguistic method proved superior to the basal reader approach. Girls in all three groups had significantly higher means than the boys in the same group only of the test of paragraph meaning. On nearly every measure of achievement, the linguistic approach seemed the more effective. Sex grouping was slightly advantageous for boys but appeared detrimental to girls.

Linguistics

329. Chall, Jeanne. Research in Linguistics and Reading Instruction: Implications for Further Research and Practice. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 23p. [ED 028 904]

Various trends in linguistics research as they are currently applied to reading instruction are described. The rationale of both Bloomfield and Fries stressing the alphabetic principle of sound-letter correspondence is evaluated, and research comparing the effectiveness of applying this principle with other approaches to beginning reading is presented. The studies of Chomsky and Halle stressing a deeper phonological explanation for the relationships between the sounds and spelling of English suggest that the traditional spelling of a word can give, in addition to the sound of a word, syntactic and semantic clues. Several studies analyze oral reading errors of beginning readers at various linguistic levels, including morphological structure, syntactic acceptability, and semantic appropriateness in the sentence and the entire passage. Generally, very high use of context is found. Biemiller notes three phases of errors in which first graders moved in a fairly regular progression from heavy reliance on context, to nonresponse strategy, to greater flexibility in word identification strategies. Labov's studies of black speech are summarized, and implications for adjusting reading instruction are pointed out. The influence of linguistics research on college and adult reading is also discussed briefly. A bibliography is included.

330. Davis, O.L., Jr.; Seifert, Joan G. Some Linguistic Features of Five Literature Books for Children. Elementary English 44 (December 1967): 878-882. [ED 032 297. HC not available from EDRS]

A linguistic analysis of five children's books, randomly selected from the "Modern Masters Books for Children" series, described the features of language found in books for beginning readers and demonstrated the value of structural analysis in reading research. Four linguistic measures were applied to each book: (1) the average number of words in a communication unit (any independent clause with its modifiers), (2) types of structural patterns within the communication units, (3) quantity and complexity of structures, and (4) movables (words, phrases, and clauses with no fixed position). Results of the study revealed that the average number of words in a communication unit ranged from 6.99 to 12.37; that the subject-verb-complement or subject-verb-direct object pattern appeared most frequently; that words and phrases were used most commonly as movables; and that subordination complexities were not above the children's grasp. The five books considered were found suitable for beginning readers, but more extensive application of such linguistic analysis to children's literature should improve elementary reading.

331. Digneo, Ellen Hartnett; Shaya, Tila, eds. The Miami Linguistic Reading Program, 1965-1968. Report. Santa Fe, N.M.: New Mexico Western States Small Schools Project, 1968, 22p. [ED 029 724]

Information related to the implementation of the Miami Linguistic Reading Program for Spanish-Speaking and American Indian Children in six New Mexico school systems is presented. School systems utilizing and reporting on the program are: (1) the West Las Vegas School System; (2) Anton Chico Elementary School in Santa Rosa; (3) Pojoaque Valley Schools; (4) River View Elementary School in Albuquerque; (5) Washington Elementary School in Las Cruces; and (6) Navajo Elementary School in the Gallup-McKinley School System. Topics discussed in relation to each program include program objectives (such as complete mastery of English as a second language), innovations developed, pupil and visitor reactions, and program evaluation.

332. Dolan, Sister Mary Edward. Effects of a Modified Linguistic Word Recognition Program on Fourth-Grade Reading Achievement. Reading Research Quarterly (Summer 1966): pp. 37-66. [ED 014 413. Document not available from EDRS]

The reading achievement of fourth-grade students who were taught word recognition by either a basal approach or a basal approach with linguistic emphasis was investigated. A sample of ten classrooms matched on intelligence, chronological age, and socioeconomic status was selected from school systems in Iowa and Michigan. The Lorge-Thorndike Nonverbal Intelligence Test, the Bond, Clymer, Hoyt Silent Reading Diagnostic Test, and the Gates Reading Survey were administered. Analysis of covariance, t-tests, and multiple regression

were used to analyze the data. Unadjusted mean scores indicated that the experimental group was superior in all skills except word synthesis. When intelligence was used as the covariate, the experimental group was superior. The average and low mental ability groups benefited more from the experimental treatment than did the high ability group. Three word recognition skills--synthesis, recognition of words in context, and phonetic knowledge--contributed significantly to rapid comprehension. Most of the multiple correlations indicated that word recognition skills accounted for at least one half the variance in predicting reading ability. Further results, tables, and a bibliography are included.

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333. Gladney, Frank Y. Applicable Linguistics for Language Teachers. Illinois Journal of Education 57 (October 1966): 10p. [ED 011 172]

Traditionally or otherwise nonlinguistically oriented language teachers will find in the new generative-transformation grammar a refutation of many of the currently accepted linguistic (specifically structuralist) teachings and a confirmation of some traditional ideas about language learning. For instance, the traditional spelling of English (also of Russian) is phonemic in a newer sense of the word. Phonology should be broadened to include part of morphology, the rest of morphology belonging properly to syntax. The reputed opposition of the traditional goals of reading and translating to audiolingual goals is thus put in the proper perspective.

334. Goodman, Kenneth S. A Linguistic Study of Cues and Miscues in Reading. Paper presented at the American Educational Research Association Meeting, Chicago, February 19-21, 1964, 31p. [ED 015 087]

Linguistic insights and methods were applied to reading. Six hypotheses were tested: (1) that early readers recognize words in context which they cannot recognize in lists; (2) that the ability to read with natural intonation is related to comprehension; (3) that regressions in reading are largely for the purpose of improving comprehension; (4) that errors in reading are cued; (5) that the artificial language in basal readers causes errors by miscuing readers; and (6) that in retelling a story, children alter language to make it sound more natural. Subjects were 100 randomly selected first, second, and third graders in Michigan. Materials were a sequence of stories selected from the Betts Reading Series. Word lists were made from the stories. The procedure called for children to read the graded word list and then the story from which the words were taken. Subjects retold the story which was tape recorded. Many words read in context were not read from lists. Second and third graders made about double the number of regressions per line read as did first graders. Very few children read with natural intonations. In general, it appears that intonation influenced comprehension. A preliminary linguistic taxonomy of cues and miscues in reading is included.

335. Goodman, Kenneth S.; Fleming, James T., eds. Psycholinguistics and the Teaching of Reading. Newark, Del.: International Reading Association, 1969, 95p. [ED 074 446. Also available from IRA (Order No. 907, \$3.50 nonmember, \$3.00 member)]

Selected by the International Reading Association's Committee on Psycholinguistics and Reading, the papers in this volume were first presented at the 1968 IRA Preconvention Institute: (1) "Reading Is Only Incidentally Visual" (Kolers) suggests that the teaching of reading should move away from the purely visual; (2) "Some Thoughts on Spelling" (Halle) discusses the principle that orthographies must contain no symbols that reflect the operation of phonological rules; (3) "Words and Morphemes in Reading" (Goodman) explores the lack of one-to-one correspondence between words and morphemes and the implications for reading instruction; (4) "Some Language and Cultural Differences in a Theory of Reading" (Shuy) focuses on the child's environment and how he learns language symbolization; (5) "An Operational Definition of Comprehension Instruction" (Bormuth) argues that instruction in reading comprehension is poor as a result of little valuable research; (6) "Psycholinguistic Implications for a Systems of Communication Model" (Ruddell) discusses selected variables related to decoding and comprehension; and (7) "The Teaching of Phonics and Comprehension: A Linguistic Evaluation" (Wardhaugh) discusses the premises behind existing methods of beginning reading instruction. The final chapter, "Component Skills in Beginning Reading" (Calfee and Venezky) appears in the ERIC system as ED 064 655.

336. Goodman, Kenneth S.; Goodman, Yetta M. Linguistics and the Teaching of Reading--An Annotated Bibliography. Newark, Del.: International Reading Association, 1967. [ED 020 881. Document not available from EDRS. Available from IRA (\$0.75 nonmember, \$0.50 member)]

This bibliography is concerned with the application of linguistics to reading instruction and was prepared to serve a wide range of users. It contains about 100 citations of books, research reports, doctoral dissertations, and articles from periodicals, yearbooks, and conference proceedings. These are grouped under the following areas of current interest: (1) linguistics and language study, (2) reading comprehension, semantics, and meaning, (3) curriculum, (4) dialects and related problems, (5) general application of linguistics to reading, (6) intonation, (7) materials with linguistics labels, (8) the nature of reading, (9) psycholinguistics, (10) phoneme-grapheme correspondence, (11) syntax and grammar, (12) the reading teacher and linguistics, and (13) word recognition.

337. Gunderson, Doris V. Are Linguistic Programs Different? Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, New Jersey, April 1971, 17p. [ED 071 052]

To determine whether linguistic programs are really different, the first problem is to find an acceptable definition of a linguistic program. Many publishers term their basal reading series linguistic,

but they are basically designed to teach "code-breaking" and treat reading as a matter of simply breaking a spelling code. A desirable linguistic program should recognize the relationship of the accumulated knowledge of research in language acquisition and reading (e.g., Williams' study indicates that oral language ability does not improve under present teaching practices except for under-achieving boys in the first years of school, and Rystrom's study indicates that teaching designed to aid children with dialect differences does not achieve the desired result). A linguistic program for teaching reading should (1) provide the teacher with definite means of determining the oral language readiness of the children; (2) provide the teacher with means of building upon the oral language of the children; (3) provide for teacher instruction in those aspects of linguistics important to a complete understanding and demonstration of oral and written language; (4) provide for materials of diagnosis and instruction for continued development of oral language competence; and (5) provide reading content developed according to natural oral language patterns.

338. Hillerich, Robert L. A Reading Specialist Looks at Linguistics. 1967, 19p. [ED 015 121]

The relationship of linguistics to the teaching of reading is described. Four major principles on which linguists seem to agree are outlined: (1) speech is language, while print is only the representation of language; (2) language is systematic, not haphazard or random, and consequently can be studied in a systematic fashion; (3) language is habitual, and one develops skill in a language by operating within it, not by learning its rules; and (4) the typical school-age child has already mastered the sounds and basic sentence patterns of his native language. The success of the critical act of applying these principles to the teaching of reading depends on the cooperation between linguists and reading specialists. To illustrate the difference between the two groups, the content of linguistics materials is contrasted with the content of typical basal readers. Linguists should help teachers of reading to understand the structure of the language and how it functions so that they can teach reading more effectively. A bibliography is given.

339. Hughes, Theone; Malmstrom, Jean, eds. Who's Afraid of Linguistics? A Manual for Elementary School and Middle School Teachers. St. Joseph, Mich.: Michigan Council of Teachers of English, 1968, 52p. [ED 038 388. Document not available from EDRS. Available from NCTE (Stock No. 27955, \$2.00 nonmember, \$1.90 member)]

This teacher's manual is designed to help the elementary school teacher understand and teach modern linguistics successfully in the classroom. Instructional materials deal with linguistic approaches to (1) building sentences, with an emphasis on subject-verb agreement, the functions of the adjective in the sentence, and the insertion of new sentences into receiver sentences, (2) creating figures of speech, particularly similes and metaphors, (3)

recognizing progressive steps toward the student's language maturity, (4) analyzing signals in modern poetry, particularly through the poem's internal structure, sound patterns, and grammatical clues, and (5) applying patterns and linguistic symbols in reading. Exercises, inductive questions, and cartoons are included to help reinforce the children's discovery of the various linguistic tools.

340. Lamb, Pose. Linguistics and the Teaching of Reading. Paper presented at the Language Arts and Reading Conference, Ball State University, June 23, 1970, 16p. [ED 045 300]

The influence of linguistic research on the development of materials, procedures, and approaches to reading instruction is discussed. The words "reading" and "linguistics" are defined. The difference between the terms "linguistics" and "phonics" is clarified by showing that the goal of instruction--to break the code--is the same but the methods used are not. Criticisms are made of work typical of many phonics programs which do not use linguistically based teaching-learning procedures. Teachers are encouraged to be keenly aware of their own operational definitions of reading and of how instructional materials relate to their definition. Other aspects of linguistic influence mentioned are (1) the use of more natural language styles, (2) the use of illustrations to support the text, (3) relating oral language to print, and (4) the use of more involved sentence patterns to match the child's acquired language. References are included.

341. Marckwardt, Albert H., ed. Linguistics in School Programs. The Sixty-Ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: National Society for the Study of Education, 1970, 345p. [ED 042 774. Document not available from EDRS. Available from University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637 (\$5.50)]

Authors in section 1 of this yearbook distinguish between the special knowledge and tools employed by the linguists, and the concepts and conclusions which may be passed on to teachers; while authors in section 2 deal specifically with linguistics in the school context--both its content and its implications for teaching strategies. Papers and authors include: (1) "The Study of Language and Human Communication," William G. Moulton; (2) "The Structure of Language," J. Donald Bowen; (3) "The Geography of Language," H. Rex Wilson; (4) "The Sociology of Education," Raven I. McDavid, Jr.; (5) "The History of Language," Kenneth G. Wilson; (6) "Language and Composition: Some 'New' Rhetorical Perspectives," Gene L. Piche; (7) "The History of Language Instruction in the Schools," Wallace W. Douglas; (8) "Language Acquisition and Development in Early Childhood," Vera P. John and Sarah Moskovitz; (9) "Language Development: The Elementary School Years," Richard E. Hodges; (10) "Language Development: The Secondary School Years," Nathan S. Blount; (11) "Linguistics and Reading," Sumner Ives and Josephine P. Ives; (12) "Linguistics and Spelling," Richard L. Venezky; (13) "Language and Thinking," Richard W. Dettering; and (14) "Linguistics and

Literature," Samuel R. Levin. An epilogue by Albert H. Marckwardt summarizes accomplishments and future applications.

342. O'Donnell, W.R.; Fraser, Hugh. Applying Linguistics in Mother Tongue Teaching. Teaching English. Centre for Information on the Teaching of English (Edinburgh, Scotland) Newsletter, 3 (October 1969): 18-20 and 3 (January 1970): 14-16. [ED 039 220]

A distinction should be made between linguistics as a science and applied linguistics as a technology, the latter being of great potential for language classroom problem solving, the former to be saved for later, more mature study. The English teacher's main concern in language study is to impart to students the effective use of language (i.e., speaking, "auding," reading, and writing). Improving language performance in writing may be seen in terms of three processes: instruction, including demonstration; exercise; and realistic practice. The third process is crucial for maintaining, in both student and teacher, the awareness that skill in sentence construction--not an end in itself--is relevant only when its application points beyond the language lesson. Although linguistics has little direct application to literature study, the teacher can perhaps employ knowledge of language in order to develop and refine the effect of a piece of literature on his students. In general, educators should concentrate on language in relation to other aspects of human behavior and should, even in teacher education, avoid the teaching of massive linguistic theory just because it's there.

343. Postman, Neil; Weingartner, Charles. Linguistics, A Revolution in Teaching. New York: Dell Publishing Company, 1967. [ED 014 722. Document not available from EDRS. Available from Dell Publishing Co., Inc., 750 Third Avenue, New York, N.Y. 10017 (\$1.75)]

This handbook of modern linguistics has been prepared for the adult layman or teacher who needs a general background in linguistics as well as an understanding of the "linguistics approach" as it is being introduced in English teaching today. The authors have taken the stand that linguistics is here to stay--along with the "new math," the "new science," and the "new social studies." Part one deals with the various aspects of linguistics as a discipline and the importance of its contributions "when it is defined as the use of scientific processes of inquiry into the role of language in human affairs." Part two discusses grammar, usage, semantics, lexicography and dialect geography, linguistics and reading, and related fields such as metalinguistics and psycholinguistics. A two-page chart indicates the major linguists from 1900 to the present time, listed according to their particular field of linguistic study. A selected bibliography is also included.

344. Robertson, Jean E. Reading Comprehension: A Linguistic Point of View. Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., March 2-6, 1970, 9p. [ED 038 632]

This paper focuses on four studies of pupils' reading comprehension completed at the University of Alberta. A number of investigators have described the acquisition and use of connectives by pupils and have indicated the importance of connectives in the development of abstract logical thinking. (Teachers often consider these words too simple to teach in reading classes except as sight words.) One of the author's concerns was the identification of connectives in three series of basal readers widely used in Canada at the upper elementary school level and an investigation of the understanding children have of them in reading. The amount of subordination produced by children eight to twelve years of age ranges from 10 to 30 percent of their total sentences with the amount increasing from year to year, but their basal readers use connectives in about 37 percent of the sentences and the amount is almost constant from grade to grade (forty-two connectives were identified). As important as this task of description and explanation of oral and written English language patterning may be to educators, the investigations cannot be restricted to language matters only but must encompass the interaction between reading and the logical development of pupils.

345. Rodgers, Theodore S. Linguistic Considerations in the Design of the Stanford Computer-Based Curriculum in Initial Reading. Stanford, Calif.: Stanford University Institute for Mathematical Studies in Social Science, 1967, 71p. [ED 012 688]

Some views on the role of linguistic science in the design of reading materials and the teaching of primary reading are contrasted. Four areas of linguistic study relevant to reading are examined briefly: (1) the structure of the speech system, (2) the structure of the graphic system, (3) the relationship of graphology to phonology, and (4) the comparative syntax of spoken and written English. Some classical arguments as to the relationship of linguistic description and psychological function are re-examined in terms of problems in design of an initial reading curriculum. The adaptation of the curriculum to the individual learning characteristics of the student participants was viewed as a central problem of education and of computer-assisted instruction (CAI) particularly. The Stanford curriculum in CAI in beginning reading is based on the following seven psycholinguistic tenets: (1) teaching spelling and reading independently, (2) initiating reading with a decoding stage, (3) associating sight to sound between letter patterns and vocalic center groups (VCG), (4) scaling the difficulty of the VCG units for presentation, (5) presenting graphic patterns as members of a rhyme and alliteration set in a matrix format, (6) presenting word items in various contexts, emphasizing the morphological, syntactic, and semantic functions, and (7) presenting words in various contexts in which pronunciation, grammar, and meaning convey the writer's intent. These tenets are discussed in terms of contemporary pedagogical opinion, related empirical research, experimental investigations by the Stanford group, and practical consequences in curriculum materials. A bibliography and a table are given.

346. Rogers, John R.; and others. Linguistics in Reading Instruction. University, Miss.: Mississippi University, School of Education, 1965, 156p. [ED 011 810]

Practical suggestions for the classroom teacher of reading are reported by participants of an institute on the application of linguistics to spelling and reading instruction. Chapter 1, "Phonemics and Orthography in Reading Instruction," traces significant relationships among phonemics, phonetics, phonics, orthography, and reading instruction. Chapter 2, "Morphology in Reading Instruction," is concerned with structural analysis. Chapter 3, "Syntax in Reading Instruction," is concerned with language units more complex than the single word and their relationship with reading instruction. Chapter 4; "Dialectology in Reading Instruction," deals with problems arising from the fact that language patterns vary from area to area and from cultural level to cultural level. Complicated terminology is simplified for the creative teacher seeking to develop the child's background in basic language patterns in his oral language in order to facilitate his beginning reading development. Emphasis is placed upon helping the child feel comfortable with the language he brings to school, as well as upon devising means of developing language understandings and appreciations to fit the classroom situation. Implications for and recommendations to the classroom teacher are discussed. Figures, charts, tables, and a bibliography of 47 entries are included.

347. Schreiner, Robert L. Useful Linguistic Principles in Teaching Reading. Paper presented at the Conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 12p. [ED 046 634]

How linguistic principles can be incorporated into reading instruction was shown by examining the interrelationships of certain linguistics ideas to learning to read. First, the acquisition of oral language was discussed as to the developmental stages: phonological, morphological-lexical, and syntactic. It was suggested that reading instruction should follow the same sequencing, that is, learning letters of the alphabet, blending letters or letter clusters into whole words, and learning syntactical and semantic elements. Second, the relationship of oral language to printed language was illustrated by a graph depicting the various stages, layers, or strands of spoken and printed language. However, it was noted that many elements of speech cannot be replicated in our printed language. Finally, a graph based on principles advocated by linguists for teaching reading delineated the scope and sequence of decoding reading skills considered to be mechanical in nature. It was noted that the order of skills shown by the second graph parallels the sequence of language layers in the first graph. Tables and references are included.

348. Selected Readings in Linguistics. New York: Modern Language Association of America, 1967. [ED 012 573. Document not available from EDRS. Available as packet E31 from MLA]

This packet of materials published from 1964 to 1967 contains items of historical and theoretical interest as well as some which provide advice on classroom teaching and learning. Included are: (1) "A Linguistic Guide to Language Learning" by William G. Moulton, (2) "Words, Meanings, and Concepts" by John B. Carroll, (3) "The Impact of Linguistics on Language Teaching--Past, Present, and Future" by Robert L. Politzer, (4) "Opportunity and Obligation" by Albert H. Marckwardt, (5) "The Analysis of Reading Instruction--Perspectives from Psychology and Linguistics" by John B. Carroll, (6) "Some Pedagogical Dangers in Recent Linguistic Trends" by Richard Barrutia, (7) "The Linguistic Basis for the Development of Reading Skill" by Charles T. Scott, and (8) "The Plateau, or the Case for Comprehension--The 'Concept' Approach" by Simon Belasco.

349. Shane, Harold G. Linguistics and the Classroom Teacher, Some Implications for Instruction in the Mother Tongue. Washington, D.C.: Association for Supervision and Curriculum Development, 1967, 130p. [ED 017 899. HC not available from EDRS. Available from Association for Supervision and Curriculum Development, NEA (\$2.75)]

It is the author's purpose in this booklet to help teachers and curriculum specialists understand why linguistics is so important and to understand its applications in the classroom. The reader is also introduced to the history, technical vocabulary, and present status of research and theory in linguistics and is encouraged to continue self-study in this field. The author first outlines the scope of linguistics, defines some of the most important terms used by linguists, and reviews the history of linguistics as a field of study. In a chapter on "Linguistics and Classroom Practices," he discusses the importance of linguistics in reading instruction, literature, spelling, composition and handwriting, and grammar usage. Another chapter reviews linguistic research concerned with these topics and refers the reader to specific publications for further information. A short final chapter includes conjectures about future trends in English language arts instruction in the 1970s. Appended is a bibliography of 329 selected books, periodical articles, research reports, and other materials of interest to the classroom teacher.

350. Singer, Harry. Language, Linguistics, and Learning to Read. Paper presented at Annual Convention of International Reading Association, Detroit, May 10-13, 1972, 31p. [ED 063 582]

Productive application of linguistics to the field of reading has made necessary the formulation, revision, and expansion of theories and models of reading to incorporate relationships among stimulus characteristics of writing systems and response components of phonological, morphological, syntactical, lexical, and affective systems. These variables are mobilized and organized according to the purposes of the reader in order to process and transform surface characteristics of oral or printed stimuli into a structural level that could result in a semantic interpretation. Reviewed herein are selections from the voluminous research evidence leading

to these changes in theories and models of reading, and implications of this evidence for reading theory and practice are discussed. (A 121-item bibliography is appended.)

351. Sizemore, Mamie; Blossom, Grace, eds. Linguistic Method of Teaching Reading: Is It a Kind of Neo-Phonics? Arizona English Bulletin 12 (October 1969): 36-42. [ED 036 529]

Since linguists have been concerned with a variety of approaches to the teaching of reading, their linguistic theories and recommended practices should become familiar to teachers of American Indian students. A number of studies have evolved from the work of Leonard Bloomfield and Charles Fries, who felt that reading comprehension was a passive activity dependent upon oral language skills. To Bloomfield, the most important of these skills was learning the sound-symbol correspondence, based upon a belief in writing as systematic representation of speech; for Fries, the importance lay in learning to discriminate visually between whole patterns or units of meaning. A subsequent work by Richard L. Venezky considered reading as translation from written symbols to sound, and studies by Noam Chomsky and Morris Halle emphasized a systematic phonemic approach. Although linguists are beginning to deal with the practical problems of teaching reading, the variety of linguistic approaches, with often contradictory results, suggests the need for further fundamental reading research combining the findings of linguists, psychologists, and educators.

352. Spencer, Gary D. Linguistics and Early Reading Skills. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 15p. [ED 033 839]

Having divided those aspects of linguistics which have direct concern with the teaching of reading into two general types--phonology and usage (content and structure)--it was stressed that a teacher can employ both, understanding that initial recognition of sound symbols is necessary and that the point of developing reading skill is to enable children to grasp concepts in context. A summary of the role of linguistics as it developed in the teaching of reading reviewed generally accepted principles about our language and its use. An eclectic approach to teaching reading was outlined, stressing that (1) letters should be learned before word and words before much exposure to large sentence patterns; (2) speech must come first, then writing and reading; (3) consistent words should be taught before inconsistent words; and (4) basic words and patterns should be presented before uncommon words and patterns. Techniques such as expansion, coupling, cueing, mobility activities, slotting, additive activities, scrambling, skimming, and cloze exercises were recommended. An analysis of the vocabularies in beginning readers published by four companies showed that the sound symbols for which children develop skill in later years--such as r's, s's, and t's--were stressed in the texts' vocabularies. References are included.

353. Venezky, Richard L.; Weir, Ruth H. Rules to Aid in the Teaching of Reading. Stanford, Calif.: Stanford University, 1965, 198p. [ED 003 357]

A linguistic model development for describing spelling-to-sound correspondences was undertaken and a number of spelling-to-sound patterns analyzed, continuing an earlier study performed under Project No. S-039 (ED 003 445). Research emphasized vowel spellings and the influence of various consonants upon the pronunciations of these spellings. It was based on these hypotheses: (1) that English spelling relates not only to phonology, but also to morphology and syntax and (2) that, when viewed with this understanding, a much higher degree of regularity emerges than when understanding is confined to a simple letter-to-sound relationship. Raw data were accumulated through use of a digital computer. Such basic sets of correspondences as (1) spelling-to-morphophoneme, (2) morphophoneme-to-morphophoneme, and (3) morphophoneme-to-phoneme were established. It was concluded that the major emphasis in teaching the relationship between spelling and sound should center on spelling-to-morphophoneme patterns. Additional study was recommended, however, before adapting the material presented to the teaching of reading.

354. Wardhaugh, Ronald. Linguistics and Phonics. Paper presented at the International Reading Association Convention, Anaheim, Calif., May 6-9, 1970, 11p. [ED. 039 119]

The relationship between phonics and linguistics is considered. Certain observations concerning each are offered by the author. Phonics generalizations from reading experts and from linguists are presented. It is noted that the linguists offer critical observations of phonics instruction mainly because so much confusion is present in the instruction about the relationship of sound and symbol on the level of teacher awareness. The author believes certain understandings provided by linguists are absolutely necessary in implementing any choice of approach made toward the teaching of reading. He emphasizes certain points which must provide the basis for any kind of phonics or neophonics instruction and which must be recognized in any kind of meaningful research activity. And he also suggests some basic insights from linguists that can be of use to teachers who use phonics and to researchers who wish to investigate the usefulness of phonics as a way of teaching reading. References are included.

355. Weber, Rose-Marie. Linguistics and Reading. Washington, D.C.: Center for Applied Linguistics, ERIC Clearinghouse for Linguistics, 1970, 32p. [ED 043 852]

This paper surveys the principles and findings from the field of linguistics that have been brought to bear on questions dealing with learning to read, the analysis of the reading process, and the sources of reading failure. It is intended to guide the reader through the significant areas in the literature and to note specific

works. Section 1 presents the trends in the rapidly changing field of linguistics. Section 2 describes the rationale for the "linguistic method," which represents only one approach that might be derived from linguistics. Sections 3 and 4 deal with areas that have only distant implications for classroom practice, but which can contribute to greater understanding of how the reading process is learned and carried out: the language competence of beginning readers and the relationship between spoken and written language. Section 5 gives examples of how such linguistic considerations have been applied in analyzing the process of reading and learning to read. Section 6 deals with regional and social variation in the English spoken by American children and touches on all the topics treated in earlier sections: the relation between spoken and written English, the possible effects of mismatch between the two on learning to read, and suggestions for educational practice to deal with these problems. Section 7 discusses problems of non-English speaking children.

356. Williams, Joanna P. Summary Report of a Seminar on Linguistics and Reading. Philadelphia, Pa.: Pennsylvania University, Government Studies Center, 1968, 8p. [ED 028 036. Document not available from EDRS. Available from Research and Information Services for Education, 443 S. Gulph Road, King of Prussia, Pa. 19406]

Findings of a seminar which explored the current linguistics methods of teaching elementary reading and examined the background of this approach and some programs constant with it are presented. The seminar established the following set of criteria for describing the important characteristics of a linguistics method: (1) task definitions of "decoding," "comprehension," and "reacting"; (2) considerations of phonological, morphological, and syntactic levels in building materials; (3) contrasts of pattern presentation; (4) patterns emerging from story content; (5) word analysis; (6) inductive or deductive processes; (7) correspondence regularity; (8) nonsense materials; (9) vocabulary choices; (10) picture usage; (11) specific emphasis on intonation and stress; (12) specific listening and speaking activities; (13) writing activities; and (14) formal testing provisions. The results of applying these criteria to seven reading series are presented. References are included.

Initial Teaching Alphabet

357. Block, J. R. i.t.a.--A Status Report--1971: The Beginning of A Second Decade. Hempstead, N.Y.: Initial Teaching Alphabet Foundation, 1971, 6p. [ED 063 082]

A status report on the use of the Initial Teaching Alphabet (i.t.a.) is presented by the i.t.a. Foundation, an independent, non-profit organization which conducts and supports i.t.a. programs and research. In reviewing the 70 studies which compare i.t.a. programs to

traditional orthography (TO) programs, it has been found that two-thirds of the studies indicate that i.t.a. is more successful in teaching beginning reading and writing skills than the TO approach. The remaining one-third of the studies shows that i.t.a. is equally as successful as TO in teaching reading. No studies show adverse effects of using the i.t.a. approach. It is emphasized that the studies conducted were highly varied and were done in a variety of school situations in a number of countries. The report replies to frequently occurring criticisms of the i.t.a. program, such as (1) children who learn i.t.a. have difficulty transferring to TO, (2) children regress to i.t.a. after they have moved into a TO class, (3) i.t.a. materials are expensive, and (4) children in i.t.a. programs experience the Hawthorne Effect (learn better because they are participating in an innovative program). It is argued that such criticisms are not supported with evidence or research and that the research on i.t.a. can refute such claims. Further research is encouraged by an offer from the i.t.a. Foundation.

358. Bushnell, Margaret. i/t/a News. New York: Initial Teaching Alphabet Publications, Inc., 1971, 5p. [ED 063 083]

A study conducted in Bethlehem, Pennsylvania, elementary schools, the first schools to adopt the Initial Teaching Alphabet (i.t.a.) approach to teaching basic reading in this country, revealed that children who started with i.t.a. had significantly less reading failure than children with traditional orthography (TO) training. Although the i.t.a. children were generally highly mobile and less advantaged than the TO children, it was found that: (1) the rate of failure (as evidenced by repeating grades) was three times higher for the TO group, (2) twice as many TO pupils received remedial reading training as did i.t.a. pupils, and (3) on subtests of a standardized battery, i.t.a. pupils scored higher on capitalization, knowledge and use of references, and dictated spelling. Further, TO children needed help on word recognition and comprehension, while i.t.a. children needed help only on comprehension. It was suggested that i.t.a. children had developed characteristics such as ego-strength, skills development, and learning behavior to produce a higher success rate in reading. The study is one of the few which shows the long term effects of an i.t.a. program. Tables of data are included.

359. Downing, John. Recent Developments in i.t.a. Paper presented at the National Council of Teachers of English Conference, Vancouver, B.C., 1967, 17p. [ED 014 399]

A survey of 34 key publications on the Initial Teaching Alphabet which have appeared since January 1967 is presented. The publications are considered under five headings: "Research Conclusions," "The Second British i.t.a.," "Future Research Reports," and "The Application of i.t.a." Complete bibliographic data are provided.

360. Downing, John. Some Reasons for "NOT" Using i.t.a. Paper presented at Annual Meeting of the International Reading Association, Denver, May 1-4, 1973; 19p. [ED 073 440]

Teachers, principals and other administrators who are considering the adoption of the Initial Teaching Alphabet (i.t.a.) for language arts in the primary grades need objective information about its advantages and its disadvantages. The purpose of this paper is to provide a list of the disadvantages which may be inherent in the adoption of i.t.a. The disadvantages of i.t.a. may be divided into two categories, factual and attitudinal. Some factual disadvantages are that the weaknesses of students, teachers, and schools are revealed more when i.t.a. is used, and the damaging effects of arbitrary administrative systems of grouping students are highlighted by an i.t.a. program. A list of negative statements which are often made about i.t.a. includes: (1) i.t.a. makes more work for the teacher; (2) i.t.a. promoters make exaggerated panacea kinds of claims; (3) i.t.a. materials are expensive; (4) i.t.a. is not a perfect alphabet; (5) i.t.a. is a phonic method; (6) i.t.a. is taught by a formal instructional approach; (7) i.t.a. is a scheme for forcing precocious readers; (8) i.t.a. is unnatural; (9) there are not enough books in i.t.a.; (10) children have difficulty in forming the i.t.a. symbols; and (11) transition from i.t.a. to traditional orthography is difficult and wastes time.

361. Downing, John; Halliwell, Stanley. The i.t.a. Reading Experiment in Britain. Paper presented at the Annual Conference of the International Reading Association, Philadelphia, Pa., April 30, 1964, 9p. [ED 032 133]

The British experiment with the Initial Teaching Alphabet (i.t.a.) was in its third year at the time of this report on the effectiveness of i.t.a. as a beginning reading program. Two groups of students were compared: one that started learning to read with i.t.a. and one that started with traditional orthography (TO). Reading and spelling tests were administered to the groups several times during the three-year period. The results showed that the beginner's rate of progress was more rapid with i.t.a. due to the reduced volume of learning required. Children in this group, provided with a less complex alphabetic code, showed superior ability in word-building. Pupils who began with i.t.a. achieved superior scores on TO tests 18 months later, and when transferred to TO read with greater accuracy and comprehension than children who began with TO. By the middle of the third year i.t.a. pupils could spell as well in TO as students who began with this system. Therefore, the acquisition of basic reading skills appears to be accelerated with i.t.a., and transfer of training from i.t.a. to TO results in a substantial gain in learning to read traditional orthography.

362. Dunn, Lloyd M.; and others. The Efficacy of the Initial Teaching Alphabet and the Peabody Language Development Kit with Disadvantaged Children in the Primary Grades--An Interim Report after Two Years.

Nashville, Tenn.: George Peabody College for Teachers, Institute on Mental Retardation and Intellectual Development, 1967, 25p. [ED 017 415]

An interim report of a three-year study of the effectiveness of the Initial Teaching Alphabet (i.t.a.) and the Peabody Language Development Kits (PLDK) with underprivileged children in beginning reading and in stimulating oral language and verbal intelligence is presented. Five experimental groups and one control group were derived from seventeen classes in nine schools. The five experimental groups had various combinations of i.t.a., PLDK, and conventional reading and various lengths of PLDK treatment, while the control group had nothing but conventional reading. Pupil progress was measured in reading achievement, language development, and intellectual growth. Results showed that the i.t.a. groups were significantly advanced in reading achievement over the conventional reading group. Children with i.t.a. and two years of PLDK made greater language gains than those without PLDK, and two years of PLDK produced greater effect than one year. Growth in intellectual development was enhanced in terms of MA, not IQ. These findings suggest that while use of i.t.a. made greater effects than conventional reading with or without PLDK, the combined i.t.a. and two years of PLDK was most effective with underprivileged children. References and tables are included.

363. Hayes, Robert B.; Wuest, Richard C. A Three Year Look at i/t/a, Lippincott, Phonics and Word Power, and Scott-Foresman. Paper presented at American Educational Research Association Conference, Los Angeles, February 5-8, 1969, 14p. [ED 028 040]

The following approaches to beginning reading were compared: (1) a basal reader program utilizing a whole-word, carefully controlled vocabulary, and ability grouping procedures; (2) a phonics approach, with many different words, using essentially whole-class procedures; (3) a combination whole-word basal program supplemented with a phonics program; and (4) the i.t.a. program, employing a total language approach, a heavier than usual vocabulary, and grouping procedures. Each year the study was evaluated by the Stanford Achievement Test, the San Diego County Inventory of Reading Attitude, and a record of the number of books read independently. Additional random sample testing was done with individually administered tests. The original population, composed of 415 first graders in five classrooms per treatment, decreased to 262 pupils at the end of grade 3. In grade 1, while basal reader pupils read the most books, the other three programs generally appeared to help children to higher silent achievement. By the end of grade 3, the phonics approach scored significantly higher on paragraph meaning and spelling than did the basal or combination classes. The phonics program was also favored significantly over the combination program at the end of third grade. At the same time the basal group scored significantly lower than the other three groups on word study skills. Other significant differences are also reported. Tables are included.

364. Ho, Wai-Ching; and others. Effects of Teaching i.t.a. to Inner-City Black Children in Kindergarten and First Grade. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1972, 24p. [ED 065 845]

To test the effects of teaching inner-city black children to read in kindergarten and first grade through the Initial Teaching Alphabet (i.t.a.), i.t.a. and traditional orthography (TO) groups were compared on their comprehension of single words, short sentences, and related skills. At the first grade level, reading, writing, and oral language skills were compared. At the end of kindergarten the results revealed: (1) no significant difference between i.t.a. and TO groups on the Metropolitan Readiness combined scores, (2) the i.t.a. subjects performed significantly higher than TO subjects on all Early Reading subtests, (3) interactions between program and teacher (or school) were significant on all Early Reading subtests. In grade one the i.t.a. subjects continued to use the i.t.a. program, while the TO subjects were instructed with the Scott-Foresman reading program. The first grade results indicated: (1) i.t.a. subjects achieved higher than TO subjects on all Stanford subtests, (2) i.t.a. subjects were better spellers and (3) could pronounce more words, had greater range of comprehension on oral reading, and seemed to read more library books; furthermore, (4) i.t.a. subjects wrote more fluently, and (5) their oral output was greater and more varied than oral output of TO subjects.

365. Ingebo, George. A Six-Year Experiment in the Use of the Initial Teaching Alphabet (i.t.a.) in the Teaching of Reading. New York: Initial Teaching Alphabet Foundation, 1973, 79p. [ED 091 658]

The purpose of this project was to test the effectiveness of i.t.a. in teaching reading to first grade students in the Portland Public Schools. Some of the elements of the experimental design included the following: one experimental--i.t.a.--and one control--traditional orthography (TO)--class was formed in each of ten schools; teachers and students were randomly assigned to i.t.a. and TO classes; three "waves" (1967-68, 1968-69, 1969-70) of first grade classes were evaluated through the third grade; the TO classes used regular Portland Public School reading materials; and reading achievement, spelling achievement, composition, and handwriting were analyzed for significant differences. The results indicated that no significant differences were found between TO and i.t.a. groups in both reading and mathematics, the i.t.a. group used more words and misspelled fewer words, the i.t.a. students used significantly more phrase modifiers and words in their compositions, there were no significant differences in handwriting between the two groups, and i.t.a. does not appear to detract from scholastic skills.

366. i.t.a. Correspondence Course. London, England: Initial Teaching Alphabet Foundation, 1966, 121p. [ED 047 896]

A series of lessons designed to explain what the Initial Teaching Alphabet (i.t.a.) is and to prepare prospective teachers of i.t.a.

materials and methods as thoroughly as possible is presented. The eight lessons of the course, for each of which a separate booklet is provided, include the following: (1) the difficulties of traditional orthography and the development of i.t.a., (2) study of i.t.a. characters, (3) study of i.t.a. characters continued, (4) how to spell in i.t.a., (5) teaching reading with i.t.a., (6) children's writing and spelling, (7) setting up i.t.a. in a school, and (8) remedial reading and i.t.a. Each lesson consists of a series of notes which covers a specific aspect of i.t.a. followed by a short test. The author recommends that the best results will be obtained from the course if teachers work through it in a fairly short time while all the problems discussed are kept fresh in the mind. In addition to the lessons is a separate booklet containing an i.t.a. booklist and various teaching materials for use with i.t.a.

367. Mazurkiewicz, Albert J. The Early to Read - i.t.a. Program: Effects and Aftermath. A Six Year Longitudinal Study, 1971, 8p. [ED 059 850]

This longitudinal study compared the longterm effects of beginning reading instruction in traditional orthography (TO) and the Initial Teaching Alphabet (i.t.a.) on two pupil populations comparable in intelligence, socioeconomic status, and preschool experience. Teacher and school factors were rigorously controlled. A continuous comparison of results in the first through sixth grades on standardized measures of reading achievement was supplemented by studies of characteristics of writing and spelling behaviors and creativity measures to determine longitudinal effects of the differentiated beginning. It was found that the i.t.a. pupils continuously showed better abilities in word discrimination, word knowledge, spelling, and creative use of words than did the TO pupils. Additional data also indicated (1) that twice as many TO pupils received remedial reading as did i.t.a. pupils during this period and (2) that while the TO pupils needed help on word recognition and comprehension, the i.t.a. pupils needed help only on comprehension. It was concluded that compared to the use of TO, the use of i.t.a. had a significantly more beneficial and lasting effect in developing the characteristics which combine to produce a higher success rate among children. Tables are included.

368. Mazurkiewicz, Albert J. The Initial Teaching Alphabet in Reading Instruction, Evaluation-Demonstration Project on the Use of i.t.a. Comprehensive Final Report. Bethlehem, Pa.: Bethlehem Area Schools and Lehigh University; New York: Fund for the Advancement of Education, 1967, 83p. [ED 013 173]

A three-year study of the effects of beginning reading instruction with the Initial Teaching Alphabet (i.t.a.) and with traditional orthography (TO) on pupils' reading achievement in Bethlehem, Pennsylvania, is reported. The scores of kindergarten pupils on the Lee-Clark Reading Readiness Test were used to insure the heterogeneity of the treatment groups. In September 1963 the i.t.a. group included 455 subjects in 15 first-grade classrooms. By

September 1965 over 1400 first graders used i.t.a. for initial reading and writing instruction. Subsamples of the i.t.a. group were matched with the TO control group. The following tests were administered during the three-year period: the California Test of Mental Maturity, the California Test of Personality, the Botel Word Recognition Inventory, the Stanford Achievement Test, the Pintner-Cunningham Primary Test, and the Durrell-Murphy Diagnostic Reading Readiness Tests. Mean scores, standard deviations, and t-tests were used to analyze the data. The i.t.a. method was advantageous to students who had language and experiential difficulties. The difference in vocabulary skill between groups at the end of second grade favored the i.t.a. group. The i.t.a. group achieved superior reading at an earlier time, read more widely, and wrote more prolifically with greater proficiency. Additional results, conclusions, recommendations, implications, and an addendum of observations and subjective reactions at the end of the first year are included.

369. Mazurkiewicz, Albert J. i.t.a. Revisited. Paper presented at the Annual Meeting of the College Reading Association, Silver Springs, Md., November 1-3, 1973, 8p. [ED 083 569]

Based on its use with first graders in Bethlehem, Pennsylvania, for an eleven-year period, i.t.a. appears to have a number of advantages for reading instruction. These years of research have indicated that the advantages of i.t.a. are that it permits the child to: advance more rapidly in reading and writing experience; achieve significantly superior reading skills at an earlier time; read more widely; write more prolifically, more extensively, and with a higher degree of proficiency; develop high spelling skills fairly early; show a lack of the inhibitions in writing which are commonly found early in the first year; and write more creatively in terms of the number of running words and the number of polysyllabic words used. An analysis of subsidiary characteristics indicated a marked reduction in letter confusions, fewer restrictions on adhering to a particular structure in a published series, reduction in the need for remedial reading posts, and a reduction in failure rate.

370. Mazurkiewicz, Albert J. A Rationale for Using i.t.a. Paper presented at the Annual Meeting of the International Reading Association, Denver, May 1-4, 1973, 12p. [ED 076 952]

This paper provides a rationale which rejects misinformation, assumptions, and biases as bases for decision making on the use of i.t.a. in teaching reading and writing to primary school children. A discussion is provided which questions the reality of professionalism in teacher-administrator populations as well as the reality of a concern for the child. A further discussion of strengths of i.t.a. programs as compared with typical similar traditional orthography (TO) programs demonstrates that TO constrains; such factors as reactive inhibition and feature characteristics of symbols are realities not accounted for in TO programs rather than any weakness in the author's capabilities. Rejection of the notion that traditional orthography is optimal for reading-writing purposes is supported.

371. Observations of Children's Difficulties in Learning to Read Using (A) Traditional Orthography and (B) the Initial Teaching Alphabet. Toronto, Ontario: Toronto Board of Education, Research Department, 1966, 82p. [ED 064 684]

A two-year pilot project studied difficulties of kindergarten-primary children learning to read via materials printed in the Initial Teaching Alphabet (i.t.a.) who, because of immaturity, late development, low ability, or inability to speak English, were expected to experience reading difficulty. Of 39 children in the first year of the study, 20 used i.t.a. and 19 used traditional orthography (TO); however, the investigation was not designed to compare the relative values of i.t.a. and TO as factors in instruction. During the second year of the study, the transition of the i.t.a.-trained group to TO was observed. Conclusions of the experiment included: (1) despite i.t.a.'s simplification, reading difficulties remained for some children; (2) initial reading progress depends upon experiences, concepts, and language the child brings to school; (3) the method accompanying use of i.t.a. is important; (4) the total approach used in introducing reading is the vital factor, not i.t.a. itself; (5) for the children in the study, transition from i.t.a. to TO in writing and spelling occurred gradually.

372. Pitman, James. The Future of the Teaching of Reading. London, England: Initial Teaching Alphabet Foundation, 1963, 44p. [ED 047 904]

Two topics related to teaching reading are presented. The first reports findings of research on the Initial Teaching Alphabet (i.t.a.). Between September 1961 and April 1963, four- and five-year-old children were introduced to the new medium in six termly intakes. Data on the first three groups to enter are reported. After one year of being taught by i.t.a., the Schonell Graded Reading Tests were administered to these groups and similar control traditional orthography (TO) classes. The total number of subjects reported on for i.t.a. was 594 and for TO, 1,073. The results consistently showed overall superiority for the i.t.a. children. Findings of how i.t.a. children are superior to the TO children are listed, and possibilities are suggested for its use in remedial teaching. The second topic concerns correlates in the teaching of reading. Various handicaps in learning to read and in effective communication are discussed, but special emphasis is given to the linguistically deprived child. Teaching of language is viewed as a primary objective, with the teaching of reading being secondary. It is recommended that this be considered when utilizing graphic arts as teaching aids, selecting the reading vocabulary, and planning future research. Tables and graphs are included.

373. Questions and Answers about i.t.a. Hempstead, N.Y.: Initial Teaching Alphabet Foundation, 1971, 8p. [ED 091 656]

The Initial Teaching Alphabet (i.t.a.) was designed by Sir James Pitman as a reading teaching medium from which immediate and

efficient transition may be made to the alphabet of regular English. Questions and answers covered in this booklet provide information concerning its history, effectiveness, methods of use, teaching areas, and relationship to traditional orthography. A brief example of the i.t.a. is included.

374. Schwartz, Judy I. i.t.a. as a Writing Medium. 1973, 22p. [ED 089 208]

In an attempt to determine the effects on creative or free writing of the i.t.a. program, as well as to determine whether any relationship exists between scores on a readiness test and achievement in this form of written composition, an empirical study was conducted in two middle income communities with 140 white first-grade youngsters. The i.t.a. program was compared to two different written composition programs, both of which used the traditional orthography or alphabet. One traditional orthography program (TO+), emphasized correctness of form. In the other program (TO-), samples were acceptable as they were turned in regardless of errors in mechanics or flaws in content and style. In the i.t.a. program, correction only occurred when it was indicated that a child was using a character incorrectly through a misunderstanding of its sound value. As in the TO- program, only positive peer reaction was solicited. The data showed that high reading readiness achievement correlated significantly with achievement in creative writing and that the i.t.a. instructional program was more effective than the other two. This result may indicate the existence of an additional factor (writing) in the readiness complex and should be investigated further.

375. Shohen, Samuel S. The Effectiveness of Teaching Beginning Reading with the Initial Teaching Alphabet (i/t/a), A Final Report. New York: Freeport Public Schools, 1967, 21p. [ED 013 735]

An experimental group of 461 children was taught to read with the Initial Teaching Alphabet (i.t.a.) beginning in kindergarten and was reading traditional orthography (TO) materials by the end of the second grade. The control group included 462 children who were taught TO in a program centered around conventional basal reading series. At the end of the second grade, both groups were administered the paragraph meaning, word meaning, and spelling sections of the Stanford Achievement Tests, Primary, Form K. A statistical comparison of scores on each test section was made. This was the second step in a longitudinal investigation of the effects of i.t.a. The first comparison was made at the end of grade one. After first grade, the i.t.a. group did significantly better only in spelling when either i.t.a. or TO answers were acceptable. At the end of grade two, there were no significant differences in the three areas. The i.t.a. method appeared to be best suited for above average children. Although staff opinion was not unanimous, it was recommended that the program be discontinued. Twelve reasons for this recommendation are given. Statistics are summarized in four tables.

376. Southgate, Vera. Approaching i.t.a. Results with Caution. Reading Research Quarterly 1 (Spring 1966): 35-56. [ED 014 416. Document not available from EDRS]

Reports on the effectiveness of the Initial Teaching Alphabet (i.t.a.) for instruction in beginning reading should be considered with caution. Since no detailed description of the experimental designs used is available, educators fail to assess results objectively and are misled by dramatic gains which refer to special conditions. Hawthorne Effects or the effects of an awareness of being observed are likely to be present in both experimental and control groups. It is suggested that unless i.t.a. experimental designs have more than one experimental group and have a control group that continues with its normal activities and is unaware of being a part of the total experiment, results will merely indicate that reading gains increase when a reading drive is in effect.

377. Tanyzer, Harold J.; and others. Beginning Reading--The Effectiveness of i.t.a. and T.O. A Final Report for 1964-1968: The Results at the End of Third Grade. Hempstead, N.Y.: Hofstra University; Jericho, N.Y.: Nassau County Board of Cooperative Educational Services, 1968, 434p. [ED 039 117]

The purpose of this study was to investigate the longitudinal effects of Initial Teaching Alphabet (i.t.a.) and traditional orthography (TO) instruction on students' reading, spelling, and language abilities at the end of third grade. It was primarily concerned with determining whether the effects of early reading instruction, which were not statistically evident at the end of second grade, became significant at the end of third grade. A summary of the analyses of variance and covariance computed for the orthography used (i.t.a. or TO) suggested that i.t.a. produces significantly better reading achievement in word study skills and word recognition and that i.t.a. children spell as well as TO children by the end of third grade. From the data collected the author concluded that no significant advantage accrues to a total group from beginning reading instruction on a universal basis prior to first grade and that i.t.a. proved to be a superior medium of instruction regardless of the time at which instruction began. However, i.t.a. superiorities were not consistently evident in the area of comprehension. References are included.

378. Wapner, Irwin. The i/t/a in Lompoc: A Longitudinal Study. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 19p. [ED 031 387]

Five hypotheses were tested in two longitudinal studies involving the Initial Teaching Alphabet (i.t.a.) used with primary-grade children in the Lompoc Unified School District of California. Parents were allowed to request i.t.a. training, teachers were given instruction in i.t.a., and children received i.t.a. training in first grade. Reading sections of the Stanford Achievement Test, Primary I, were given in both i.t.a. and traditional orthography (TO)

forms at the end of first grade, and TO forms were given at the ends of grades 2 and 3. Results concerning the five hypotheses showed (1) that i.t.a.-trained children outperformed TO-trained children in grade 1, but not in grades 2 or 3; (2) that boys did not equal girls in achievement with i.t.a. training; (3) that boys who were i.t.a.-trained outperformed TO-trained girls in grade 1, but not in grades 2 or 3; (4) that older i.t.a.- or TO-trained children outperformed younger children at grades 1, 2, and 3; and (5) that young i.t.a.-trained children outperformed older TO-trained children in grade 1, but not in grades 2 or 3. Tables of test results are included.

Language Experience

379. Arnold, Richard D. A Comparison of the Neurological Impress Method, the Language Experience Approach, and Classroom Teaching for Children with Reading Disabilities. Final Report. Lafayette, Ind.: Purdue Research Foundation, 1972, 49p. [ED 073 428]

This study investigated the effectiveness of the neurological impress method (NIM), the language experience approach (LEA), and classroom teaching as remedial reading treatments for disabled readers. Subjects referred to the Purdue Reading Clinic were screened to determine whether they met criteria for the study and were randomly assigned to the NIM, LEA, or control (classroom teaching) treatment. Tutors were also randomly assigned to either the NIM or LEA treatment. They were trained in the experimental and other instructional methods and were supervised in their use of remedial procedures. Reading progress during one semester or summer session was measured with oral and silent reading subtests. An analysis of covariance revealed that for all twelve reading measures no statistically significant differences were found among treatment groups. Growth in reading, however, was evidenced in all treatment groups.

380. Hall, Mary Anne. An Effective Language Experience Program. Paper presented at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 11p. [ED 068 906]

In teaching reading, teachers should understand the three categories of language information which all readers draw upon in the processing of information. These three categories are (1) grapho-phonetic, the information from the writing system and from the phonological system of oral language; (2) syntactic information, the information from grammatical structures of the language; and (3) semantic information, information related to meaning and concepts represented by the printed word. An effective language experience program is one based on educational, psychological, and linguistic understandings. In the implementation of the program, teachers seek to help children relate the written language code to the spoken language code at the same time as they help children develop strategies for language

recognition of the grapho-phonetic, semantic, and syntactical information. Communication is foremost in this child-oriented program with reading instruction built on existing language performance, but the instruction does not stop with and is not limited to that performance, as language facility is constantly extended.

381. Kasdon, Lawrence M. Language Experience Approach for Children with Non-Standard Dialects. Paper presented at the National Council of Teachers of English Conference, Honolulu, November 23-25, 1967, 9p. [ED 016 588]

The language experience approach to reading for children with dialectal problems is presented as a total approach to reading rather than as a method. The child is encouraged to express his thoughts about his environment. These thoughts and expressions are recorded and perhaps illustrated and then read by the child. As much as possible, the child's own words are recorded for him, and only grossest errors are changed to comply with grammatical structuring. Phoneme-grapheme correspondence across dialectal lines should be taught cautiously. Spelling across dialects should be uniform. Teachers should allow the child to read in his dialect and should remember that spelling may not determine pronunciation. It is recommended that (1) the language experience approach be used with children as early as possible, (2) speech, vocabulary, and concepts be developed continuously, (3) skills be taught systematically, (4) audiovisual instruction be used with the approach, (5) questions promote thinking and the use of language, and (6) the best teachers be employed.

382. Kendrick, William; Nielsen, Wilhelmine. Experience Approach to Language Arts--An Overview. Language Arts Series. San Diego, Calif.: San Diego County Department of Education, 1964, 54p. [ED 002 675]

A method of teaching reading in the primary grades is presented. Skills of listening, speaking, writing, and reading are included. The language and thinking of the individual child, based upon his own experience, is the basis for all skill development. The pattern of instruction comprises the following sequence, although strict adherence to this order is not demanded of all students--initially, the child expresses his experience in such graphic forms as drawings or paintings; he next speaks to the teacher or other students about the experience which he has portrayed graphically; then he dictates his story about the picture to the teacher in his own words and the teacher writes down his words under the picture; the child begins to copy his own dictating from the teacher and gradually writes his own stories more independently; after he has written his own story in his own words, he reads his story to the class; gradually, commercially prepared books are introduced as reading material and the child understands that he can read what others have written to get ideas about which he might later speak or write. Understanding of the alphabet, phonetic analysis, configuration analysis, structural analysis, and spelling skills are all introduced in the

writing program first, and later reinforced in the reading program. Control of vocabulary rests in the language of the individual child as he speaks, listens, writes, and reads rather than in prescribed formulas. In this approach the language arts are taught as an integrated program so that the development of skills in one area relates to and reinforces the development of the other language arts skills. A list of reference materials and audiovisual materials is included.

383. Lee, Dorris M.; Allen, Richard V. Learning to Read through Experience. Second Edition. New York: Meredith Publishing Co., 1963, 154p. [ED 027 067. Document not available from EDRS. Available from Meredith Publishing Company, 440 Park Avenue South, New York, N.Y. 10016 (paper \$1.95)]

This book discusses a plan for "learning to read through experience." It is a plan for developing reading ability as an integral part of the development of all the communication skills. It is intended to build on and to continue to provide individual experiences for each child while increasing the common group experiences. Although the plan focuses on learning to read through experience, the book deals with the language arts, reading, listening, speaking, and writing as factors which contribute to reading development. Five chapters comprise the text of the book: (1) "Reading as Communication," (2) "Gauging a Child's Development," (3) "Language Experiences in Reading Development," (4) "A Good Learning Environment," and (5) "Group and Individual Activities." Appendixes include a basic word list, the relationship of communication skills, an observation chart, and tests.

384. Stauffer, Russell G. The Language-Experience Approach to the Teaching of Reading. New York: Harper and Row, 1970, 301p. - [ED 040 025. Document not available from EDRS. Available from Harper and Row]

A practical and detailed account of how the language experience approach to reading instruction functions is presented. The importance of the bond between thought, word, and deed and reading, writing, and school learning is emphasized. The chapters describe the function of dictated experience stories, building a word bank, creative writing, the library, group instruction by directed reading-thinking activities, individualized directed reading-thinking activities, word recognition, instruction in grade 2 and beyond, and special uses of the language experience approach. Appended are (1) science activities to motivate language experiences, (2) summaries of four USOE-sponsored studies comparing achievement of language-arts and basic-reader groups, (3) an informal spelling inventory, and (4) book-list sources. Bibliographies are included for each chapter.

385. Van Allen, Roach. How a Language-Experience Program Works. 1967, 8p. [ED 012 226]

A language experience program including spelling, listening, reading, writing, and speaking is discussed. The teacher helps each child become increasingly sensitive to his environment and succeed through a variety of language experiences. Twenty language experiences are grouped into three categories to aid the teacher in selecting appropriate activities. These are extending experience to include words, studying the English language, and relating ideas of authors to personal experience. Activities adapted to large groups, small groups, and individual work are listed. Twelve advantages of a language experience approach are included.

386. Van Allen, Roach. Updating the Language Experience Approach. Paper presented at the International Reading Association Conference, Anaheim, Calif., May 6-9, 1970, 5p. [ED 040 831]

Three recent developments discussed were representative of some of the modern trends in the language experience approach. The first stressed the increased use of multisensory materials which have expanded the chances for success of many language-limited children. The second trend focused on the extended use of learning centers to provide them with a place for personalized learning. The third trend emphasized new teaching materials for a language experience approach focusing on the development of language of high content. References are included.

Multi Media

387. Atkinson, R.C.; Wilson H.A. Computer-Based Instruction in Initial Reading--A Progress Report on the Stanford Project. Stanford, Calif.: Stanford University, Institute for Mathematical Studies in Social Science, 1967, 110p. [ED 015-847]

The Stanford Reading Project is discussed in terms of its operation, its function in the elementary school setting, the rationale and major components of the curriculum, and computer-assisted instruction (CAI). The progress of the Stanford CAI Reading Program is reported with particular reference to the school year 1966-67, when the initial classes of first-grade students received a major portion of their daily reading instruction on CAI tutorial system. Laboratory organization, operation, and classroom cooperation are described. The curriculum is divided into four major areas--decoding skills, comprehension, games and other motivational devices, and review. A report on student progress at a fairly gross level is generated each week. Revisions for the coming year involve modifying the branching structure, display formats, and the audio search procedures. References and figures are included.

388. Becker, George J. Television and the Classroom Reading Program. Reading Aids Series. Newark, Del.: International Reading Association, 1973, 32p. [ED 085 658. Also available from IRA (\$2.00 nonmember, \$1.75 member)]

This booklet is intended for classroom teachers who would like to teach reading within the context of television. Most of the activities presented in this booklet pertain directly to reading, but other aspects of a language arts program (listening, speaking, and writing) are also given some attention. The activities are designed to serve as a series of starting points toward improved reading skills. Only the television programs which the child watches at home are dealt with. The contents include: "How to Get Started," which encourages teachers to watch television themselves to determine how various programs could be related to reading instruction, identify those television programs which could be considered of good quality, and survey the students to determine their favorite television programs; and "How to Use Television to Improve Instruction," which presents techniques for using television to improve the student's listening, speaking, reading, and writing skills.

389. The Borg-Warner System 80 Program, December 1970-May 1971. Final Evaluation Report. Washington, D.C.: District of Columbia Public Schools, 1971, 70p. [ED 064 706]

To evaluate the effectiveness of the Borg-Warner System 80 in seven Washington, D.C., schools, interviews, pupil progress records, questionnaires, and observational data were gathered on 103 students and their teachers. Two Borg-Warner programed series, "Learning Letter Names" and "Reading Words in Context," were used in remedial and developmental reading instruction during the study. Data analyses revealed: (1) that pupils' attitudes toward reading became significantly more positive, (2) that both remedial and developmental students made significant gains in reading knowledge and improved reading habits (though the remedial group scored significantly lower than the developmental in the latter instance), (3) that significant increases in scores were achieved by the developmental students for "Learning Letter Names" and by the remedial students for "Reading Words in Context," and (4) that the initially high expectations teachers held for the technology were "to a great extent" realized for instruction in the alphabet and for teaching word recognition in context.

390. Brickner, Ann; and others. Summative Evaluation of Listen Look Learn 2nd Year Students, Cycles R-70, 1968-69. Huntington, N.Y.: Educational Developmental Labs., Inc., 1970, 48p. [ED 049 016]

This study represents the second segment of the three-year longitudinal study to test the effectiveness of the Listen Look Learn (LLL) multi-media communication skills system. Data were analyzed for the 1968-69 school year for 159 students who participated in LLL instruction during both their first and second year, 113 second-year students who used a traditional reading program during their first year, and 240 control students who had two years of reading instruction in a traditional program. The data were collected by questionnaires completed by teachers and by standardized tests. The subjective evaluation of the teachers showed that eleven of the

twelve cooperating teachers enjoyed using LLL, nine of the twelve believed it to be superior to other programs with which they have had experience, and a difference of opinion existed as to the ability level with which LLL was most effective. Analysis of the objective data revealed that the LLL students scored significantly above control students on the word meaning, paragraph meaning, and word study skills subtests of the Stanford Achievement Test and at a significant level above control students on the Cooperative Primary Tests, Listening. Tables are included.

391. Carroll, Hazel Horn. How Can Educational Television Be Used Effectively in Improving Reading? Paper presented at Annual Convention of International Reading Association, Detroit, May 10-13, 1972, 8p. [ED 063 605]

Having screened preview films and tapes and teacher manuals for educational television series available for his students' viewing, the teacher can identify the kinds of reading skills typically emphasized in each, perhaps charting them for ready reference. Subsequently, the preparation the teacher gives students before they view the programs and the activities into which he leads them after the viewing can deepen both enjoyment and learning; but the teacher must be flexible enough to capitalize upon potentially fruitful though unexpected turns in class activity. Such projects as creative dramatization, newspaper analysis, puppetry, and poetry composition have engaged the interest and talents of elementary school children whose class work has been planned in conjunction with educational television programs. (Sources of eight program series are cited and a chart of reading skills they emphasize is provided.)

392. The Electric Company. New York: Children's Television Workshop, 1971, 130p. [ED 064 691. Document not available from EDRS. Available from Children's Television Workshop (\$0.95)]

This book is intended as an introduction to the television program, "The Electric Company," designed to help teach reading to children in grades 2-4 who are experiencing difficulty. Contents include: Sidney P. Marland, Jr.'s preface, "A Significant New Teaching Tool"; Joan Ganz Cooney's "Television and the Teaching of Reading"; and Barbara Fowles' "Building a Curriculum for 'The Electric Company.'" A section containing a teacher's questions about the nature of the program (posed by Mary Ricketts) and answers (by program staffers David D. Connell, Samuel Y. Gibbon, Jr., and Paul Dooley) conclude the book. Numerous photographs and cartoons from the pilot series serve as illustrations.

393. Mathis, William; Senter, Donald R. Quantification of Contributions Made by Various Reading Instrument Combinations to the Reading Process. New York: Educational Developmental Labs, Inc., 1973, 21p. [ED 082 121]

This study involved a direct comparison of existing instrument techniques to determine how each technique adds to a total reading program. Also studied was the order in which various techniques are best used in a program. The subjects were 60 students who were enrolled in a two-year academic center preparing students for employment in both agriculture and business-related fields. Experimental groups were formed utilizing the following combinations: (1) Skimmer and Novel; (2) Tach-X and Novel; (3) Controlled Reader and Novel; (4) Controlled Reader and Tach-X; (5) Controlled Reader, Novel, and Tach-X; and (6) Controlled Reader, Skimmer, and Novel. After the subjects had been assigned to groups and times had been scheduled, subjects were instructed in the technique to be used in their group. The groups met four times a week for 55-minute sessions for a period of ten weeks in individual reading rooms prepared for their program. The same teacher and reading aide supervised all phases of the program. The major results indicated: (1) the increase in reading rates over time was significant; (2) the learning combination showing greatest learning progress was the Controlled Reader, Skimmer, and Novel combination; and (3) the increase in reading over time was least significant when the Skimmer or Tach-X was the only instrument used during the first six weeks of instruction.

394. Spache, George D. Reading Technology. 1966, 16p. [ED 013 704]

The present and future applications of certain scientific devices and theories to instruction in reading are reviewed. A number of devices based on computer-assisted instruction, including the talking typewriter, orthographic arrangement, relationship of word length and meaning, letter sequences and the relationship to pronunciation rules, and programmed materials are discussed. The curricular implications and applications of the devices include the sequence in teaching phonics, the consistency of phonic combinations and structural units in materials to formulate generalizations, the preparation of textual material dealing with sentence patterns, the influence of semantic constraints upon the possibility of deriving meaning from an unknown word, the processing and recoding of language, better types of reading and pre-reading experiences, the processes and stages of comprehension, readability measures and formulas, and information retrieval. References are included.

Textbooks

395. Lynch, Patrick D. Ecuador's First Grade Textbooks and Their Impact on Schools. Washington, D.C.: Agency for International Development, Department of State, 1973, 309p. [ED 083 573]

In 1971 and 1972 a group of Ecuadorean evaluators planned and carried out an evaluation of the new textbooks for reading, mathematics, and sciences in the first grade classrooms of 88 schools. A field experiment was designed in which each school was assigned to a test condition: (1) obligatory use of all the textbooks and

guides, (2) use of the textbooks to whatever extent deemed appropriate by the teacher, and (3) use of other textbooks or no textbooks. A pretest and posttest were administered to each student in each subject about seven months apart. Comparisons of schools according to urban-rural, grading type (graded, more than one grade per teacher, and one room-one teacher), and field condition were made. No significant differences were found between urban and rural schools or among field conditions in any subject area. Significant differences were found in four of nine comparisons between types of grading, and, while most of the graded schools were urban, the grading organization was more important in accounting for differences in achievement than location. A number of recommendations were made to the Ministry of Education regarding textbook revision, teacher training, and educational organization.

396. Staiger, Ralph C. Basal Reader Programs--How Do They Stand Today. 1968, 14p. [ED 019 198]

The development of the basal reader from its beginnings in the late 1700s to its status in the graded schools of today is surveyed. The McGuffey readers are cited as the first carefully graded series of one reader for each grade in the elementary school. Since then, changes in content, typography, quantity and quality of illustrations, binding, and supplemental materials have been radical. The scientific study of reading and the measurement of reading ability have given rise to the importance of silent reading, the teacher's manual, and supplementary seatwork materials. Presently, the most telling criticisms of basal systems concern the lack of incorporation of research findings in their methodology. Fifteen conclusions are presented as important influences which may shape the primary level basic reader program of the future. Questions are posed concerning the influence of high speed technology, computer-assisted instruction, and television upon the adoption of new ideas into basal readers. References are listed.

397. Zook, Kizzie Fay. The Utility of Phonic Generalizations in the First Grade and in Grade Two as Taught by Four Leading Basal Readers. Manhattan, Kan.: Kansas State University, School of Education, 1970, 90p. [ED 043 447]

The three main purposes for this study were (1) to determine what phonic generalizations were being taught in grade 1 in four of the leading basal reading series; (2) to determine the degree of utility of each generalization within the framework of the grade in which it was presented, after the initial presentation; and (3) to set up a comparative generalization table for grades 1 and 2 of these particular readers. The study was limited to phonic generalizations, four basal reader series, grade levels 1 and 2 of each series, and the exclusion of beginning consonants. Used in the study were the teacher's manuals and the workbooks for the preprimers, primers, first readers, and the two levels of the second grade reader published by Houghton-Mifflin, Scott-Foresman and Company, Macmillan, and Harper and Row. The results were given in the form of lists

of generalizations and tables. A critical review of the research on phonics generalizations and references is included.

Teaching Techniques

398. Amble, Bruce R.; Kelly, Frances J. Phrase Reading Training with Fourth Grade Students: An Experimental Study. St. Ann, Mo.: Central Midwestern Regional Educational Laboratory, [1967], 25p. [ED 035 685]

The purpose of this study, which was sponsored by the USOE Bureau of Research, was to determine if phrase reading training with fourth graders would significantly enhance the development of reading skills for the purposes of obtaining and using new information. Forty fourth grade classrooms were assigned at random to five groups: 5,000 phrase group, 10,000 phrase group, 15,000 phrase group, 20,000 phrase group, and a control group. The phrase reading program was presented using the Phrase Reading Film Series--Intermediate Grades. Alternate forms of the Stanford Achievement Test were administered at intervals of about seven and one-half months prior to and following the phrase reading program. The results indicated that children in school districts of limited social-cultural backgrounds, who ordinarily have difficulty in achieving at an expected annual rate, appeared to benefit substantially from the phrase reading programs. In a community setting with children of social-cultural opportunity who are achieving at an expected or above annual rate, a supplemental need for phrase reading training was not indicated. An appendix is included which discusses phrase reading programs for intermediate grades.

399. Aplicacion de nuevas tecnicas y procedimientos para la ensenanza de la lectura-escritura (Application of the New Techniques and Procedures for Teaching Reading-Writing). Instituto Nacional de Pedagogia (Mexico), 1969, 3p. [ED 060 358. Document not available from EDRS. Available in CEAS Abstract Series No: 1-4 (ED 060 227)]

This document is an English-language abstract (approximately 1,500 words) of experiments performed in Mexico, D.F., by way of introducing new techniques for teaching reading and writing, particularly in the remedial classes. The first part of the document deals with a series of experiments carried out with first grade remedial groups as follows: (1) the Detroit-Engel intelligence test was applied to classify first-grade pupils at each school; (2) according to this classification, groups were formed in three learning capacity levels--high, medium, and low; (3) the school year was begun with the classified groups; (4) after four months of scholastic activity, those pupils who showed little or no progress were selected for the remedial group. When this group was organized, it was the object of specific psychological studies by means of the Bender test, to determine the degree of visual-motor coordination. When test results were known, a special psycho-educational set of exercises for

learning reinforcement and consolidation were used, enriched by the experience of a teacher who led one of the remedial groups. The results achieved with these techniques and programmed teaching were very satisfactory, promoting slow learners and repeaters permanently to the next grade.

400. Ashley, Rosalind Minor. Successful Techniques for Teaching Elementary Language Arts. West Nyack, N.Y.: Parker Publishing Co., 1970, 224p. [ED 038 425. Document not available from EDRS. Available from Parker Publishing Co., Inc., Village Square Building, West Nyack, N.Y. 10994 (\$7.95)]

Practical classroom-tested ideas for elementary language arts instruction are provided in this planbook. Individual chapters deal with stimulating pupils' interest, using oral language in learning experiences, building listening skills, developing practical uses for creative dramatics, building knowledge through games and exercises, resolving common language usage problems preventing handwriting and spelling from blocking expression, teaching self-criticism, developing creative expression through games and sketches, preparing a combined individualized and group spelling program, making handwriting fun, arousing interest in oral reading, developing a complete reading program, and teaching individualized reading.

401. Aukerman, Robert C. Approaches to Beginning Reading. Speech given at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 14p. [ED 067 621]

The more than one hundred approaches to initial reading instruction can be grouped under ten headings: basal reader, phonemics, phonemic reading, "linguistics," total language arts, language-experience, one-to-one sound symbol, individualized reading, early reading, and perceptual discrimination. Although the basal reader approach is used in more than 90 percent of American elementary schools, selected techniques identified with the other approaches can provide alternative and supplementary day-to-day strategies. These borrowed techniques can do much to increase students' motivation to learn to read: imaginative phonics drill (key pictures, phonics charts, every pupil response, "Soundie" stories, personification), "write and see" workbooks, rebus reading, color clues, word shapes, language experiences, and student-owned books.

402. Baldwin, Virginia. Integrated, Independent and Individual Learning Activities, First and Second Grades. Summer Learning Activities, Second and Third Grades. Boston-Northampton Language Arts Program, ESEA-1965, Projects to Advance Creativity in Education. Boston-Northampton School District, Mass., 1968, 27p. [ED 027 946]

The purpose of this document is to help teachers stimulate children and provide successful learning experiences in order to develop positive self-concepts. Part 1 contains lists of suggestions of activities for unsupervised work at the following centers: (1) language, (2) chalk, (3) math, (4) measuring, (5) music, (6) games,

toys, and puzzles, (7) library, (8) painting, (9) sewing, (10) cutting and pasting and clay, and (11) science. Part 2 contains summer learning activities for second and third graders concerning reading, writing, math, science, social studies, topics to talk about, and things to make and do.

403. Bernstein, Bebe. Readiness and Reading for the Retarded Child. New York: John Day Company, 1965. [ED 015 580. Document not available from EDRS. Available from John Day Co, 62 West 45th Street, New York, N.Y. 10036 (\$4.95)]

This teacher's book and manual, designed to accompany two workbooks, presents a functional approach to readiness and reading for young educable retarded children. The workbooks themselves offer preparatory activities for children at the readiness level and sequential activities and materials for those at the beginning reading stage. The teacher's book supplies background material for both workbooks, deals with a favorable classroom atmosphere, and includes the contents of both workbooks. The theme of the workbooks centers on the home providing meaningful material to the child. The topics considered are family health and hygiene, eating habits and food, recreation in the home, living in a house, safety in the home, care of clothes, and manners and courtesy. An explanation of the construction of the reading materials presented in the workbooks gives general and specific directions to the teacher. The recommended method (general considerations, directions for the actual lessons, and suggested applications of the lessons) is presented. In considering the implementation of the theme, the book outlines the objectives, includes topic lesson sheets, suggests enrichment experiences and activities, and lists related references and materials. A discussion of classroom management is included. The vocabulary and concepts related to each topic area for the reading group are listed.

404. Beutler, Rosetta. Teaching Mental Pictures: A Proposal Aimed at Making Reading More Meaningful. [1972] 9p. [ED 064 707]

A method of reading instruction is discussed in this paper. Helping the child to develop mental pictures of what he reads helps him to better retain the meaning of the sentence as he deciphers the more difficult words. The non-reader can lose the essence of a sentence because he may become too involved in decoding the sentence. A procedure on how to assist children in developing mental pictures is suggested and could be adapted for various grade levels. Mental pictures could be used in all subject areas once the children have become accustomed to making them.

405. Bruner, Elaine C. The Direct Instruction Program for Teaching Reading. Paper presented at and published by the Fourth International i.t.a. Conference, McGill University, Montreal, Canada, 1967, 14p. [ED 015 022]

Until substantial mastery has been achieved by the slower readers, the subskills to learning the mechanics of reading should be made the objectives of instruction. Focusing on words, blending, and handling irregulars are three of the subskills needed. To teach the child to focus on words, the teacher introduces verbal rhyming and alliteration tasks. The five major blending stages are (1) oral--the child blends together two parts of a familiar word, (2) oral-visual--the child blends the letters in written words before he can identify all the letters in these words, (3) visual--the child identifies and blends all the letters in written words, (4) oral--the child unblends (spells) a word into its separate letters, (5) visual--the child learns the written extension of oral spelling. The final step in the beginning reading program is the introduction of irregularly spelled words. The program has had good results (one group of culturally deprived four year olds tested at the 2.6 grade level in reading after about 100 hours of instruction).

406. Chapman, Robin S.; Kamm, Marga R. An Evaluation of Methods for Teaching Initial Sound Isolation. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, 1972, 15p. [ED 066 231]

The ability to analyze a word into its component sounds is prerequisite to a child's learning of letter-sound correspondences and therefore to his learning to read. As prereaders do not typically master the ability to analyze a word into its component sounds, techniques must be developed to teach them this skill. Most procedures which have been tried have not been successful with children younger than six or seven years; however, Zhurova reports success teaching even three year olds to isolate initial sounds of words with the method she describes. The current experiment evaluated Zhurova's iteration method of instruction by comparing it with a segmentation method. The subjects were 32 kindergartners. The two methods of instruction were fully crossed with four sequences of real word and nonsense stimulus items, given in two training sessions. None of the six variables was significant; however, training time had a significant effect.

407. Cohen, Dorothy K. The Effect of the Michigan Tracking Program on Gains in Reading. M.Ed. Thesis, Rutgers University, The State University of New Jersey, 1972, 83p. [ED 064 700]

The purpose of the present study was to investigate whether the inclusion of visual tracking exercise in a remedial reading program would result in significant higher reading achievement scores when compared to a conventional remedial reading program. Seventy-five sixth-grade students, reading a year or more below grade level and potential, made up the 16 groups under investigation. Eight groups, chosen randomly, composed the experimental group which received practice in the "Visual Tracking" and "Word Tracking" workbooks of the Michigan Tracking Program, for 10 minutes at the beginning of each 40-minute reading period. The control group received

conventional reading remediation for the entire 40 minutes. The groups were taught by eight remedial reading teachers, each having under her tutelage one experimental group and one control group. The teachers met both groups three times a week for three months. An analysis of test scores on standardized reading tests showed no significant differences between the control and experimental groups, and no statistically significant differences between boys and girls in the experimental group. It was concluded that the use of the visual and word tracking exercises was not warranted. Tables of data and references are included.

408. Foust, Betty Jean. Helping Your Child to Read. Raleigh: North Carolina State Library, 1973, 21p. [ED 078 386]

This booklet provides suggestions for parents in helping their children to learn how to read. The first section provides 34 suggestions and activities for parents to use with preschool children, such as reciting nursery rhymes, reading aloud, respecting the child's mood, and playing listening games. The second section offers 25 suggestions and activities for the parent to use after his child begins school. These include field trips, good sleeping habits, praise of the child, and patience with the child. The third section provides 18 suggestions and activities for independent reading--usually reached at the third or fourth grade level. These include orally reading to the child, giving him a choice of places from which he may borrow books, and encouraging the use of reference materials. A list of addresses from which free reading materials for children are available is also provided.

409. Fox, Karen F.A.; Jung, Steven M. A Pilot Study of the Use of Incentives to Enhance School Learning. Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, April 3-7, 1972, 26p. [ED 062 668]

Incentives in this study were identified as the consequences of behavior which act to guide the future form and frequency of that behavior. This would include factors such as money, security, knowledge of personal success, peer or authority figure approval, and opportunity to engage in desirable activities. The study was designed to test over an eight-week instructional period the combined effects of three incentive models. The subject pool consisted of first, second, and third grade students from four of the eight elementary schools in San Jose, California, school district. The major purposes of this pilot study were to formulate the process of implementation of an incentives program and the methodology which would underlie subsequent field studies of incentive models. The statistical findings are generally supportive of the initial research hypothesis of the effectiveness of objective-based incentive techniques in promoting student learning in reading and mathematics at the primary level. This pilot study was funded by a Title III grant.

410. Gall, Meredith D. The Use of Questions in Teaching Reading. 1972, 52p. [ED 067 650]

This review describes some of the main research findings and issues that center on teachers' use of questions in classroom instruction. The paper is divided into sections dealing with: (1) the classification of questions by type, (2) teachers' questioning practices, (3) effects of teachers' questions on students' behavior, (4) students' questions, and (5) programs to improve teachers' questioning skills. Each section contains a separate review of the literature, a critical synthesis, and recommendations for future research. (See related document ED 067 651.)

411. Gall, Meredith D. The Use of Questions in Teaching. Teacher Education Division Publication Series, Report A70-9. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1970, 16p. Reprinted in Review of Educational Research, 40 (1970): 707-721. [ED 067 651]

This study surveys the use of questions in the classroom over a fifty-year period. It reveals that the main trend has been the development of techniques to describe questions used by teachers. The present state of research knowledge deals with the incidence of teachers' questions, the relative frequencies with which various types of questions are asked, and taxonomies describing questions which teachers ask. Suggested contributions which can be made by researchers interested in improving the quality of classroom teaching include development of taxonomies based on the types of questions which should be asked; identification of desired changes in student behavior; determination of whether new questioning strategies have the impact on student behavior which is claimed for them; implementation of effective teacher-training programs in the strategy and use of questioning techniques; and the fostering of inservice training programs in questioning skills. (See related document ED 067 650.)

412. Gawarkiewicz, Patricia. An Impress Method of Reading Instruction. M.Ed. Thesis, Rutgers University, The State University of New Jersey, 1972, 75p. [ED 064 699]

The effectiveness of the impress method of reading instruction, in which the student and teacher read aloud simultaneously, was studied. The subjects were 24 fourth and fifth grade students from a New Jersey school, whose reading level was a year or more below grade placement (indicated by scores on a standardized achievement test) and who averaged 1.2 years below expectancy age grade placement. They were randomly assigned to one of three groups: impress, phonics, or control nontreatment. The impress and phonics groups received 15 minutes of instruction daily for six weeks. Pre- and post-testing was done on standardized tests for oral reading, speed, accuracy, vocabulary, and comprehension. There was no measurable achievement in reading ability in any of the groups, and the study therefore was not able to demonstrate the

effectiveness of the impress method. It was concluded that limitations of the research were the tests used, the small number of subjects, and the type of subjects--previous research had shown the effectiveness of the impress method on more severely retarded readers. Tables of data and references are included.

413. Ghatala, Elizabeth S.; Levin, Joel R. Developmental Differences in Frequency Judgments of Words and Pictures. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, 1973, 21p. [ED 085 679]

Children in kindergarten, third grade, and fifth grade were presented a list of either pictures or words (with items presented varying numbers of times on the study trial). In both picture and word conditions, half of the subjects estimated how many times each item had been presented (absolute judgments) and the other half judged which of two items had occurred more often on the study trial (relative judgments). The primary findings were: (1) ability to encode and discriminate frequency for both pictures and words increased with age, and (2) picture-word differences (in favor of pictures) increased with age. The results lend support to a two-factor model of developmental change in frequency judgment performance involving pictures and words. The model provides for predictions concerning performance on verbal discrimination and recognition memory tasks as a function of age and stimulus mode and also suggests further research to explain picture-word differences in verbal learning tasks.

414. Guía didáctica para la enseñanza de la lectura-escritura (Guide to the Teaching of Reading and Writing). Instituto Nacional de Pedagogía (Mexico), 1969, 3p. [ED 060 359. Document not available from EDRS. Available in CEAS Abstract Series No. 1-4 (ED 060 227)]

This document is an English-language abstract (approximately 1,500 words) of a guide prepared by the National Pedagogic Institute for the teaching of reading and writing. The general principles in the guide will tend to unify first grade teaching methods. A brief presentation gives a description of the parts in which the guide is divided: (1) preparatory exercises, to enable the child to reach complete maturity in the psychobiological aspects; (2) the teaching of vowels, basic to learning sentence and word analysis, and consonants; and (3) the teaching of consonants is carried out through word and sentence analysis, and by forming new consonants with the sounds already learned. The chapter on the development of the third state contains suggestions for consolidating reading through exercises that should be practiced as soon as the child reads the first word. Using literary material not only improves reading ability, but also promotes the development of aesthetic sensitivity in the child. In the chapter on consonants, there is described the teaching of letters, with a series of suggestions for stimulating and beginning the learning of certain letters, plus suggestions for words, phrases, sentences, and lessons that can be formed with letters already learned.

415. Herbert, Charles H., Jr. Initial Reading in Spanish for Bilinguals. In Conference on Child Language, reprints of papers presented at that conference, Chicago, November 22-24, 1971, pp. 501-519. [ED 061 813]

"Initial Reading in Spanish" is a project designed to produce a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in the United States to read in their native language. This document describes the procedures in developing and evaluating such a reading program. The initial step in the program was to observe Spanish reading instruction in several Mexican schools. Observations of procedures and methods used in Mexico were used to devise a program tested in four locations in the United States. Several forms were developed to standardize the procedures for evaluating the program. Extensive video-taping was done in the four experimental classrooms. The final report on the project shows the results of the observations and evaluations made during the project and describes the teaching methodologies that were used. This report summarizes the teaching methodologies and the general results of the project.

416. Johnson, Laura S. The Newspaper as an Instructional Medium. Paper presented at the Annual Meeting of the International Reading Association, Denver, May 1-4, 1973, 11p. [ED 078 382]

This paper discusses two questions: How can newspapers be established as acceptable classroom reading materials in the secondary schools? and Why, until recently, have newspapers been so little used in the schools? Some of the answers provided to the first question are that the newspaper presents a viable means of keeping textbooks up-to-date in many different subject fields and that the newspaper offers interesting material that will motivate students to better reading comprehension and improved reading skills. Some of the reasons why newspapers have been bypassed in the schools are that many people regard them as unreliable and sensational and that administrators and teachers continue to judge newspapers by what they were rather than what they are today. It is concluded that newspapers today are more readable and more socially involved in readers' lives and that they present the "why" as well as the "how" of the news. Accordingly, newspapers are an inexpensive and popular instructional aid in the classroom.

417. Klein, Howard A., ed. The Quest for Competency in Teaching Reading. Newark, Del.: International Reading Association, 1972, 306p. [ED 068 911. Also available from IRA (\$5.50 nonmember, \$4.00 member)]

This monograph includes a selected group of papers which were presented at IRA's Atlantic City convention (1971). The collection has been subdivided into three groupings. The first, "Writers, Teachers, and Children," discusses the intrinsic value of literature and its effect upon the reader. The second, "Teachers, Programs, and Children," deals with the quest for a sound, sensitive (but

elusive) total reading program aimed at improving skills and attitudes. And the third, "Some Teaching Skills and Techniques," provides a potpourri that probes areas teachers should strengthen to be effective reading teachers, that presents research showing how skills can be taught efficiently, and that describes innovations that may make it possible to advance reading instruction to an optimum level for everyone.

418. Leton, Donald A. Computer Simulation of Reading. Paper presented at the American Educational Research Association Annual Convention, Chicago, April 3-7, 1972, 9p. [ED 064 897]

In recent years, coding and decoding have been claimed to be the processes for converting one language form to another. But there has been little effort to locate these processes in the human learner or to identify the nature of the internal codes. Computer simulation of reading is useful because the similarities in the human reception and perception of orthography and computer input allows such study. Computer simulation enables a more detailed study of the acquisition of reading skills than is possible in laboratory or classroom studies. In previous research a computer program was written to convert the word orthographies appearing in beginning readers to the segmental phonemes which define their oral representation. The computer program "Simuread" has now been extended to a third grade level of reading proficiency. The segmental phonemes are simulated by numerals, which are designated as phoneme equivalents. Program output illustrating the word processing is included here.

419. Literature and Learning to Read. Proceedings of the Annual Reading Conference of the Curriculum Research and Development Center, Indiana State University, Terre Haute, June 21-22, 1972, 79p. [ED 073 427]. Also available from Curriculum R and D Center, Indiana State University (\$1.00)

The papers for this proceeding reveal a variety of techniques and ideas for enhancing reading through literature. Lyman C. Hunt in "Literature and Learning to Read" discusses beginning reading instruction and some mistakes teachers commonly make and reminds teachers that the primary objective should be to encourage reading and help the student realize self-improvement. Jean B. Sanders in "Black Literature for Children and Adolescents" encourages the use of good juvenile books with black characters. Elizabeth Weller in "To Each His Own Book" urges teachers to help children find reading materials based on their own choice and taste. Patricia M. Brown in "From Games to Books" discusses the use of reading games designed to help children overcome their reading problems. Francis I. Williams in "Uptight: Competition Time" discusses how to help students become "book-curious." Louise P. Clark in "How Rich Is Their Reading?" discusses the art of critical reading. Bernice J. Mayhew in "Book Making for Budding Authors" describes in detail how children can publish their own books. Finally, Harriet W. Ehrlich in "Creative Dramatics in the Language Arts Curriculum" suggests

the establishment of an atmosphere that nurtures creativity and imaginative thinking.

420. Logan, Juanita; Fleming, Margaret. Project Reach; Disadvantaged Pupil Program Funds Evaluation, 1971-1972. Cleveland, Ohio: Cleveland Public Schools, Division of Research and Development, 1972, 51p. [ED 080 970]

Project Reach introduced into twelve elementary schools a series of reading strategies designed to provide intensive reading skills development for referred first through third grade pupils during the 1971-72 school year. Involving diagnosis of reading difficulty and prescriptive teaching, the program aimed at returning the child to his peer group immediately upon mastery of the skill or skills for which he had been referred. Specifically, the objectives were: (1) to customize reading instruction through the use of differentiated learning materials in the classroom, (2) to inform teachers about a variety of reading instruction approaches and provide training in the use of these approaches, (3) to continue development of a resource center which will distribute materials geared to reach individual reading needs, (4) to provide supportive staff in the project schools for consultative service to teachers and individualized services to pupils, and (5) to facilitate support from parents. The results indicate that from 48 to 92% of the pupils achieved marked or very marked improvement in various reading skill areas; 75% of the teachers who participated utilized flexible teaching styles; and two out of three pupils achieved successful reading performance within the classroom.

421. Lowther, Barbara Doty. The Effects of Verbal and Monetary Incentives on Reading in Adult Illiterates. Naperville, Ill.: North Central College, 1973, 17p. [ED 080 974]

The purpose of this study was to determine the relative effectiveness of two teacher-administered rewards, money and praise, on reading subskills of 32 adult illiterates enrolled in adult basic education classes. These subskills were word recognition and paragraph comprehension. Correct responses were rewarded immediately with money, praise, or both, after a no-reward baseline period. These responses were also recorded during a subsequent post-reward period. The performance of correct responses on reading tasks was substantially higher when followed by money (five cents per response) or by money combined with praise than when followed only by verbal praise. This effect persisted after withdrawal of rewards. The success of specific incentives for acquiring skills in reading may depend heavily on teacher acceptance of those rewards.

422. Manzo, Anthony V. The Group Reading Activity--A Class Reads a Book. Paper presented at the International Reading Association Plains State Regional Conference, Kansas City, February 14-15, 1974, 7p. [ED 091 671]

Proceeding from the traditional principles of the directed reading activity strategy in the classroom, a group reading approach was developed to aid graduate students in a reading methods course both to study and comprehend their textbook and to provide a teaching method for future classroom use at the secondary or junior college level. The design involved eight steps: identification of the general purpose or critical issue of the text; distribution of sections of this purpose among class groups; individual reading and notation of material; preparation of the group statement, evolved from each individual's notes; presentation of this statement to a student critic; adjustment of the statement following discussion with the critic; presentation of the statement to the class--directly, through the teacher, or in writing with parenthetical teacher comments; and assessment of the learning achieved. This approach proved effective in stimulating an intensive, sustained learning effort by students.

423. Miller, Lyle L. Teaching Efficient Reading Skills. Minneapolis, Minn.: Burgess Publishing Co., 1972, 66p. [ED 064 695. Document not available from EDRS. Available from Burgess Publishing Co., 426 South Sixth St., Minneapolis, Minn. 55415 (\$3.95)]

This manual has been prepared to provide teachers of developmental reading classes with a quick reference to significant ideas and resources. The introductory chapter is a historical critique of reading efficiency programs. Chapter two includes a resume of some significant research which has influenced the author in his changing attitude toward developmental reading programs. Chapter three includes suggestions regarding specific techniques which a teacher may employ in a developmental reading program. Chapter four deals with the issue of materials appropriate for a developmental reading program, including both commercially available materials and suggestions for developing local materials. Chapter five includes several lists of resources for developing and improving local programs.

424. O'Brien, Patti Lynn. Word Attack Skills, "Making Phonics Reasonable." Speech given at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 11p. [ED 066 709]

A word attack program that begins with phonics and incorporates various aspects of a linguistics approach is described in this paper. Regardless of the material that is used, there are 13 consonant sounds which are easier to learn than others: b, d, j, f, k, p, t, l, m, n, r, v, and z. W and h would be introduced next because in isolation they make only one sound. The remaining six consonants are different because they consist of more than one sound. The blends should be introduced next, emphasizing that these are letters which go together. Short vowel sounds would follow because they are easily controlled, easier for the students to identify, and require only one vowel rule to be learned. After the short vowels children would be introduced to the long vowel sounds. After vowel sounds are learned, special combinations are

introduced. These combinations are digraphs, diphthongs, "r" controlled, and so on. Finally, the second sound the additional six consonants make would be introduced.

425. Porter, Para. What to Teach in Reading: Practical Activities. 1970, 56p. [ED 052 888. Document not available from EDRS. Available from Dr. Para Porter, 1616 South Ninth Street, Waco, Texas 76706 (\$1.50)]

This booklet is written for use in university and college courses on the teaching of reading in the elementary grades. It is also written to assist supervisors, teachers, teacher assistants, and student teachers in knowing what to teach in reading and in planning activities to help children learn to read to their maximum potential. Parents also can find in the booklet ways to provide assistance in aiding their children to acquire proficiency in reading. Part 1 of the booklet deals with general and specific aims of reading instruction, general reading skills and word recognition skills. Part 2 lists activities in the following areas: (1) readiness, (2) beginning reading, (3) word recognition, (4) vocabulary development, (5) comprehension, (6) recreational and supplementary reading, (7) reading speed, and (8) oral reading.

426. Project Aloha: Mainland Demonstration of the Hawaii English Program. San Jose, Calif.: Berryessa Union School District, 1973, 4p. [ED 089 262]

This newsletter describes the Hawaii Language Skills Program, a total instructional system that provides teacher materials, pupil materials, instructional approaches, and ways of assessing children's progress in language skills, literature, and language systems. Key approaches used include self-direction and peer tutoring. The children are trained to work independently in an environment laid out to permit choices from among 680 components and activities, as well as an environment that responds immediately to a child's unique decision. Audio card readers are one example of the auditory equipment available in the program. The conventional reliance on the single book has been replaced by a wider use of multi-modal presentations to accommodate the many different learning styles of children. The structure of the objectives and the management and record-keeping procedures of the system allow teachers to create an environment in which responsible self-activation and self-direction are developed in the learner.

427. Project R-3; A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement through Individualized Instruction, Intensive Involvement, and Gaming/Simulation. San Jose, Calif.: San Jose Unified School District, 1972, 200p. [ED 061 721]

A course intended to upgrade essential reading and mathematics skills in students who show poor performance or negative attitudes toward school has been developed at A. Lincoln High School in San

Jose, California. Called Project R-3, it seeks to motivate students by emphasizing student readiness, subject relevance, and learning reinforcement through a varied program of individualized instruction, field trips, and gaming and simulation devices. The program for 1970-1972 taught grades eight and nine. Average gain in basic skills was nine months for reading and one year for mathematics, over seven months of instruction. The contents of this report include a complete program description and guide to replication, a discussion of the theory of gaming and simulation, and sixteen games and simulations to be used in reading and mathematics instruction.

428. Reading Curriculum: Tentative. Cincinnati, Ohio: Cincinnati Public Schools, 1971, 154p. [ED 065 846]

The Developmental Reading Program K-6, one phase of the reading curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked on this project the past three years. This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and for assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72.

429. Skailand, Dawn. Teaching Decoding Skills in Reading. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, April 3-7, 1972, 9p. [ED 066 708]

Two of the objectives of the field test of Minicourse 18 (teaching reading as decoding) are discussed: (1) the measurement of changes in teacher and related pupil behaviors and (2) comparisons of the effects of four reteach treatments. The main field test of the course was conducted with 63 teachers in two inner-city and two suburban sites. The reteach (teaching a lesson a second time) treatment was randomly assigned by school. Video-taped precourse and postcourse lessons provided the data for evaluating teacher and related pupil behavior changes, differences in reteach treatments, and comparisons for inner-city and suburban teachers. Analysis of the data indicated: (1) grapheme recognition and grapheme/phoneme correspondence increased significantly, (2) grapheme/phoneme correspondence in larger letters increased in all areas except teacher use of similar spelling patterns in presenting words, (3) contextual clues in decoding, teacher response to pupil word and transfer showed significant change in all behaviors. The results indicate Minicourse 18 is effective in changing teacher performance of teaching skills which result in improved pupil learning.

430. Smith, Edwin H.; and others. Specific Techniques for Teaching Reading. Tallahassee, Fla.: State Department of Education, 1965, 35p. [ED 019 599]

Competent literacy education involves the continuous diagnosis and correction of deficiencies. Through formal and informal diagnostic procedures and observation, teachers locate specific needs and defects and then apply specific techniques to meet those needs and correct or work around those defects. To help teachers locate techniques appropriate to the skill area needed, this bulletin organizes them into three groups, with an explanation of each preceding the techniques. The groups, which are further broken down into sub-categories, are word recognition (learning the visual form of a word already in the aural vocabulary), comprehension skills (receiving, criticizing, and developing messages the authors are conveying at a speed appropriate to the task), and study skills (locating, organizing, and remembering information for educational growth).

431. Smith, Nila Banton, ed. Reading Methods and Teacher Improvement. Newark, Del.: International Reading Association, 1971, 202p. [ED 068 913. Also available from IRA (\$4.75 nonmember, \$3.75 member)]

This collection of 20 papers, initially presented at the International Reading Association convention in Anaheim in May 1970, is aimed both at those preparing to teach and those actively teaching. Part 1, "Basic Reading Skills: Methods and Content," has three articles on word recognition skills, each aimed at different grade levels, followed by articles on comprehension, content subjects, and reading and listening. Part 2, "Procedures and Approaches," has one group of articles concerned with classroom procedures (relevancy, questioning, and modalities for learning) and another group of articles dealing with specific approaches to reading (film usage, the programmed approach, and the conventional approach). Part 3, "Teacher Improvement in Reading," opens with four articles concerned with the improvement of classroom teachers--one on the role of the teacher, one analyzing teacher effectiveness, one dealing with the changing of teacher behavior, and one concerned with factors contributing to teacher success. Next is a group of four articles offering innovative ideas concerning preservice preparation of teachers. Also included is an article on the use of paraprofessionals as reading aides. Tables and references for some presentations are included. (This document previously announced as ED 051 969.)

432. Smith, Nila Banton; Strickland, Ruth. Some Approaches to Reading. Washington, D.C.: Association for Childhood Education International, 1969, 50p. [ED 089 195. HC not available from EDRS. Available from Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 (\$1.25; Prepay--orders under \$5.00 cannot be billed)]

This pamphlet discusses some beginning approaches and technological approaches to reading instruction and the relationship between children's language and reading. The first section looks at several approaches to reading instruction: "The Language Experience Approach," "The Initial Teaching Alphabet," "Linguistic Approaches

to Reading," "Programed Instruction with Reading Materials," "Words in Color," "Special Reading Series for Disadvantaged Urban Children," and "Technological Approaches to Reading: The Talking Typewriter and the Computer." Part II discusses "Children's Language and Their Reading."

433. Take It from the Beginning: A Primary Reading Guide for the Classroom Teacher. Redwood City, Calif.: San Mateo County Board of Education; San Jose, Calif.: Santa Clara County Office of Education, 1971, 173p. [ED 067 637. Document not available from EDRS. Available from Santa Clara County Office of Education, Publications Dept., 45 Santa Teresa Street, San Jose, Calif. 95110 (\$2.00)]

This guide was developed to meet the corrective reading needs of primary children in the classroom. An integrated organic approach to the teaching of the language arts with as much individualization of instruction as possible is stressed. The suggested instructional method is diagnostic teaching, enabling the teacher to provide the child with successful learning experiences which foster the development of a positive self-concept. Assessment instruments, materials, and activities for teaching the beginning stages of language development, auditory discrimination, visual discrimination, and visual memory are included in the guide. The use of this material will vary with the maturity of the learner. For kindergarten and first grade teachers, the guide outlines the teaching task. For second and third grade teachers, the guide offers suggestions for use with those students who need corrective reading instruction. (See ED 067 638 and ED 067 639 for companion guides.)

434. Teaching Techniques--Selected Readings. New York: Modern Language Association of America, 1967. [ED 012 572. Document not available from EDRS. Available as packet D31 from MLA (\$4.50)]

A diversified selection of articles containing descriptions and explanations of teaching techniques published from 1961 to 1967 is provided in this packet. Included are (1) "Toward Better Classroom Teaching" (Grew), (2) "Good Teaching Practices--A Survey of High School FL Classes" (Hamlin and others), (3) "Listening Comprehension" (Rivers), (4) "Oral Exercises--Their Type and Form" (Hok), (5) "Realia and Realities--From Language to Literature" (Nelson), (6) "Realizing the Reading Comprehension and Literature Aims via an Audio-Lingual Orientation" (Nacci), (7) "The Learning Strategy of the Total Physical Response" (Asher), (8) "From Phoneme to Grapheme Audio-Lingually" (Barrutia), (9) "The Danger of Assumption without Proof" (Bazan), (10) "Oral Objective Testing in the Classroom" (Valette), (11) "The Map for Pattern Practice" (Reichmann), (12) "The Use of the Dictée in the French Language Classroom" (Valette), (13) "Flexible Scheduling and FL Instructions--A Conference Report" (Allen and Politzer), (14) "The Macro and Micro Structure of the FL Curriculum" (Politzer), (15) "MFLS in High School--Pre-Reading Instruction" (O'Connor), (16) "Does the FL Teacher Have To Teach English Grammar" (Twaddell), and (17) "'Modern Spanish' in an Intensive Program for Graduate Students" (Sacks).

435. Van Scoy, Karen; Whitehead, Robert. Literature Games. Belmont, Calif.: Fearon Publishers, 1971, 57p. [ED 062 351. Document not available from EDRS. Available from Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, Calif. 94002 (\$1.50)]

The primary purpose of this book is to make available to teachers and children a significant number of interesting game activities that will enrich the entire reading program, especially the literature portion. The games are designed primarily for use in two portions of the reading program: (1) the "Enrichment Reading Program" and (2) the "Recreational Reading Program." The games are organized into three general chapters: chapter one contains games especially for children in the primary grades, chapter two concentrates on games for intermediate grade children, and chapter three contains games that would be appropriate for any of the elementary grades. The literature games are listed in the index in alphabetical order by title.

436. Waterman, David C., comp. Teaching Reading through Children's Literature. Proceedings of the First Annual Reading Conference, Indiana State University, Terre Haute, June 21-22, 1971, 67p. [ED 064 681. Also available from Curriculum R and D Center, Indiana State University (\$1.00 prepaid)]

Papers presented suggest a variety of views aimed at helping the teacher become more proficient in using children's literature in teaching reading. David C. Davis points out the need for developing programs in which books are selected on their literary quality, not on tastes or personal points of view. William G. McCarthy discusses the contribution of role-playing using children's literature to achieve effective learning and develop values in children's thinking. Steps toward directed reading sequence--preparation, interpretation, and extension of skills and interests--to increase student comprehension are considered by Virginia Mitchell. August J. Mauer talks about the use of paraprofessionals and the potentially creative opportunities involved in reading instruction. Teachers' use of films and children's literature, according to Jessie J. DuBois, can increase teachers' appreciation of picture books and provide ways to motivate students. Charles Nay examines insights in preschool reading and literature. The various considerations involved in the selection and reading of pictures are discussed by Jean B. Sanders. Claudia Baxter considers the use of literature in diagnosing reading needs and increasing the child's motivation for reading good books. Davis concludes the volume by examining five basic code systems necessary to reading instruction.

437. Wilson, Lois Irene. Teaching Syntactic Meaning for Reading. Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972, 13p. [ED 061 827]

This paper presents a technique for teaching reading to foreign language students based on the importance of structural meaning in

reading processes. Students are expected to learn particular language patterns for recognition only and are not expected to produce them. Such a procedure acknowledges certain differences between written and spoken language. The author discusses the different processes required by the basic language skills, the importance of syntactic meaning in reading, and certain aspects of the transformational model that are relevant to reading instruction materials. In conclusion the author describes the procedure for presenting structure patterns for recognition in the reading class.

Individualized Reading

438. Acosta, Robert (Kelly); Lindsay, Marie. The Principal and the Miller Unruh Reading Program, 1971-1972. Redwood City, Calif.: San Mateo County Board of Education, 1972, 39p. [ED 067 652]

The Miller-Unruh Basic Reading Act of 1965 expresses the commitment of the California State Legislature to helping children in the primary grades learn to read successfully. Specific objectives of the act are the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupil. The long-range goal is the development of a reading program to meet each child's individual needs in the public schools. Realizing the importance of the principal's role in the success of such a program, the Bureau of Elementary and Secondary Education sponsored inservice training programs to strengthen the elementary principal's supervisory responsibility to the Miller-Unruh specialist teacher reading program. Each of the regional conferences focused on the following aspects: (1) common techniques for administering the program, (2) organizational patterns in the elementary schools, (3) current research findings that have implications for inservice training, (4) current trends in program development, (5) evaluation designs pertinent to academic and affective measures of reading achievement, and (6) program direction to be considered for the coming school year. This publication summarizes the presentation made by the session leaders at these conferences.

439. Adams, Phylliss J. Individualized Reading: Variables That Make a Difference. Speech given at the Annual Convention of the International Reading Association, Detroit, May 10-13, 1972, 9p. [ED 065 844]

This paper identifies and discusses the variables that influence the success of an individualized reading program: the personnel, pupils, and materials. Variables related to personnel include the teacher's attitudes, beliefs, competencies, and skills concerning individualized instruction. Although research has not yet clarified what type of child is best suited for an individualized approach, pupil variables to take into consideration include: self-concept, learning style, attitude toward reading, and degree of independence in directing his own learning. Essential materials needed for the

classroom and the school to provide for varied learning styles include a large supply of books, a great variety of skill development material, and an abundance of materials for creative reading related activities.

440. Askov, Eunice N. Use of a Case History Approach to Study the Effects of Individualized Reading Instruction upon Individual Children. Paper presented at the Annual Meeting of the International Reading Association, Atlantic City, April 19-23, 1971, 27p. [ED 076 956]

This study was conducted in an elementary school where the Wisconsin Design for Reading Skill Development had been implemented and developed for several years. Its aim was to determine what happened to individual children during reading instruction when the Design was being systematically used. A case history approach was used, and the school was organized into units in which two grade levels were usually combined. The study was limited to students in grades two through six. Within each unit one child was randomly selected from a high IQ group, one from an average IQ group, and one from a low IQ group. The IQ scores were obtained from the school records and the subjects' most recent scores on the Lorge-Thorndike Intelligence Test. Clerical aides were trained to observe the subjects during skill instruction in reading whenever it was taking place. The aides made one observation a day for ten weeks. Results from the study indicated that individualization of reading instruction was apparent. Also found were anticipated differences among age groups and the individualizing of reading instruction in elementary skills for students of low and average ability.

441. Beck, Isabel L.; Bolvin, John O. A Model for Non-Gradedness: The Reading Program for Individually Prescribed Instruction. Elementary English 46 (February 1969): 130-135. [ED 033 832]

A model curriculum for individually prescribed reading instruction based on a linguistic approach to reading was developed. Four overlapping stages of reading were defined: prereading, decoding, comprehension and skills development, and independent reading. Within these four stages, thirteen areas of study on eleven levels of difficulty were delineated, and approximately 400 behavioral objectives were written and arranged by study area and sequenced by difficulty. The intersection of each area of study with a difficulty level was called a unit. Learner competence in each of these areas was determined by performance on four types of diagnostic instruments developed for the program: a placement test, a unit pretest, a curriculum-embedded test, and a unit post-test. Daily individual pupil prescriptions based on pupil achievement and needs were written by the teacher. The prescription directed the child to staff-prepared worksheets, disc recordings and response sheets, adapted Sullivan Associates programmed reading materials, or other materials. Although the emphasis was on self-instruction, group instruction for particular purposes was done on a flexible basis. A computer-assisted management system for data collection and

processing designed to aid the teacher in making daily individual pupil prescriptions was developed as a part of the project.

442. Birlem, Ellen D. Methods of Summer Reading Instruction in Relation to Changing Attitudes and Abilities of Children. Ed.D. Dissertation, State University of New York at Buffalo, 1971, 149p. [ED 067 624. Document not available from EDRS. Available from University Microfilms (Order No. 71-28, 032)]

Since many summer reading programs emphasize mechanical reading skills, it was felt that a less orthodox approach to summer reading instruction would yield more information on their relative effect on achievement. The experimenter avoided the usual emphasis on the development of a sequence of skills by devising a program of individualized, high interest, pleasurable prose and compared the affective and academic results of this personalized program with a skills-centered approach to summer reading instruction. One hundred summer school subjects were randomly assigned either to an experimental individualized reading program or to a control skills-oriented program. Attitude and ability were measured in pretests and posttests. It was found that one dependent variable, attitude toward reading, showed significant differences after treatment, favoring the experimental group. It was concluded that the individualized reading program is a desirable and effective method of instruction for a summer reading program.

443. Cohen, S. Alan. A Psychology of Teaching Reading to Individuals. [1967] 16p. [ED 002 477]

Included are case descriptions of two retarded readers whose oral reading scores were two grade levels above placement, a description of classroom technique that teaches with a 25 to 1 pupil-teacher ratio, and a discussion of the psychosocial implications of differentiating instruction to meet individual needs. Classroom activities should be adjusted to meet individual needs so that the content of learning is tailored to individual needs, the level of content is adjusted to individual needs, learning speed differs from person to person, and the frequency of response is maximized for each individual so that maximum learning can be expected and children can continuously respond to teaching stimuli. The self-directed classroom is considered the way to meet individual needs in a large classroom. Individualized instruction involves five major efforts by the teacher: she should operate as a learning specialist by isolating specific operations to be taught; she would develop a core reading program for all pupils in which each can move at his own pace; she should develop self-teaching, self-correcting learning segments and team learning techniques that increase the learner's role, increase frequency of response, and decrease direct teacher intervention; she should be trained in diagnosis and treatment of learning needs; and she should know the materials available in reading, language arts, mathematics, and science, and should be able to develop new materials to solve new problems. When individual self-instruction or small team learning

is practiced, certain desirable psychosocial benefits are obtained in addition to the educational ones--social responsibility, personal responsibility, social-personal development, intrinsic rather than extrinsic rewards and satisfactions, positive reinforcements, frustration tolerance, and control of destiny.

444. Cohen, S. Alan; Reinstein, Steven. Skills Centers: A Systems Approach to Reading Instruction. Paper presented at the College Reading Association Conference, Boston, March 13-15, 1969, 10p. [ED 030 539]

A program developed at Yeshiva University to emphasize self-directing, self-correcting techniques for teaching basic reading skills to socially disadvantaged junior high school students is discussed. Seven laws of learning which underlie the guidelines for the program are presented. The following four guidelines to effective methodology are listed: (1) high intensity learning, (2) individualized content, (3) individualized progress, and (4) individualized material level. The teacher's role is examined and observed to include facilitating student-directed activities by arranging conditions conducive to learning, matching materials to individual needs, interacting with the students, and evaluating student progress. A specific program description indicates that all students are pretested on the Cohen-Cloward Diagnostic Test of Word Attack Skills and the California Reading Test, which yield diagnostic patterns for each child, and that classes of 20 to 30 students rotate among the three learning centers: comprehension, word-study skills, and word analysis-vocabulary. The activities of each center are briefly described.

445. Curriculum Change through Nongraded Individualization. A K-3 Reading Program. Blackfoot, Idaho: Snake River School District 52, 1971, 54p. [ED 053-898]

An individualized, nongraded Title III/ESEA reading program to be used with children at kindergarten through third-grade levels has been developed at Moreland School in Moreland, Idaho. Using team teaching and individual and small group instruction, the program seeks to develop in the child prereading experiences, language experiences, expanded vocabulary, reading-thinking activities, and independence, enjoyment, and versatility in reading. Prereading experiences include work in sensory-motor integration, visual discrimination, auditory discrimination, and oral expression. Language experiences include dictations of stories the children tell. Expansion of reading vocabulary is achieved through exposure to materials, word recognition training, and directed reading-thinking activities. Word recognition skills such as phonic generalization, context clues, and structural generalization are the basis for independent reading. A bibliography, scope and sequence charts of word recognition skills, and sample skill packets and record forms are included.

446. Davis, Floyd W. The PRIMIR (Primary Individualized Reading) Program. 1973, 34p. [ED 080 949]

The purpose of this study was to determine if the Primary Individualized Reading Divided Day (PRIMIR D/D) Program and the non-PRIMIR D/D approaches are effective in the Seattle school system; does the operation of the PRIMIR D/D program justify startup expenses and maintenance costs; is there reason for modifying, continuing, or eliminating the PRIMIR D/D or the non-PRIMIR D/D; and is the operation worthy of dissemination. The PRIMIR program is a method of individualizing the primary reading program through the use of a basal reader as a skills strand supplemented with paperback books and other reading materials to extend skills and efficiency. Over 600 first grade students participated in this experiment to determine the merits of individualized reading. Three experimental groups were formed: divided day with PRIMIR, divided day without PRIMIR, and a control group of similar socioeconomic and achievement level makeup. The results indicated the PRIMIR D/D students showed significant reading achievement gains over the non-PRIMIR students, who showed superiority over the control-traditional students.

447. Della-Piana, Gabriel M. Some Parameters of Pupil Response in Learning. Paper presented at the Preconvention Institute of the International Reading Association Annual Convention, Detroit, May 10-13, 1972, 8p. [ED 063 090]

Since effective personalization of reading instruction requires considerable knowledge about the function of response variables in learning, and because the value of research summaries lacking substantive supportive data is suspect, the author has provided eight questions for the use of the practitioner as a checklist of variables to remove possible difficulties from his program. The questions are stated relevant to some parameters of pupil response involved in personalized and automated reading programs. For each question, illustrative hypothetical research is described to clarify the variables. The results presented are also usually hypothetical or adapted from current research, included to illustrate the kinds of possible conclusions.

448. Derenzis, Joseph J. IPI Reading. Paper presented at the Conference of the Association for Children with Learning Disabilities, Philadelphia, February 12-14, 1970, 16p. [ED 040 819]

A program, Individualized Prescribed Instruction (IPI), designed to permit the individualization of elementary reading is described. The program is divided into four stages: prereading, decoding, transition, and skills development and application. The reading curriculum has been developed by sequencing the specific reading skills that need to be mastered by each youngster. The skills are divided into units and levels of work. The first three stages of the reading program are built around programmed texts developed by a commercial publisher. This material is supplemented by special

worksheets and record-like discs which are prepared by the Research and Development Center at the University of Pittsburgh. Stage one emphasizes reading readiness and prereading activities. The objective of the decoding stage is to have children translate printed symbols into meaningful sounds. During the transition stage, children move from the programmed readers to materials with a traditional format. Skills development and application during directed reading activities are emphasized in stage four. Charts, diagrams, and sample materials are included.

449. A Developmental and Corrective Reading Program for Sixth Grade Students. Little Rock: Central Arkansas Education Center, 1972. 24p. [ED 091 657]

The project described in this document involves the implementation of an individualized reading program with sixth graders during the spring semesters of the 1970-71 school year and the 1971-72 school year. Behavioral objectives for the students were written in the areas of word recognition skills, vocabulary skills, comprehension skills, speed and accuracy skills, and composite reading skill ability. Approximately 190 sixth graders were assigned to six classes and met each school day for 55 minutes. The teaching strategies involved teaching the student at his own instructional reading level, allowing the student to progress at his own rate of accomplishment, sequential reading instruction, and discussing with the students prior to the beginning of the program changes that were being made in the program. The materials used in the project consisted of published basal nongraded texts, skill books, and comprehension kits. The conclusions indicated that the program was beneficial to the majority of students, that more books and skill books were needed to meet class needs, and that while not all of the objectives were achieved there were indications that each of them would have been if the project had been in effect a full year.

450. Ellis, E.N.; and others. An Evaluation of "A Novel Approach to Reading" (An Individualized Reading Program in Grade 7, Queen Mary Elementary School, Vancouver, for the 1970-71 School Year). Vancouver, British Columbia: Vancouver Board of School Trustees, 1971, 14p. [ED 058 253]

An individualized reading program designed to improve pupils' attitudes toward reading is evaluated. A classroom was equipped with paperback novels chosen by the students, and an informal reading environment was provided. Reading skills lessons and remedial activities were administered when necessary. Test results indicated that pupils made significant gains in the abilities measured. Reactions of parents, an outside observer, and pupils were favorable. Appendixes include reading test score distributions and a summary of pupil questionnaire responses.

451. Everetts, Eldonna L., ed. English and Reading in a Changing World. Urbana, Ill.: National Council of Teachers of English, 1972, 178p.

[ED 062 336. Document not available from EDRS. Available from NCTE (Stock No. 01624; \$3.25 nonmember, \$2.95 member)]

A set of articles presenting a broad base for displaying the thinking of outstanding researchers and scholars on the subjects of English and reading is given. These articles were drawn from papers read at a series of institutes cosponsored by the University of Illinois and the National Council of Teachers of English. Each paper reflects elements of change in curriculum development and in the teaching of English. The articles are divided into four sections. Articles in the first group express the convictions underlying current efforts to center the teaching of English on individual creativity. The second section consists of articles which focus on changes which have occurred in recent years in the approaches to the teaching of the various aspects of English. The articles in group three are a number of surveys of current practices in the area of children's literature, reading at the elementary and secondary levels, composition at the elementary level, and a case study on curriculum planning. The last group of articles deals with the role of the teacher.

452. For the Love of Learning. Raleigh: North Carolina State Department of Public Instruction, 1974, 37p. [ED 089 264]

This position paper, with certain characteristics of a handbook, is part of North Carolina's first instructional packet and was made possible through funds from the Comprehensive School Improvement Project. The focus of this paper is on individualized instruction. Aspects of individualized instruction that are discussed include: the concept of individualized instruction; approaches to individualizing instruction; patterns of organization; responsibilities of the staff, students, administrators, parents, community, and school boards; getting started; opportunities for individualizing instruction; evaluation and accountability; and advantages of individualized instruction.

453. Gengler, Charles. An Inventory of Reading Skills. Oregon ASCD Curriculum Bulletin 26 (July 1972): 1-17. [ED 064 693]

The skills listed in this booklet may form the base guideline for organizing the total school reading program or for individual classroom teachers. Several reasons are listed for constructing a reading program around a sequential listing of skills: (1) an orderly arrangement, (2) diagnosis, (3) blueprint for organizing flexible groups, (4) goal setting, (5) teacher's personal growth, (6) awareness of areas of reading instruction, (7) record keeping for students and teachers, (8) reporting to parents, and (9) transfer of records. The skills are arranged in general areas: auditory and visual discrimination; word attack skills; skills of analytical reading; locational and acquisitional skills; skills of organizing and recording; miscellaneous reading skills. Within each of the six general areas skills are ordered from easy to difficult. The easier skills normally denote those developed at an

earlier age; difficult skills at a later age.

454. Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and the Right to Read, Notable Reading Projects No. 9. Washington, D.C.: Office of Education (DHEW), 1972, 13p. [ED 074 437]

This is the ninth report describing notable reading projects funded under Title II of the Elementary and Secondary Education Act. Projects combining Title II reading projects with a give-away book program in Alabama, Illinois, Indiana, Maryland, Massachusetts, and New Jersey are described. Although Title II funds cannot be used to provide books to give away, funds from federal sources, such as ESEA Title I and Model Cities, and from civic groups, foundations, alumni organizations, and business and industry are being utilized to buy books. The idea of giving books to children as a means of motivating them to read is derived from Reading Is FUN-damental (RIF), a national program funded by a private foundation and sponsored by the Smithsonian Institution. The program is based on the theory that if children are able to choose books from a wide and interesting selection to keep for their very own, they might be put on the road to addictive reading. Reports on Title II reading projects which have been combined with a give-away program show a sharp increase in the use of instructional materials and school media centers. Teachers and media specialists also note improvement in reading tastes as the projects continue.

455. Goldman, Evelyn. Development of an Individualized Reading Program for the Second Grade. 1967, 23p. [ED 020 077]

This report on the development, implementation, and evaluation of an individualized reading program at Northampton Elementary School during the school year 1966 to 1967, part of the Boston-Northampton Comprehensive Language Arts Program, a Title III ESEA project, provides a guide for establishing an individualized reading program in the classroom. Built around the experiences of a second-grade teacher, the report describes how the teacher and the children were prepared for the program, how the program was integrated with the total reading program, and how desired goals were achieved. Evaluation was done through pupil book reports, pupil-teacher conferences, interest inventories, reading tests, and reading skills checklists. Each child's progress was recorded in his own reading record and the teacher's record for each child. At the end of the school year, it was concluded that all the desired goals were achieved since there was a general growth in comprehension skills and positive attitudes toward books and reading. Samples of the evaluation forms used are shown in the appendix.

456. Graper, Norman; and others. The Wilson Manual for Implementing Individually Guided Reading, Janesville, Wisconsin. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, 1969, 77p. [ED 080 948]

This working paper discusses the utilization of the Prototypic System for Reading Instruction (PSRI) in the Wilson School at Janesville, Wisconsin. The core of the PSRI is a scope and sequence statement which outlines the skills normally taught in kindergarten to grade six: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. A cumulative reading record folder provides the teachers with a permanent accounting instrument that can be used for the years the child is in school. A major component of the PSRI is the Wisconsin Expanding Inventory of Reading Development (WEIRD), a series of group assessment tests of reading behavior for the initial placement of children, which enabled the Wilson staff to identify what reading skills learners had, as well as those they needed. The two year experimental program implementing the PSRI for individually guided reading was termed successful by the teachers at Wilson School.

457. Harris, Albert J. Individualizing First-Grade Reading According to Specific Learning Aptitudes. New York: City University of New York, Division of Teacher Education, 1965, 17p. [ED 001 741]

A description is made of an attempt to apply to first-grade reading instruction the idea that children can benefit when the teaching of reading is adapted to their cognitive style. Pretesting was done to discover the strengths and weaknesses in learning aptitudes, and the teaching procedure was modified to emphasize comparatively strong abilities. Two hypotheses were researched--that first-grade children with low visual perception readiness scores will benefit when given individualized instruction emphasizing kinesthetic or phonic instruction and that the ability to profit from such a method of instruction is related to measured aptitude for the particular method of instruction. The 20 children given special instruction during individual conferences achieved better in reading than the statistical predictions based on the visual perception scores indicated. No significant association could be established with either the specific method of teaching used or the presence of presumed aptitude for that method.

458. Henderson, Edmund H.; Long, Barbara H. A Study of the Independent Reading of Achieving Fifth Graders. Charlottesville, Va.: Virginia University, 1970, 49p. [ED 040 844]

The independent reading behavior of 150 achieving fifth graders was investigated. Attention was directed toward the quality and variety of choice as well as to the number of books read. These variables were intercorrelated with standardized achievement tests, IQ, and a number of noncognitive and demographic variables. Indices of quantity, variety, and quality were derived from (1) records of library usage, (2) the child's own record of books read, and (3) time records of out-of-school activities. Correspondence across data sources supported validity. Significant findings suggested that (1) quantity of reading was related positively to reading efficiency, intelligence, socioeconomic class, and attitude toward reading, (2) avid readers were characterized by distinctive

personality patterns which were different for boys and girls, (3) variety of reading increased as a function of quantity, and (4) quality of reading was negatively related to quantity, efficiency IQ, and reading attitude. It was concluded that efficient readers do not necessarily attain the broad pattern of reading maturity conceptualized by Gray and Rogers, and that standardized tests are an inadequate measure of the quality and variety of independent reading. Tables and a bibliography are included.

459. Howes, Virgil M. Individualizing Instruction in Reading and Social Studies; Selected Readings on Program Practices. New York: The Macmillan Company, 1970, 236p. [ED 073 598. Document not available from EDRS. Available from The Macmillan Co., (\$3.50)]

This collection includes essays on individualizing reading (IR) and the language arts and individualizing social studies in elementary school education. Several essays explain the purposes of IR. Teachers who have used such a program explain how they did it and why they felt it successful. Supplementing these essays are reports of individualized spelling and speech programs, reading programs for the disadvantaged and slow reader, and the use of IR as part of an eclectic reading program. A comparison of IR versus a basal reader in a rural community is presented. Research comparing IR and ability grouping is summarized; the general conclusion is that there is no significant difference in achievement as a result of either method. Essays on social studies instruction present rationales for and possible approaches to individualized instruction. Specific topics include individualizing instruction in the primary grades, a nongraded program for grades four through six, and automation in social studies instruction. Other essays deal with values in education and the inquiry approach. The social studies section deals more with theory and less with actual programs than does the reading section.

460. Hunt, Lyman C., Jr., ed. The Individualized Reading Program: A Guide for Classroom Teaching. Proceedings of the Annual Convention of the International Reading Association, Dallas, May 4-7, 1966, 79p. [ED 073 430. Also available from IRA (\$1.75 nonmember, \$1.50 member)]

This publication is designed to aid teachers and school personnel who are seeking ways to individualize reading instruction. The chapters include: "The Individualized Reading Program: A Perspective" by Lyman C. Hunt, Jr.; "Initiating the Individualized Reading Program: Various Transitional Plans" by Lorraine Harvilla; "The Conference in IRP: The Teacher-Pupil Dialogue" by Jeannette Veatch; "Classroom Organization: Structuring the Individualized Reading Period" by Jeannette Veatch; "Individualized Reading: Focus on Skills" by Marie Kupres; "Individualized Reading and Creative Writing" by Patrick Groff; "Evaluation for Pupil Effectiveness" by Donald Carline; "Evaluation for Program Effectiveness" by Donald Carline; "Developing and Supervising an IRP on a School-Wide Basis" by Russell R. Ramsey; and "Of Stars and Statistics" by

Harry W. Sartain.

461. Hunt, Lyman C., Jr. Updating the Individual Approach to Reading: IPI or IRP? Paper presented at the Conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970, 11p. [ED 044 244]

Two major concepts are considered. First, a distinction is made between individually prescribed instruction (IPI), which is more closely associated with the cognitive domain, and individual reading program (IRP), which is more representative of the affective domain. IPI is characterized by continuous progress, skill mastery, subject matter achievement, programmed or computerized instruction, systems analysis, and behavioral objectives. IRP is characterized by discovery learning, learning to learn, personal growth, self-direction, individual productivity, and self-selection. The difference is not one of structure (prescribed) versus unstructure (personal) but rather one of the nature of structure. The second major concept, a delineation of the structure needed to succeed in IRP, consumes the balance of the presentation. There are six identifiable steps in IRP which, when followed successfully, will lead to productive reading. These six steps are discussed and include (1) classroom environment, (2) silent or quiet reading time, (3) instructional guidance, (4) book talks and conference time, (5) skills development (uninterrupted sustained silent reading), and (6) record keeping and evaluation for the benefit of the learner.

462. Monyek, Arlyne. The Starting Place: English, Reading. Miami, Fla.: Dade County Public Schools, 1971, 31p. [ED 063 589]

A description is presented of the reading laboratory course for secondary school students on reading levels three through nine in the Dade County, Florida, public schools. The course is an authorized course of instruction for the Quinmester Program. It includes diagnosis of specific reading needs and teaching word recognition, comprehension, and study skills. Classroom organization for the course focuses on individual instruction and provides for independent, small group, whole group, and laboratory instruction. Teaching strategies for each area of instruction are outlined in detail. Appendixes include an informal reading inventory, lists of standardized reading and study skills tests, reading materials, workbooks, kits, audiovisual aids, and professional books.

463. Ohnmacht, Fred W. Individual Differences in Reading. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 13p. [ED 042 566. Document not available from EDRS. Available from the National Reading Conference]

A strategy for investigating which individual difference variables have transfer value at various stages of acquiring effective reading skills was discussed. Definitions of basic human abilities, including intrinsic and extrinsic individual differences, were reviewed. In examining the required subskills in the reading

process, it was pointed out that, regardless of the taxonomy used, appropriate behaviors must be defined representing the various levels and data gathered and examined for a hierarchical structure. The proposed strategy would include the following steps: (1) obtain measures on the skills for a sample representative of a wide age and reading skill range; (2) gather baseline data on the basic human abilities; (3) measure students periodically on various reading skills; and (4) calculate intercorrelations of basic abilities with various reading skills, which would be measures of the transfer value of the basic abilities to various stages of learning the reading skills. A bibliography is included.

464. Sartain, Harry W. Advantages and Disadvantages of Individualized Reading. Paper presented at International Reading Association Conference, Boston, April 24-27, 1968, 18p. [ED 024 552]

The following advantages of individualized reading are discussed: (1) a wide and varied selection of good children's literature may be used; (2) instruction may be adjusted to the child's interest, rate, skill needs, and optimal mode of perceptual learning; (3) best use of learning time is possible while all children are meaningfully engaged; (4) the individual conference provides personal interaction which has special appeal for many children; and (5) children seem to develop more favorable attitudes, so they usually read more books. The disadvantages of individualized reading include: (1) a large number of books is required; (2) some children have difficulty in self-selection; (3) there is no opportunity for readiness; (4) vocabulary, concepts, and skills are not systematically presented or repeated; (5) the teacher must be highly competent in identifying reading skills and in managing time; (6) some children require more definite structure and experience in group interaction; and (7) there is a danger that children will not read enough different types of books to broaden their literary interests. References to substantiating research are included in a 62-item bibliography.

465. Sartain, Harry W. Individualized Reading--An Annotated Bibliography. Newark, Del.: International Reading Association, 1964. [ED 020 876. Document not available from EDRS. Available from IRA (\$0.75 non-member, \$0.50 member)]

This annotated bibliography on individualized reading is composed of 62 citations ranging in date from 1952 to 1964. Major emphasis is placed on recent books and widely circulated periodicals which are easily accessible. Listings represent varied practices and points of view. They include arguments for and against individualized reading, descriptions of widely divergent programs, book lists, helpful activities, research summaries, and experimental studies. Entries include books, journal articles, conference proceedings, and monographs and are arranged alphabetically by author.

466. Sartain, Harry W. Individualized Reading, An Annotated Bibliography. Newark, Del.: International Reading Association, 1970, 19p.

[ED 075 788. Available from ERCS. Also available from IRA (\$0.75 nonmember, \$0.50 member)]

At the present time more than 600 publications concerned with individualized reading are available. The 84 items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. The selected studies are arranged in four categories to include (1) carefully considered arguments for and against individualized reading, (2) research studies and summaries, (3) suggestions on instructional materials to be used, and (4) descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work. The entries appear according to the author's last name in the four categories and are followed by an annotation which summarizes the study's conclusions in many cases (Previously announced as ED 046 625.)

467. Sartain, Harry W. Individualized Reading--Conclusions Based on Research Reports. Paper presented at the International Reading Association Conference, Seattle, May 4-6, 1967, 17p. [ED 013 181]

Conclusions about individualized reading based on informal and controlled studies are presented. Research indicates that there are no homogeneous classes, although various grouping plans have attempted to narrow the range of individual differences. Informal studies by some teachers who have tried individualized reading in their classrooms reflect enthusiasm for the method. Three controlled studies show that there is no justification for urging all first-grade teachers to adopt the method. Related studies not involving first-grade children investigated the effect of an individualized program on the culturally deprived and the highly anxious child. In some cases, teacher knowledge does not justify an individualized approach. Recommendations are as follows: (1) children profit if informal instruction such as stories which the children have dictated are used; (2) formal reading instruction should include a variety of approaches; (3) there should be an extensive classroom library; (4) the teacher should often refer to lists of basic skills needed by children; (5) evaluation should be continuous; and (6) a teacher who feels incompetent using this approach should follow other practices. A 63-item bibliography is included.

468. Silverman, Leslie J. Specialized Reading Instruction in Public Schools, Fall 1968. Washington, D.C.: National Center for Educational Statistics (DHEW/OE) 1971, 25p. [ED 061 018. Also available from U.S. Government Printing Office (Catalog No. HE 5.230:30043, \$0.25)]

Data from the pilot School Staffing Survey conducted by the United States Office of Education are reported. The report outlines what the public schools did in the fall of 1968 to provide specialized instruction to pupils with reading problems. Data came from a subsample of 456 elementary and secondary schools in a national survey of 700 public schools. It was found that 91 percent of the

schools with a larger proportion of elementary than secondary schools indicated at least one pupil with a reading problem. About one-quarter of these schools did not provide any kind of specialized instruction to pupils with reading problems. Among the schools which did provide specialized instruction, access to specialized reading instruction was more common than any other staff specialties or services except nurses and librarians. However, the presence of separate classes for specialized reading instruction was much lower, and the assignment of staff to such instruction was very modest. Appendixes are included.

469. Smith, Helen K., ed. Meeting Individual Needs in Reading. Newark, Del.: International Reading Association, 1971, 156p. [ED 070 046. Also available from IRA \$4.50 nonmember, \$3.50 member]

This collection of essays explores two interpretations of "reading and the individual." One interpretation concerns the effect reading has upon an individual's self-concept and his total personality; the second interpretation relates to the methods used in teaching reading, recognizing the peculiar needs, interests, desires, abilities, and backgrounds of the students. The volume is divided into two parts. Part 1 contains papers concerned with the kinds of individual differences found among students, ways of identifying and meeting individual differences in reading, and different patterns of classroom and school organization in which teachers may work to meet these differences. Part 2 includes papers related to individualizing reading instruction for particular groups of students: retarded readers, nonacademic students, the mentally retarded, Afro-Americans, and Mexican-Americans. Three of these papers include suggestions for individualizing instruction in listening, spelling, and writing.

470. Weisgerber, Robert A. Perspectives in Individualized Learning. Itasca, Ill.: F.E. Peacock Publishers, 1971, 406p. [ED 052 611. Document not available from EDRS. Available from F.E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Ill. 60143 (\$9.50, paperback \$6.50)]

The readings presented here are an analysis of selected factors underlying the process of individualized learning. The book is organized topically and moves from theoretical considerations toward an analysis of important educational components. The readings come from a cross section of experts representing the areas of learning theory, individual differences, measurement and evaluation, educational objectives, teacher roles, learning activities, facilities, technology, and computer systems. Each chapter is prefaced with an introduction by the editor. Chapter topics include: underlying assumptions concerning the need for individualized learning, mental abilities as a possible basis for individualization, the impact of individual differences on reading, the measurement and accommodation of individual differences, educational objectives, evaluation, the changing role of the teacher, individualized and interactive learning activities, the instructional environment, and computer-assisted

instruction. Sample selections are a discussion of the implications of learning research on independent learning by Robert M. Gagne, suggestions for adapting instructional methods to individual differences by Lee J. Cronbach, and a program evaluation using a critical application of a school district's educational model by Charles L. Jenks. A subject index is provided.

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	027 067 (383)	Computer Assisted Instruction	012 638 (345)
Annotated Bibliographies	028 040 (363)	013 704 (394)	
020 876 (465)	028 904 (329)	015 847 (387)	
020 881 (336)	028 908 (306)	033 832 (447)	
075 788 (466)	032 297 (330)	Computer Programs	064 897 (418)
	033 839 (352)		
Applied Linguistics	039 114 (302)	Conference Reports	068 913 (431)
011 172 (333)	039 117 (377)	075 808 (297)	
012 572 (434)	040 025 (384)	Context Clues	015 087 (334)
012 573 (348)	040 819 (448)		
014 722 (343)	040 831 (386)	Conventional Instruction	061 724 (284)
036 529 (351)	043 447 (397)		
039 220 (342)	045 634 (347)		
	047 896 (366)		
Audiolingual Skills	047 904 (372)		
012 572 (434)	049 016 (390)		
	059 850 (367)		
Auditory Discrimination	061 813 (415)		
066 231 (406)	064 684 (371)		
	064 685 (294)		
Automation	064 706 (389)		
063 090 (447)	066 709 (424)		
	067 621 (401)		
Basic Reading	068 906 (380)		
003 387 (293)			
003 485 (281)	Bibliographies		
010 051 (320)	072 588 (319)		
010 615 (299)			
014 413 (332)	Bilingual Education		
017 415 (362)	061 913 (415)		
019 198 (396)			

Correspondence Courses 047 896 (366)	Early Childhood Education 062 688 (409)	Elementary School Students 040 819 (448)
Course Descriptions 063 589 (462)	Economic Status 039 114 (302)	Elementary Schools 062 011 (296)
Creative Writing 089 208 (374)	Educational Attitudes 089 248 (303)	English 038 632 (344)
Criterion Referenced Tests 082 138 (309)	Educational Games 061 721 (427)	English Education 062 336 (451)
Curriculum 064 691 (392)	Educational Methods 039 119 (354)	English Instruction 017 899 (349) 032 297 (330)
Curriculum Development 033 832 (441) 089 264 (452)	Educational Objectives 064 691 (392)	036 529 (351) 038 388 (339) 038 425 (400)
Curriculum Guides 065 846 (428)	Educational Philosophy 062 011 (296) 089 248 (303)	039 220 (342) 042 774 (341) 062 351 (435)
Curriculum Planning 062 336 (451)	Educational Research 010 049 (315) 067 650 (410) 067 651 (411) 085 679 (413)	English Programs 089 262 (426)
Decoding (Reading) 066 708 (429) 066 709 (424) 080 977 (326)	Educational Television 063 605 (391)	English (Second Language) 029 724 (331)
Developmental Reading 022 630 (285) 028 040 (363) 064 695 (423) 075 808 (297)	Effective Teaching 010 036 (287) 063 089 (292) 089 264 (452)	Enrichment Activities 062 351 (435)
Diacritical Marking 003 387 (293)	Elementary Education 002 675 (382) 003 708 (318) 038 388 (339) 038 425 (400) 078 386 (408)	Evaluation 066 231 (406)
Diagnostic Teaching 022 630 (285) 080 970 (420) 091 657 (449)	Elementary Grades 022 630 (285) 022 657 (310) 052 888 (425) 059 840 (324) 059 850 (367) 063 083 (358) 064 699 (412) 064 707 (404) 065 844 (439) 066 708 (429) 076 956 (440) 089 264 (452)	Exceptional Child Education 015 580 (403) 072 588 (319)
Dialects 011 810 (346)		Experience Charts 040 025 (384)
Directed Reading Activity 091 671 (422)		Experimental Curriculum 031 387 (378)
Disadvantaged Youth 017 415 (362) 030 539 (444) 080 970 (420)		Grade 1 003 361 (314) 003 387 (293) 003 469 (288) 010 032 (307) 010 644 (295) 012 686 (316) 015 847 (387) 060 359 (414) 061 277 (298) 065 845 (364)
Discovery Learning 061 714 (284)		

Grade 2	Individualized Programs	Inservice Teacher Education
012 686 (316)	001 741 (457)	067 652 (438)
015 864 (300)	012 686 (316)	Instruction
020 077 (455)	013 181 (467)	010 049 (315)
Grade 3	052 052 (426)	Instructional Aids
015 864 (300)	Individualized Reading	078 382 (416)
Grade 4	020 077 (455)	Instructional Innovation
014 413 (332)	020 876 (465)	052 611 (470)
Grade 7	024 552 (464)	059 837 (291)
058 253 (450)	044 244 (461)	Instructional Materials
Grade 8	053 898 (445)	003 358 (328)
070 039 (301)	054 598 (459)	040 831 (386)
076 975 (321)	058 253 (450)	Instructional Staff
Grouping (Instructional Purposes)	065 844 (439)	061 018 (468)
013 181 (467)	067 624 (442)	Instructional Technology
061 287 (327)	070 046 (469)	052 611 (470)
089 264 (452)	073 430 (460)	064 706 (389)
091 671 (422)	075 788 (466)	Instrumentation
Incentive Systems	076 956 (440)	013 704 (394)
062 688 (409)	076 975 (321)	Integrated Activities
Independent Reading	080 948 (456)	012 226 (385)
040 844 (458)	080 949 (446)	027 946 (402)
Individual Activities	091 657 (449)	Intelligence Level
027 946 (402)	Initial Teaching Alphabet	039 114 (302)
Individual Differences	013 173 (368)	Interdisciplinary Approach
042 566 (463)	013 735 (375)	038 632 (344)
052 611 (470)	014 399 (359)	Junior High School Students
063 089 (292)	014 416 (376)	030 539 (444)
Individual Instruction	017 415 (362)	Kindergarten
024 552 (464)	028 040 (363)	065 845 (364)
Individual Reading	031 387 (378)	Kindergarten Children
002 477 (443)	032 133 (361)	066 231 (406)
013 181 (467)	039 117 (377)	Language Arts
040 844 (458)	047 896 (366)	012 226 (385)
070 046 (469)	047 904 (372)	016 588 (381)
Individualized Instruction	059 850 (367)	038 425 (400)
040 025 (384)	063 082 (357)	062 336 (451)
040 819 (448)	063 083 (358)	063 605 (391)
044 244 (461)	064 684 (371)	070 046 (469)
052 611 (470)	065 845 (364)	085 658 (388)
054 598 (459)	073 440 (290, 360)	
064 693 (453)	076 952 (370)	
080 970 (420)	082 145 (322)	
089 264 (452)	083 569 (369)	
	089 208 (374)	
	091 656 (373)	
	091 658 (365)	
	Innovation	
	029 724 (331)	
	Inquiry Training	
	067 650 (410)	
	067 651 (411)	

Language Development	Learning Processes	Mathematics Instruction
017 415 (362)	010 615 (299)	061 721 (427)
042 774 (341)	Learning Readiness	Measurement Techniques
046 634 (347)	001 741 (457)	003 469 (288)
047 904 (372)	Linguistic Competence	Mechanical Teaching Aids
063 582 (350)	074 446 (335)	082 121 (393)
067 637 (433)	Linguistic Patterns	Memory
085 653 (313)	010 615 (299)	085 679 (413)
Language Enrichment	032 297 (330)	Mentally Handicapped
012 226 (385)	Linguistic Theory	015 580 (403)
Language Experience Approach	036 529 (351)	Methodology
016 588 (381)	071 052 (337)	014 722 (343)
027 067 (383)	Linguistics	Methods Research
027 163 (325)	003 357 (353)	003 361 (314)
040 025 (384)	010 051 (320)	012 686 (316)
040 831 (386)	011 810 (346)	013 173 (368)
068 906 (380)	012 688 (345)	063 082 (357)
073 428 (282, 379)	014 413 (332)	Modern Languages
Language Handicapped	015 087 (334)	012 573 (348)
047 904 (372)	015 121 (338)	Motivation
Language Instruction	017 899 (349)	062 688 (409)
002 675 (382)	020 881 (336)	067 621 (401)
011 172 (333)	028 036 (356)	Multimedia Instruction
012 573 (348)	033 839 (352)	049 016 (390)
Language Patterns	038 388 (339)	National Surveys
011 810 (346)	039 119 (354)	061 018 (468)
061 827 (437)	042 774 (341)	Newspapers
Language Research	043 852 (355)	078 382 (416)
017 899 (349)	045 300 (340)	Nonstandard Dialects
028 904 (329)	046 634 (347)	016 588 (381)
063 582 (350)	063 582 (350)	Oral Reading
Language Skills	071 052 (337)	064 699 (412)
002 675 (382)	085 653 (313)	Orthographic Symbols
039 220 (342)	Listening Habits	003 361 (314)
Language Teachers	010 032 (307)	010 644 (294)
017 899 (349)	Literature	013 735 (375)
Learning	062 351 (535)	089 208 (374)
062 668 (409)	073 427 (419)	Parent Participation
085 679 (413)	Literature Appreciation	078 386 (408)
Learning Activities	068 911 (417)	Pattern Drills (Language)
027 067 (383)	Logical Thinking	012 572 (434)
027 946 (402)	038 632 (344)	
Learning Motivation	Longitudinal Studies	
060 359 (414)	010 979 (305)	
	015 864 (300)	
	031 387 (378)	
	032 133 (361)	
	039 117 (377)	
	059 850 (367)	
	063 083 (358)	

Perceptual Development	Principals	Reading
003 478 (317)	067 652 (438)	003 387 (293)
067 637 (433)		015 580 (403)
Performance Factors	Problem Solving	043 852 (355)
003 469 (288)	003 708 (318)	045 300 (340)
Personality Studies	Professional Personnel	062 336 (451)
063 089 (292)	020 876 (465)	064 685 (294)
Phonetics	Program Descriptions	064 695 (423)
003 357 (353)	027 946 (402)	065 846 (428)
Phonics	059 837 (291)	066 708 (429)
003 478 (317)	089 262 (426)	067 650 (410)
028 040 (363)	Program Effectiveness	068 911 (417)
033 839 (352)	036 117 (377)	070 046 (469)
039 119 (354)	064 706 (389)	071 037 (283)
043 447 (397)	Program Evaluation	072 588 (319)
045 300 (340)	049 016 (390)	073 430 (460)
063 082 (357)	058 253 (450)	075 808 (297)
066 231 (406)	061 277 (298)	076 956 (440)
066 709 (424)		085 685 (398)
072 115 (289)	Program Improvement	Reading Ability
080 977 (326)	063 090 (447)	058 253 (450)
091 656 (373)	Programmed Instruction	Reading Achievement
Phonology	028 908 (306)	003 358 (328)
033 839 (352)	033 832 (441)	003 478 (317)
Physical Environment	044 244 (461)	003 485 (281)
064 685 (294)	060 358 (399)	010 051 (320)
Prereading Experience	Programmed Materials	010 615 (299)
078 386 (408)	040 819 (448)	010 979 (305)
Preschool Children	Psychoeducational	014 413 (332)
015 022 (405)	Processes	024 524 (323)
Preservice Education	002 477 (443)	062 011 (296)
091 671 (422)	060 358 (399)	063 083 (358)
Primary Education	Psycholinguistics	070 039 (301)
064 684 (371)	074 446 (335)	083 569 (369)
067 637 (433)	Public Schools	Reading Comprehension
Primary Grades	061 018 (468)	010 644 (295)
012 226 (385)	Questioning Techniques	015 087 (334)
012 688 (345)	067 650 (410)	038 632 (344)
013 173 (368)	067 651 (411)	064 681 (436)
013 181 (467)	Raw Scores	078 382 (416)
020 869 (311)	061 287 (327)	091 671 (422)
024 524 (323)	Readiness (Mental)	Reading Development
027 946 (402)	015 580 (403)	027 067 (383)
049 016 (390)		032 133 (361)
053 898 (445)		040 844 (458)
		043 852 (355)
		060 358 (399)
		060 359 (414)
		063 582 (350)
		067 637 (433)
		068 906 (380)
		071 037 (283)
		071 052 (337)
		074 437 (454)

Reading Diagnosis	059 840 (324)	Reading Level
019 599 (430)	059 850 (367)	070 039 (301)
064 693 (453)	061 018 (468)	Reading Material Selection
065 846 (428)	061 277 (298)	014 375 (286)
080 948 (456)	061 287 (327)	Reading Materials
082 138 (309)	061 721 (427)	012 688 (345)
Reading Difficulty	061 724 (284)	014 375 (286)
024 524 (323)	061 827 (437)	019 198 (396)
061 018 (468)	063 082 (357)	047 896 (366)
064 684 (371)	063 089 (292)	064 695 (423)
072 588 (319)	063 090 (447)	073 427 (419)
073 428 (282, 379)	063 589 (462)	073 430 (460)
Reading Games	063 605 (391)	073 440 (290, 360)
052 888 (425)	064 681 (436)	075 788 (466)
062 351 (435)	064 684 (371)	075 808 (297)
Reading Habits	064 685 (294)	078 386 (408)
074 437 (454)	064 691 (392)	082 121 (393)
Reading Improvement	064 693 (453)	083 569 (369)
003 708 (318)	064 695 (423)	089 195 (432)
030 539 (444)	064 699 (412)	Reading Processes
067 652 (438)	064 700 (407)	020 881 (336)
080 970 (420)	064 706 (389)	071 037 (283)
085 685 (398)	064 707 (404)	074 446 (335)
085 658 (388)	065 844 (439)	085 653 (313)
Reading Instruction	065 845 (364)	Reading Programs
002 675 (382)	065 846 (428)	001 741 (457)
003 357 (353)	066 709 (424)	002 477 (443)
003 361 (314)	067 621 (401)	010 615 (299)
003 469 (288)	067 622 (312)	010 644 (295)
010 036 (287)	067 624 (442)	010 979 (305)
011 810 (346)	068 906 (380)	013 724 (304)
012 688 (345)	068 911 (417)	014 375 (286)
013 704 (394)	068 913 (431)	027 067 (383)
013 724 (304)	071 037 (283)	027 163 (325)
014 375 (286)	072 115 (289)	029 724 (331)
015 121 (338)	072 430 (308)	049 016 (390)
019 198 (396)	073 427 (419)	053 898 (445)
019 599 (430)	073 430 (460)	059 837 (291)
020 869 (311)	073 440 (290, 360)	059 840 (324)
020 881 (336)	074 446 (335)	061 813 (415)
022 657 (310)	075 808 (297)	065 844 (439)
024 524 (323)	076 952 (370)	067 622 (312)
024 552 (464)	076 956 (440)	067 652 (438)
027 163 (325)	076 975 (321)	068 911 (417)
028 036 (356)	080 948 (456)	071 052 (337)
028 040 (363)	080 949 (446)	072 430 (308)
028 908 (306)	080 974 (421)	074 437 (454)
036 529 (351)	080 977 (326)	075 788 (466)
039 117 (377)	082 121 (393)	076 975 (321)
039 119 (354)	082 145 (322)	080 948 (456)
040 025 (384)	083 569 (369)	080 949 (446)
043 852 (355)	089 195 (432)	091 657 (449)
044 244 (461)	089 208 (374)	Reading Interests
047 896 (366)	091 657 (449)	040 844 (458)
052 888 (425)	Reading Interests	074 437 (454)
	040 844 (458)	091 656 (373)
	074 437 (454)	
	091 656 (373)	

Reading Readiness	065 846 (428)	Response Mode
001 741 (457)	066 709 (424)	063 090 (447)
003 485 (281)	067 624 (442)	
022 630 (285)	068 906 (380)	Retarded Readers
053 898 (445)	068 911 (417)	064 699 (412)
064 693 (453)	068 913 (431)	064 700 (407)
085 653 (313)	074 446 (335)	
089 208 (374)	080 974 (421)	Review (Reexamination)
	080 977 (326)	013 704 (394)
Reading Research	085 658 (388)	
010 979 (305)	091 658 (365)	Rewards
012 686 (316)		080 974 (421)
013 173 (368)	Reading Speed	
013 735 (375)	082 121 (393)	Russian
014 375 (286)	085 685 (398)	011 172 (333)
014 399 (359)		
014 413 (332)	Reading Tests	Second Language
015 087 (334)	082 138 (309)	012 572 (434)
015 847 (387)		012 573 (348)
015 864 (300)	Recreational Reading	061 827 (437)
027 163 (325)	074 437 (454)	
028 904 (329)		Secondary Education
039 114 (302)	Reference Materials	078 382 (416)
040 844 (458)	059 837 (291)	
047 904 (372)		Self Directed Classrooms
062 688 (409)	Relevance (Education)	002 477 (443)
063 082 (357)	039 220 (342)	089 262 (426)
063 083 (358)		
063 582 (350)	Remedial Instruction	Sentence Structure
064 699 (412)	061 721 (427)	038 388 (339)
064 700 (407)		061 827 (437)
064 897 (418)	Remedial Reading	
070 039 (301)	060 358 (399)	Sequential Learning
071 052 (337)	067 652 (438)	042 566 (463)
072 115 (289)	070 046 (469)	
072 430 (308)	073 428 (282, 379)	Sequential Reading Programs
073 428 (282, 379)		033 832 (441)
075 788 (466)	Remedial Reading Programs	046 634 (347)
076 956 (440)	063 589 (462)	
067 975 (321)	064 700 (407)	Simulation
080 949 (446)	080 970 (420)	061 721 (427)
080 974 (421)		064 897 (418)
080 977 (326)	Research Design	
082 121 (393)	014 416 (376)	Skill Development
082 145 (322)		015 022 (405)
085 685 (398)	Research Problems	
091 658 (365)	014 416 (376)	Slow Learners
		015 022 (405)
Reading Skills	Research Reviews	
040 819 (448)	(Publications)	Social Background
042 566 (463)	013 181 (467)	039 114 (302)
046 634 (347)	036 529 (351)	
052 868 (425)	072 115 (289)	Social Environment
061 277 (298)		064 685 (294)
063 589 (462)	Resource Materials	
064 693 (453)	072 115 (289)	Social Studies
064 695 (423)		054 598 (459)
064 707 (404)		

Socioeconomic Status 003 469 (288)	Teacher Role 002 477 (443) 067 622 (312)	Television Viewing 085 658 (388)
Spanish 010 049 (315)	Teaching Guides 013 724 (304) 020 077 (455) 038 388 (339) 060 359 (414)	Test Interpretation 082 138 (309)
Spanish Speaking 029 724 (331) 061 813 (415)		Textbook Evaluation 043 447 (397) 083 573 (395)
Speech 085 653 (313)	Teaching Methods 003 708 (318) 010 036 (287) 010 049 (315) 013 724 (304) 015 580 (403) 015 864 (300) 020 869 (311) 052 611 (470) 054 598 (459) 059 840 (324) 061 813 (415) 061 827 (437) 062 011 (296) 066 231 (406) 066 708 (429) 068 913 (431) 089 195 (432)	Textbook Research 083 573 (395)
Speech Habits 010 032 (307)		Thought Processes 002 675 (382) 062 336 (451)
Spelling 003 357 (353)		Tracking 064 700 (407)
Spelling Instruction 076 952 (370)		Transfer of Training 042 566 (463)
Standardized Tests 082 138 (309)		Transformation Theory (Language) 011 172 (333)
Structural Analysis 003 357 (353) 011 172 (333)		Urban Schools 065 845 (364)
Structural Linguistics 028 904 (329) 033 839 (352)	Teaching Procedures 015 022 (405)	Usual Perception 064 707 (404)
Student Attitudes 058 253 (450)	Teaching Techniques 003 361 (314) 011 810 (346) 012 572 (434) 012 573 (348) 019 599 (430) 038 425 (400) 052 888 (425) 060 358 (399) 060 359 (414) 063 605 (391) 067 621 (401) 067 650 (410) 067 651 (411) 072 430 (308) 073 427 (419) 085 658 (388) 091 657 (449)	Verbal Learning 085 679 (413)
Student Motivation 064 681 (436) 078 382 (416)		Word Recognition 003 478 (317) 010 032 (307) 024 524 (323) 053 898 (445) 061 277 (298)
Summer Programs 067 624 (442)		Writing Skills 076 952 (370)
Syntax 028 904 (329)		
Systems Approach 030 539 (444)		
Teacher Characteristics 010 036 (287)		
Teacher Education 067 651 (411) 089 248 (303)	Technological Advancement 013 704 (394)	
Teacher Improvement 068 913 (431)	Televised Instruction 064 691 (392)	