1979

A Search, Through Educational Use, For a Definition of Reading

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A SEARCH, THROUGH EDUCATIONAL USE,

FOR A DEFINITION OF READING

BY

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Landers, Patricia G., A Search, through Educational Use, for a Definition of Reading. Continuing graduate work, December 1979, 55 pp., 14 charts, bibliography, 24 titles.

The problem is to find a pragmatic solution to the question, "What Do I Teach?" regarding reading instruction. It is hypothesized that the answer can be found in a definition of reading held in universal agreement by reading methodology and testing. Also, because the results of the diverse methodologies are common; then, there must be some objective thought units (hence, commonly known as "skills") held in common by all methods gaining recognition in the field of reading education. If an horizontal analysis of all the skills contained in the most educationally accepted methods were made, a group of common elements should appear. It would, then, be safe to assume that these elements form the basic foundations for transferring subjective reading into the objective action of teaching reading. With these common skills identified, then the beginning reading teacher will have a secure foundation or definition on which to begin his/her reading instruction.

Historical research was employed as the method to answer the problem. The information was gathered from The McGuffey Eclectic Readers in popular use from 1836 to 1920, The Scott-Foresman and The Houghton-Mifflin basal readers, two examples of the Individualized Approach (developed by Dr. Marlene Reed and Sheridan Middle School), the California Reading Achievement Test (1963), the Gray Oral Reading Test, the Spache Diagnostic Reading Tests, the Woodcock Reading Mastery Tests, the Scientific Research Associates (SRA) Reading Tests, the Stanford

Diagnostic Reading Test, and the Diagnostic Reading Tests developed by the Committee on Diagnostic Reading Tests Incorporated. All the above methods and tests were analyzed and a list of skills that each one indicated constituted the reading process was made and compared with the other methods and tests used.

The research contains six chapters. The first chapter presents the question "What Do I Teach?" and a vertical summary of reading methods is presented to show that only an horizontal approach to the question could yeild an answer. The theory of standardized reading test construction is presented to prove that tests as well as methods must be used to obtain enough information for a valid horizontal historical review. The use and purpose of the term "skill" in connection with the reading process is defined as to use in this paper.

Chapter two deals with the identification of the similar basic skills in the McGuffey Eclectic Readers, the Scott Foresman Readers, the Houghton-Mifflin Readers, and the Individualized Approach. This analysis revealed a total of forty-one reading skills which were classified into the Study of the Word and the Study of the Idea. Eighteen skills with nine subdivisions deal with the following general areas of Word Study: four skills in vocalizing the word; six skills with nine subdivision dealing with word structure; and eight skills teaching word meaning. Eight skills are taught to comprend an idea. Also, eight skills are used to bring out an interaction between the word and the idea. And, an additional seven skills are used in logical outlets of application.

The third chapter discusses the identification of the similar basic skills tested. The purpose for using reading tests in the project is reviewed and the skills in the following tests are identified; the California Reading Achievement (1963), the Scientific Research Associates Reading Achievement, and the Stanford Diagnostic Reading Test as examples of the group survey type of test while using the Woodcock Mastery Tests, Gray Oral Reading Tests, and the Spache Diagnostic Reading Tests as examples of the informal inventory. And, in an effort to combine the skills of most respected reading approaches, the Diagnostic Reading Tests are used. Charts list all the skills tested within each group of tests.

In the fourth chapter a comparison of skills taught with the skills tested is made. Of the forty-one common skills with their nine subdivisions taught by the reading programs, twenty-nine were tested by standardized measurements. The chart comparisons reveal that the order of the skills most commonly taught and tested are sound represented by different symbols, syllabication and accent followed by connotations. The remaining skill order is details, story problem and solution, sequence, main idea, cause-effect, character study, context, meaning and syntax, enunciation of vowels, oral reading (expression), rate according to purpose, right word meaning, figures of speech, analogous, initial consonants, final consonants, medial consonants, consonant blends, consonant diagraphs, vowels, drawing conclusions, study and research, locating information, summarizing, and utility words.

The rationale deals with two possibilities and condenses what is agreed upon in reading instructions. One suggestion says reading education is in a developmental stage due to the lack of skill stability among all the material analyzed. Another suggestion introduces the notion that reading educators have not accurately defined any element of the reading process by educational use. The point is made that regardless of viewpoint, reading educators mostly agree only on skills necessary to vocalize the printed word.

Chapter five attempts to formulate a definition of reading using only the information gathered in the project which is that reading is a process containing symbol/sound perception of the word plus many other unagreed upon facets. However, it is recommended that this information can be used to develop a task centered view of the reading process; identifying and teaching reading skills necessary to perform specific reading tasks.

Implications for future research is dealt with in Chapter six. The ideas presented by Artley dealing with the teacher variable is used as a compatible foundation for promoting a possible research project analyzing what recognized "good reading teachers" actually are presenting to their students. By using the teaching skill units used, either consciously or subconsciously, a teacher could be assured of a valid answer to the question, "What Do I Teach?"

DEDICATION

I wish to dedicate this project to the idea of applying reading research as well as to Drs. W. C. Mims and Dewey Chapel who allowed me to do and write this historical research thesis which answered some of my own questions concerning reading instruction.

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INTRODUCTION

In today's educational society reading appears to have a conflicting dual role. An acceptable, workable definition of reading has not been agreed upon by reading educators. Yet, numerous research studies have been done to find the best method of teaching an element that remains undefined. A scientific approach is being applied to an apparent abstract idea, as reading is considered to be in the eye of the beholder.

Again, proficiency is measured as one would measure proficiency in playing the piano as demonstrated by standardized tests being used in Federal Programs to measure proficiency in the ability to read, an undefined action. Materials and text books have been used for over one hundred and forty years to aid in teaching the performance of this undefined action. Therefore, the position of this paper is that through educational use the most basic reading skills can be identified and an universally accepted definition of reading can be inferred through an analysis of these skills.

Chapter 1
"What Do I Teach?"

Many beginning teachers have entered university reading courses asking, "What is reading and how do I teach it?" And, as these same teachers satisfactorily complete the prescribed work and enter a classroom filled with children, they discover themselves, again, asking, "What is reading and how do I teach it?" It would appear that the universities have inadequately prepared these teachers for the responsibilities attached to the teaching of reading.

However, the universities have not neglected their responsibilities to teacher education in the field of reading. As Artley states:

> ...to improve reading we have instituted research in all directions. Instructional material have been examined and improved and new ones developed. Reading methods have been searched and researched, and the search continues for ways of improving instruction. Teacher education institutions have sought to strenthen their reading program by adding courses, modifying course content, or providing learning experiences that will strenthen the preparation their graduates are receiving.[1]

Still, bitterness and dissatisfaction with teacher education is reflected in such comments found in the teacher's viewpoint as:

> ...The lecture will be an highly organized hodge-podge of statements such as, 'Reading is usually divided into two main areas: word recognition and comprehension. I am not familiar with comprehension, so we will study only word recognition.'[2]

Apparently a gap exists between the universities' research and self-improvement projects, on the one hand, and the beginning teacher's expectations, on the other.

Scope

The answer to any problem is likely to lie in the foundations of the area under discussion. This is recognized in the field of reading by Artley's remarks:

> ...For the fundamental beliefs on which a reading program rests, shape teaching methods in every detail. They determine

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[1]A. Sterl Artley "The Teacher Variable in the Teaching of Reading." The Reading Teacher. 23:239, December, 1969.

[2]Patricia Landers, "Don't Blame Me, Blame My teacher," Journal of Reading. 18:161, November, 1974.

priorities in content, guide the kinds of practice or
drill situations set up for independent work, and influ-
ence the types of tests and reports used.[3]

Therefore, the structure of a reading program is built upon that prog-

ram's definition of the reading process. And, further examination will

reveal that very few reading methods agree upon what exactly constitutes

the act of reading.

A vertical analysis of the popular reading programs, separately,

tends to yield no apparent problem. They all seem to know exactly what

the student is expected to achieve and how he will achieve it. One

cannot but be impressed with the goals and structure of the popular

Individualized Approach to reading instruction. It is written into

Title I Remedial Reading Programs with such descriptions as:

Individualized Instruction will be accomplished by identifying
specific reading needs and choosing the appropriate method(s)
of remediation. The method of instruction will depend entirely
upon the specific need of the participant. Individualization
cannot wholly be accomplished if instruction is to be limited
to one or two reading methods. The method(s) used is to fit
the needs of the participants.[4]

A closer examination of this method will uncover, as Heilman points out,

that the foundation of the method is the teacher.

...The success or failure of an individualized program rests
almost exclusively with the teacher. She is free to develop

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[3]A. Sterl Artley, "What is Reading?" (copy given to Reading Diagnosis
and Remediation Class by Dr. Paul Burge, Jonesboro, Arkansas, April, 1974).

[4]Title I, ESEA, 020 Reading, Sheridan, Arkansas. (1978), Project
Activity Description, Item 18:D, p. 2.

a program, utilize a wide array of materials, diagnose the pupils' needs, and teach skills utilizing any number of approaches.[5]

Going, still vertically, from the teacher dependency type of reading instruction to a material oriented approach, one needs to view the most popular, among educators, structure of materials, or the basal. Heilman describes the basal as follows:

> ...For decades, the basal reader series have served as one of the chief instructional materials used in the elementary grades teaching reading. These materials are widely used today despite the fact that in recent years basals have been widely criticized....[6]

However, even the materials and activities contained in the basals are based upon different definitions of reading. An example is readily seen by comparing Paul McKee's (Houghton-Mifflin's Reading Consultant), "Reading becomes primarily a thought arousing process centered around purposeful activities,"[7] which exhibits itself in the general areas of decoding skills, comprehension skills, reference and study skills as well as literary skills, with a variation of Gray's concentric circles expressed as to develop in pupils the ability to identify words; comprehend meanings--both literal and implied--of words, phrases, sentences, paragraphs, and whole selections; to study effectively; an interest and a love for reading.[8]

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[5]Arthur W. Heilman, _Principles and Practices of Teaching Reading_ (Columbus, Ohio: Charles E. Merrill, 1972), p. 390.

[6]Ibid., p. 211

[7]Guy L. Bond and Miles A. Tinker, _Reading Difficulties Their Diagnosis and Correction_ (New York: Appleton-Century-Crofts, 1973), p. 34.

[8]Ira E. Aaron, Dauris Jackson, Carole Riggs, Richard G. Smith, and Robert Tierney, _Teacher's Edition Daisy Days_ (Glenview, Illinois: Scott, Foresman and Company, 1978), p.7.

And, for those educators who continually seek the "best" method of reading, the list lengthens. One of which is the Linguistic method founded upon "the origin, nature, and modification, and structure of language" through "strong emphasis upon patterns of speech, vocal habits, and systems of sound symbols."[9] Other reading methods gaining respectability among educators are Pitman's Initial Teaching Alphabet which is an "orthographic system to permit a one-letter character to represent only one English sound or phoneme"[10] the Language Experience Method based on "reading is just talk written down,"[11] the Programmed Method using teaching machines,[12] Gattegno's Words in Color assigning a particular color to a particular speech sound,[13] the Computer Assisted Instruction which teaches a number of "essential reading skills" such as letter recognition, sound/symbol association, structural analysis, irregularly spelled sight words[14] and the list increases continually.

At the present time reading skills are evaluated by a prepost test design with such instruments as the SRA, Stanford, or the California Reading Achievement tests. Still the skills remain undefined as indicated by Spache's comment, "All readers do not use the same skills in the same manner or to the same degree in order to read well,"[15] and Traxler's

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[9]Bond and Tinker, op. cit., pp. 35-36.

[10]Heilman, op. cit., pp. 182-187.

[11]Bond and Tinker, op. cit., p. 40.

[12]Ibid., p. 41.

[13]Heilman, op. cit., p. 188.

[14]Ibid., p. 195.

[15]George D. Spache, Investigating the Issues of Reading Disabilities (Boston, Massachusetts: Allyn and Bacon, 1976), p. 266.

reminder that "Reading is a process which flows past as you try to appraise it."[16] Yet, the reading teacher is told that he/she must appraise the reading process and appraise it in the form of tests which "possess the values of objectivity, effective appraisal, diagnosis, and classification."[17] Again, the question arises, "Appraise what?"

Kenneth Goodman would like to give that responsibility to the constructor of the test with "A major weakness of current reading tests is a failure to articulate views of the reading process."[18] However, Goodman reveals a possible solution in his comments stating "Tests are often built on eclectic traditions of what is important in reading and learning to read."[19] Therefore, reading tests are built upon a cross-section of the skills traditionally taught in reading programs.

Hence, after reviewing the methods used to teach reading skills, one usually asks, "What are the reading skills?" This is a valid question because each method has its own set of reading skills and its own definition of reading. As Heilman put it

It is difficult to understand why, with all the available written material on reading and all the efforts expended

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[16]George D. Spache, Investigating the Issues of Reading Disabilities (Boston, Massachusetts: Allyn and Bacon, 1976), p. 269.

[17]Ibid., p. 268

[18]Kenneth S. Goodman, "Testing in Reading" in Accountability and Reading Instruction Critical Issues by Robert B. Ruddell (Urbana, Illinois: National Council of Teachers of English, 1973), p. 22.

[19]Ibid.

in teaching it, that there is no universally accepted
definition of reading. Everyone who reads is sure he
knows what reading is. It is only when he attempts to
put his understanding into a definition that the ambiguity
becomes apparent...However, one's concept of what
reading is would seem to be of considerable importance
to the person whose primary task is to teach reading.[20]

The author is reminded of the panic stricken expression of a fellow

colleague immediately after her administrator had informed her, "You

have a degree in Special Education, set up the remedial reading

program," and her repeated question, "What do I teach? Exactly,

what do I teach?"[21] To the author this, at that time, indicated that

the reading division of Special Education had been sadly negligent

regarding teacher preparation. After all, the author knew exactly

what and how. to teach the components of her area of education. It was

only after the author began her own search of what to teach in the teach-

ing of reading that she became aware that reading is a name applied to

something that is elusively tangible. The fact that it is a name

applied to an action makes it tangible. And, this action has both been

learned and taught for many generations. What exactly are the common

elements in historical and popular reading instruction and testing? Can

a workable definition of reading be inferred from these elements which

is applicable to reading instruction? In other words, can the heart of

the reading process be found under the camouflage of methodology? If

so, then the definition and basic skills of reading are identifiable

through educational use.

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[20]Heilman, op. cit., pp. 165-166.

[21]Statement by Phyllis Woodard, reading teacher, in private conver-
sation, Poughkeepsie, Arkansas, August, 1971.

Purpose

The purpose of this paper is to examine the most common reading skills taught in today's classroom as well as review the most common reading skills taught within the past one hundred and forty years in classrooms over the United States. And, by analysis of these skills to find the skills held in common by all the instructional methods reviewed. It is hoped that from this study that a reading definition can be obtained which has been and is in educational use.

As already stated, most persons are aware of a reading definition subjectively. In order for this subjective action to be taught to another person, it has to be translated into objective thought units. These units have assumed various educational shapes and forms. Yet, each produces the subjective action of reading. Because the results of the diverse methodologies are common; then, there must be some objective thought units (hence, commonly known as "skills" for want of a better term) held in common by all methods gaining recognition in the field of reading education. If an horizontal analysis of all the skills contained in the most educationally accepted methods were made, a group of common elements should appear. It would, then, be safe to assume that these elements form the basic foundations for transferring subjective reading into the objective action of teaching reading. With these common skills identified, the beginning reading teacher will then have a secure foundation or definition on which to begin his/her reading instruction.

Method and Procedures

Historial research will be employed as the method to answer the problem. The information will be gathered from The McGuffey Eclectic Readers in popular use from 1836 to 1920, The Scott-Foresman and The Houghton-Mifflin basal readers, two examples of the Individualized Approach (developed by Dr. Marlene Reed and Sheridan Middle School), the California Reading Achievement Test (1963), the Gray Oral Reading Test, the Spache Diagnostic Reading Tests, the Woodcock Reading Mastery Tests, the Scientific Research Associates (SRA) Reading Tests, the Stanford Diagnostic Reading Test, and the Diagnostic Reading Tests developed by the Committee on Diagnostic Reading Tests Incorporated.

Chapter 2

IDENTIFICATION OF THE SIMILAR BASIC SKILLS

Due to their wide use, historical use, or consistently adequate to superior results; the following reading programs were chosen to represent the skills being taught past and present in the classroom. The McGuffey Eclectic Readers, 1836-1921, were chosen because

> they dominated the schoolbook market for over seventy-five years...they were used in nearly every state and territory...Over 122,000,000 copies of the Readers were published before their decline in the 1920's, and most of these copies (if one can judge by the survivors) passed through the hands of at least five or six students[1]

which would indicate that these Readers best represent reading as it was taught historically in the United States. Scott, Foresman Readers have and have had such a wide popularity in the classroom that they are often used to represent the Basal method in research projects.[2] To provide an alternate Basal method and to represent a broad classroom use in Arkansas (they are used in Pulaski County, Hot Springs and Grant County among others), the Houghton-Mifflin Readers were analyzed. The Individualized approach is represented by Dr. Marlene Reed's program in Magnolia, Arkansas, as well as the Sheridan Middle School remedial reading program using these same skills in an alternate organization. Both programs have achieved recognition as being successful. Each skill in

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[1] Stanley W. Lindberg, ed., The Annotated McGuffey. (New York: Van Nostrand Reinhold Company, 1976), XV.

[2] A. Sterl Artley, "The Teacher Variable in the Teaching of Reading," The Reading Teacher. 23:239, December, 1969.

Chart 1

A Composite of the Reading Skills Found
in the McGuffey's Readers

Skill Area	Skill Name
Structure of the Word	Vocabulary lists
	Phonetic Approach using:
	1. hyphenated syllables
	2. alternate phonic spelling beside regular hyphenated spelling
	3. accent mark attached to appropriate syllable
	4. vowels (long/short) marked
	5. initial consonant blends
	6. dipthongs
	7. final consonant blends
	8. short "e"
	9. articulation exercises
	10. enunciation exercises
	11. consonant drills
Structure of the Sentence	Dictionary drills with meaning
	Literary devices
	Punctuation including:
	1. asterick
	2. obelisk
	3. caret
	4. stars
	5. dots
	6. dash
	7. hyphen
	8. apostrophe
	9. index
	10. quotation
	11. section
	12. paragraph
	13. brackets
	14. brace
	Phrasing and emphasis
	Usage:
	1. mode
	2. tense
	3. person
	4. pronoun
	5. verbs
	6. subject

Chart 1

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in the McGuffey's Readers

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Structure of the Sentence	Dictionary drills with meaning Literary devices Punctuation including: 1. asterick 2. obelisk 3. caret 4. stars 5. dots 6. dash 7. hyphen 8. apostrophe 9. index 10. quotation 11. section 12. paragraph 13. brackets 14. brace Phrasing and emphasis Usage: 1. mode 2. tense 3. person 4. pronoun 5. verbs 6. subject

Structure of the Idea

Pictures contain all elements of
   the story
High Interest for population
Content gives personal instructions
Main Idea
Questional call for literal compre-
   hension
Locating the answer in the text
Judgment (supporting facts)
Inference
Sequence
Anecdotes
Poetry
Rate according to purpose
Dialogue
Summarizing
Details
Mood interpretation
Character interpretation
Comparative judgments
Abstract ideas
Cause and effect
Evaluation of author's craft
Background information for a selection

The chart is organized with emphasis on the categories which Reading instruction in the McGuffey's seem to naturally fall: Structure of the Word, Structure of the Sentence, and Structure of the Idea. McGuffey, also, assumes that instruction of the Structure of the Idea should be parallel to the Structure of the Word followed by the Structure of the Sentence.

Chart 2

Skills Found Mainly in McGuffey's Readers

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1. Errors usually made in sub-standard English pronunciation with their corrections
2. Comparison and Contrast
3. Consonant drills in isolated words
4. Selections have strong emotional impact (sentimental era)

Therefore, it appears that most of the skills found in the McGuffey's Readers are repeated in the other methods under review. And, as if in a premature answer to Artley's question, "Skills to what purpose?"[4] the McGuffey's Fourth Reader implies the series' philosophical foundation with stating that reading is the result of "expressing some thought or feeling to another mind."[5]

The Scott, Foresman Basals

The Scott, Foresman Basals gained prominence through their developmental organization and an equally organized as well as informative teacher's manual. The basal assumed the responsibility of educating the teacher on its presentation. Indicators of its wide and effective use are popular allusions to content (no longer used) in the form of jokes, promotional devices, and even a movie title. In other words, the result of at least a large percentage of more than one generation being educated by Scott, Foresman Basals.

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[4] A. Sterl Artley, "What is Reading?" (copy given to Reading Diagnosis and Remediation class by Dr. Paul Burge, Jonesboro, Arkansas, April, 1974), p. 5.

[5] McGuffey's Fourth Eclectic Reader. (New York: Van Antwerp, Bragg & Co. 1857), Lesson XXXVI.

The philosophy underlying the Scott, Foresman organization is that of basic reading skills arranged sequentially in the pattern often referred to as Gray's concentric circles of word perception, comprehension, reaction and use. A summary of the skills found in the 1979 Scott, Foresman Basal program is in the Appendix (see Summary of Scope and Sequence by Scott, Foresman). The following chart indicates which of these skills are found mainly, but not exclusively, in the Scott, Foresman Basals. All of the skills in the Scott, Foresman Basals

Chart 3

Skills Found Mainly in the Scott, Foresman Basals

Skill Area	Skill Name
Structure of the Word	Final y to i Word endings Final f, fe to u
Structure of the Sentence	Run-on sentence
Structure of the Idea	Size (concept) Place (concept) Time (concept) Special purpose (considers appropriateness, accuracy)

appear to be organized on the belief that "reading is the act of recon- structing from the printed page the writer's ideas, feelings, moods, and sensory impressions."[6]

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[6]Artley, op. cit., p. 1.

The Houghton-Mifflin Basals

In what may appear as a similar definition of reading as the Scott,
Foresman Basal, the Houghton-Mifflin Basals begin to demonstrate their
differences through organization and presentation. The Houghton-Mifflin
uses, basically, independent study activities to teach a specific skill
isolated from the other skills presented. This releases the teacher from
the directed reading lesson approach enabling her/him to give more concen-
trated help to slower students. The teacher has the option of choosing
the skills needed for each individual student and assigning activities
according to her/his judgment of skill need. All instructions given to
the students are very explicit, providing the foundation of one teacher's
comment, "Anyone can teach reading using a Houghton-Mifflin Basal."[7]

Because of the activity approach to reading instruction, the skills
taught are subdivided into minute detail (see Houghton-Mifflin Scope
and Sequence '79 in the Appendix). Therefore, in comparing the skills
taught by Houghton-Mifflin with the other methods analyzed, these sub-
divisions were combined into the same skill as named by the other approaches.
And, of all the skills found in the Houghton-Mifflin Basals the following
chart reveals those skills contained mostly (not exclusively) in the
above mentioned basals.

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[7] Statement by a graduate student who was teaching in the Hot Springs
School System, in an English Methods classroom taught by Dr. Raouf Halaby
at OBU, Arkadelphia, Arkansas, July 1976.

Chart 4

Skills Found Mainly in the Houghton-Mifflin Basals

Skill Area	Skill Name
Structure of the Word	Names of consonants
	Names of Vowels
	Rhyming
	Inflections
	's, s' Possession
	Special Type
Structure of the Sentence	None
Structure of the Idea	Directions
	Inferences
	Generalizations
	Spoken context
	Context for word meanings

The Individualized Approach

Because of the scope and sequence of reading skills found in the Individualized reading program depend upon the discretion of the teacher,[8] this paper chose two programs in agreement upon the skills to be taught. Dr. Marlene Reed's program, like Houghton-Mifflin's, is an activity oriented approach based upon the individualized premise of presenting to the child what he needs to know when he needs to know it. The sequence of instruction is found in the child's definition of reading. The same skills developed in Dr. Reed's program are used in the Sheridan Middle School remedial reading program under different organization. In the

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[8] Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill, 1972), p. 390.

Sheridan approach the objective is to find exactly what skills on a continuum basis are missing from the child's reading experience and provide a means for the child to acquire those skills. The program assumes that many children have at their disposal several skills not in use because a few crucial ones are missing in their learning experiences.

However, an overview of the Scope and Sequence found in both programs reveal they are the same in relation to the skills taught. (See Scope and Sequence for the Individualized Approach in the Appendix.) Also, the list of skills taught seem to include a wide sampling of skills taught by methods not reviewed in this paper as well as most of the skills taught in the programs under scrutiny. Chart five indicates sixteen reading skills are found mainly (not exclusively) in the Individualized programs not readily found in the other methods analyzed.

Chart 5

Skills Found Mainly in the Individualized Approach

Skill Area	Skill Name
Structure of the Word	Rhyming Differences in color Print name Configuration clues Interpreting vocal inflections
Structure of the Sentence	Left-right progression Top-bottom pattern

Structure of the Idea

Oral directions
Beginning independent reading
Silent reading
Author's purpose
Frame of reference
Develop the habit of reacting to
    various materials such as bulletin
    board notices, charts, and posters
Verify opinion
Following printed directions
Infer meaning from contexts

As illustrated by Chart six the sum total of the reading skills all

methods in question deemed important enough to include in their programs

is forty-one. Of these skills three are further commonly divided into

an additional nine sub skills and another additional two skills were

recognized by all the procedures excluding The McGuffey's Readers. These

forty-one skills appear to classify themselves into the general areas

of the study of the word and the study of the idea. Eighteen skills with

nine subdivisions deal with the following general areas of word study:

four skills in vocalizing the word; six skills with nine subdivisions

dealing with word structure; and eight skills teaching word meaning.

Eight skills are taught to comprehend an idea. Also, eight skills are

used to bring out an interaction between the word and the idea. And, an

additional seven skills are used in logical outlets of application. It

would appear that all the reading methods under discussion do have a

firm common base of reading instruction in the form of similar skills

used.

Chart 6

Skills Found in All Methods with Number of Tests Testing Each

Skill Area	Skill Name
Study of the Word	Vocalize

Vocalize

1. Sound represented by different symbols (5)
2. A letter represents different sounds (5)
3. Syllabication and Accent (5)
4. Enunciation of vowels (2)

Structure

1. Initial consonants (1)
2. Final consonants (1)
3. Medial consonants (1)
4. Consonant Blends (1)
   a. final
   b. medial
5. Consonant diagraphs (1)
   a. initial
   b. final

Meaning

1. Context (2)
2. Meaning and syntax (2)
3. Contractions
4. Compound words
5. Root words
6. Prefix
7. Suffixes
8. Utility words (1)

Study of the Idea

Idea comprehension

1. Sequence (2)
2. Main idea (2)
3. Details (3)
4. Cause-Effect (2)
5. Draw conclusions (1)

6. Character study (2)
7. Story problem and solution (3)
8. Connotations (4)

Interaction between the idea and word

1. Right word meaning (2)
2. Figures of speech
3. Punctuation (2)
4. Antonyms
5. Synonyms
6. Literary devices
7. Analogous (2)
8. Unfamiliar words

Outlets of Application

1. Oral reading (expression) (2)
2. Study and research (1)
    a. alphabetizing
    b. dictionary
    c. reference materials
3. Outlining
4. Locating Information (1)
5. Summarize (1)
6. Visualizing what is read
7. Rate according to purpose (2)

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[a]Information appraising and classification were found in all
the methods except the McGuffey's Readers.

Chapter 3

IDENTIFICATION OF THE SIMILAR BASIC SKILLS TESTED

In discussing the importance of reading skills found in the
standardized tests now in use, one is reminded of "The Red Wheelbarrow"
by William Carlos Williams,

> so much depends
> upon
>
> a red wheel
> barrow
>
> glazed with rain
> water
>
> beside the white
> chickens.[1]

These tests are used to diagnose reading problems (informal inventories)
and evaluate reading progress (group tests). The worth of many reading
programs are judged using these tests as the main criterion. Like the
wheelbarrow, much reliance is given to these, seemingly, insignificant
instruments.

Reliance on the standardized tests is not given without being
first earned. As Remmers and Gage expressed it

the content of standard tests usually is selected by
groups of subject-matter experts in close contact
with the most respected textbooks and courses of study,
statements of objectives, teaching methods, and expres-
sions of the 'philosophy' of a subject. Each item of

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[1] Louis Untermeyer, ed., Modern American Poetry. (New York: Harcourt,
Brace & World, Inc., 1958), p. 261.

the content usually has been subjected to the criticism
of many other experts and tried on pupils; from these
preliminary tryouts have been computed statistical
measures of the difficulty and validity of the item.[2]

Therefore, an analysis of the skills tested in a broad cross section

of the standardized reading tests regularly used in both, the informal

inventory and the group survey, should identify the reading skills

considered to be the greater importance in the reading process. This

paper chose to review the California Reading Achievement (1963), the

Scientific Research Associates Reading Achievement, and the Stanford

Diagnostic Reading Test as examples of the group survey type of test

while using the Woodcock Mastery Tests, Gray Oral Reading Tests, and the

Spache Diagnostic Reading Tests as examples of the informal inventory.

And, in an effort to combine the skills of most respected reading approaches,

the Diagnostic Reading Tests which are compiled and researched by the

non-profit Committee of Diagnostic Reading Tests composed by the respec-

ted authorities in the field of reading education were, also, used.

Group Tests

The group tests studied were both diagnostic and general achieve-

ment. It should be noted the differences between these two types of

tests are stated by the Stanford test manual

First, an achievement test attempts to cover a broader range
of areas within a given period of testing time than does a

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[2]H. H. Remmers and N. L. Gage, _Educational Measurement and Evaluation_
(New York: Harper and Brothers, 1955), pp. 67-68.

diagnostic test. The diagnostic-type test, on the other hand, provides more detailed measurement within a specific area, thus emphasizing the identification of strengths and weaknesses within this area.[3]

Hence, a review of the three should provide a list of skills that cons-

tructors of group tests deem important, including sub skills. (A summary

of all skills contained in each test is found in the Appendix.) Of

these skills general vocabulary and general comprehension as well as the

sub skill, inference, were the only skills held in common by all tests.

In addition to these skills the following chart shows which skills were

mentioned by one or more of the group tests used.

Chart 7

Skills Found in One or More of the Group Tests

Skill Name	Name of Group Test Used
Syllabication	Stanford
Sounds	Stanford
Auditory Discrimination	Stanford
Subject Matter Vocabulary	California
Word Meanings	SRA
Literal Comprehension	California, Stanford
Directly Stated Fact	California, SRA
Main Idea	California

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[3]Bjorn Karlsen, Richard Madden, and Eric F. Gardner, Manual for Administering and Interpreting Stanford Diagnostic Reading Test (New York: Harcourt, Brace & World, Inc., 1966), p. 4.

Analogous	SRA
Story Reading	SRA
Relationships	SRA
Phrasing	SRA
Rate	Stanford

Informal Inventories

An informal reading inventory is given to a student on a one to one basis. Their characteristics are well described by the Woodcock Reading Mastery Tests manual in stating that

> The characteristics which make these tests desirable for clinical and research use also make them valuable in general school situations. General use includes administration of the tests in order to measure individual reading growth, to detect reading problems, to group students for instruction, to evaluate curriculum and programs, and for accountability...the tests are of value in individualized instructional programs in open school settings, as well as for differentiating the reading instruction program in regular classroom situations.[4]

Therefore, the main purpose of an informal inventory is to evaluate accurately and in detail the reading skills a student does possess in an individual setting. Because of their prominence in reading education, the informal inventories reviewed by this paper are the Gray Oral Reading Test, the Spache Diagnostic Reading Tests, and the Woodcock Reading Mastery Tests.

After reviewing the list of skills tested in all three informal inventories, the following skill similarities were noticed. The only skill tested by all three tests were sounds. The following chart is a break down of the remaining skills tested.

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[4] Richard W. Woodcock, Woodcock Reading Mastery Tests Manual (Circle Pines, Minnesota: American Guidance Service, Inc., 1973), p. 8.

Chart 8

Skills Found in One or More of the Informal Tests

Skill Name	Name of Informal Test Used
Rate	Gray Oral, Spache
General Vocabulary	Woodcock, Spache
General Comprehension	Gray Oral, Spache
Syllabication	Woodcock, Spache
Oral Reading	Spache, Gray Oral

a. Omissions
b. Repetitions
c. Substitutions
d. Reversals
e. Self-correction
f. Head and lip movement
g. Finger pointing
h. Pitch
i. Expression
j. Monotone
k. Enunciation
l. Punctuation
m. Aid
n. Level of pronunciation

Visual Discrimination	Spache
Blending	Spache
Phrasing	Gray
Analogous	Woodcock

The Analytical Group Test

According to Bond and Tinker, the Diagnostic Reading Test is a

good example of an analytical group test designed to identify indivi-

dual needs. They go further to describe the test as measuring

> Kindergarten through fourth grade. These tests measure
> reading readiness, visual and auditory discrimination,
> vocabulary, and story reading in grade one; word recog-
> nition and comprehension in grades two, three, and four.
> Also included are an oral reading test for checking word
> attack, and a silent reading test, both of these covering
> grades one through eight. For grades four to eight, there
> are measures of word recognition, comprehension, vocabulary,
> rate, and word attack; and for grades seven through thirteen,
> measures of vocabulary, comprehension, rate, and word attack.[5]

All the skills tested in the Diagnostic Reading Tests are found in at

least one other reading test reviewed (group and informal) except eye-

handedness coordination. (A summary of the common skills tested with

the name of the skill and the name of the other tests using the same

skill is found in the Appendix.)

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[5]Guy L. Bond and Miles A. Tinker, Reading Difficulties Their Diagnosis
and Correction (New York: Appleton-Century-Crofts, 1973), p. 218.

Chapter 4

COMPARISON OF SKILLS TAUGHT WITH SKILLS TESTED

Of the forty-one common skills with their nine subdivisions taught by the reading programs, twenty-nine were tested by standardized measurements. The areas containing the largest number of tests testing the same skill was vocalization of the word and idea comprehension. Skills found under Outlets of Application, Structure, Interaction Between Idea and Word, and Meaning constituted the remaining skill order.

Chart Comparison

The following charts give a more vivid comparison of the skills taught with the skills tested. Chart nine would indicate that most tests are in agreement concerning the skills dealing with vocalizing the printed word. However, as the skill lists lengthens, the skill stability lessens as charts ten through thirteen explicate.

Chart 9

Skills Connected with Vocalizing the Word

Skill Name	Number of Tests Testing This Skill
Sound represented by different symbols	5
Letter represents different sounds	5
Syllabication and accent	5
Enunciation of vowels	2

Chart 10

Skills Connected with Comprehending the Idea

Skill Name	Number of Tests Testing This Skill
Connotations	4
Stating the Problem	3
Details	3
Sequence	2
Main Idea	2
Cause and Effect	2
Character Study	2
Drawing Conclusions	1

Chart 11

Skills Connected with Outlets of Application

Skill Name	Number of Tests Testing This Skill
Oral Reading (expressions)	2
Rate According to Purpose	2
Study and Research	1
Locating Information	1
Summarizing	1
Outlining	0
Visualizing What Is Read	0

Chart 12

Skills Connected with Structure of the Word

Skill Name	Number of Tests Testing This Skill
Initial Consonants	1
Final Consonants	1
Medial Consonants	1
Consonant Blends	1
Consonant Diagraphs	1
Vowels	1

Chart 13

Skills Connected with Interaction Between Idea and Word

Skill Name	Number of Tests Testing This Skill
Right Word Meaning	2
Punctuation	2
Analogous	2
Figures of Speech	0
Antonyms	0
Synonyms	0
Literary Devices	0
Unfamiliar Words	0

Chart 14

Skills Connected with Meaning

Skill Name	Number of Tests Testing This Skill
Meaning and Syntax	2
Contractions	2
Utility Words	1
Compound Words	1
Root Words	0
Prefixes	0
Suffixes	0

So, as one can readily understand by observing the charts, the order of the skills most commonly taught and tested are sound represented by different symbols, syllabication and accent, connotations, details, story problem and solution, sequence, main idea, cause-effect, character study, context, meaning and syntax, enunciation of vowels, oral reading (expression), rate according to purpose, right word meaning, figures of speech, analogous, initial consonants, final consonants, medial consonants, consonant blends, consonant diagraphs, vowels, drawing conclusions, study and research, locating information, summarizing, and utility words.

Rationale

The lack of skill stability as revealed by the number of tests testing each item taught gives rise to the assumption that identification of reading skills is still in the developmental process. Chart nine indicates that most methods and tests reviewed agreed that Sound represented by different symbols, letter represents different sounds, and syllabication were part of skill units needed in order to teach reading. The remaining skill units are subjects for controversy, according to the remaining charts, among the diverse tests and methods. Therefore, agreement for an answer to the question, "What do I teach?" is still being resolved or developing among reading educators.

Or, on the other hand, the comparison of skills taught and tested by name could indicate that both, reading methods and reading tests, concentrated upon a variation of "retrieving the trivia".[1] This opinion asks whether or not reading methods and tests are actually presenting or testing any skill unit contained in the reading process. Also, one could say with this viewpoint that all actual reading achievement has been "caught" by students rather than "taught" to students. Therefore, a skill search would only uncover a mass of educational "trivia" or items irrelevant to the actual objective units needed to teach the reading process.

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[1]A. Sterl Artley, "Reading Instruction and Cognitive Development," The Elementary School Journal. January, 1972, p. 210.

Regardless of viewpoint, the only skills which seem to have stability deal with sound of symbols and syllabication. All methods studied and tests reviewed indicate that there are many more reading skills than these; but, the educators have difficulty in agreeing upon their identification. Therefore, the professor, frustrating his students with, "Reading is usually divided into two main areas: Word recognition and comprehension. I am not familiar with comprehension, so we will only study word recognition," was merely expressing the only elements recognized by all experts in the field of reading education.

Chapter 5

DEFINITION OF READING

So far the information gathered identifies reading as a process
composed of elements that educators tend to name as "skills". Many
such skills have been presented by several educational methods and
standardized tests. However, of these skills only three are held
in common by all materials studied. But, there is enough overlapping
of various other skills to indicate that skill identification is in a
developmental process. At the present time reading education universally
agrees that reading is a process containing symbol/sound perception of
the word plus many other facets. What facets depend upon the method
or test used. Already the problem of defining reading is being tackled
by educational methods through their composition of these skills. This
proves that reading can be defined to the satisfaction of large groups
of educators, even if these large groups do not agree with one another.
Also, the author of this paper observes that the groups universally
agreed upon the elements to perform a certain reading task which is
vocalizing the written word. The author is prone to think that the
other facts of reading will be agreed upon whenever reading educators
begin to focus upon other reading tasks, such as the "skills" necessary
to fill out income tax forms. In other words a task centered approach
could provide the remaining elements to comprise a universally accepted
definition of reading.

However, the author feels that this research could be used in
identifying what is taught mostly through methodology and tests as a

starting point for a beginning reading teacher. Following this begin-
ning point, a teacher could decide what reading tasks he/she expects
his students to perform, analyze these tasks to find the skills necessary
to learn these specific tasks (the skill lists of the various methods
and tests can aide in identifying these task skills) and teach the
skills necessary to do the reading task.

Chapter 6

IMPLICATIONS FOR FUTURE RESEARCH

The worth of a research paper, be it historical or otherwise, depends upon the quality of questions it identifies. In this case, the most pressing questions seem to be related to what skills the reading teacher is actually presenting in the classroom and what skills need to be presented to promising educators in the university classroom.

Teacher Variable

A great number of research projects have been done trying to find the best method of teaching reading to conclude

> ...the influence of the teacher is greater than
> that of a particular method, a certain variety
> of materials, or a specific plan of organization.
> Given a good teacher other factors in reading tend
> to pale to insignificance.[1]

Therefore, regardless of the method or test employed to evaluate that method, what is actually taught depends upon the teacher. Artley's remarks concerning research on locating a good teacher

> the researcher was attempting to identify the good
> teacher and good teaching rather than the good teacher
> and good teaching of reading. And I have good reason
> to believe they are not the same.[2]

Hence, it would be valuable to reading education if a research project

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[1]A. Sterl Artley, "The Teacher Variable in the Teaching of Reading," The Reading Teacher. 23:240, December, 1969.

[2]Ibid., p. 244.

were conducted to identify the skills taught in the classroom
by recognized good teachers of reading. Then educators would
begin to achieve a more firm identification of the important
reading skills.

Dr. Artley's differentiation between a good teacher and a
good teacher of reading supports the author's contention that what
is actually being taught of the reading process is the deciding
factor concerning reading achievement in the classrooms throughout
the history of United States history. The author believes that a
definition of reading does universally exist in the classroom and
an historical analysis has revealed that reading methods and reading
tests universally agree on what is necessary to perform a specific
reading task, vocalizing the printed word. Also, the remaining skills
identified would achieve stability if they were grouped under the
skills necessary to perform a particular reading task. It is further
contended that a good teacher of reading emphasizes to his/her students
(perhaps intuitively on an individualized basis) what skills are
necessary for his/her students to perform particular reading tasks
that she has in mind (consciously or subconsciously). Hence, the
teacher variable appears. The author thinks that this teacher variable
would be diminished if other reading teachers were to teach the same
objective thought units(skills) that the good reading teacher teaches.
And, a task centered organization would better identify and render
more accessible to the beginning reading teacher the skills a good
reading teacher uses naturally.

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APPENDIX A

Summary of the Reading Skills Found in the McGuffey's Readers

The skills found in the beginning Readers are also found in

the Readers on the higher levels; but, in a more complex form.

The McGuffey Readers teach a skill and continue to use that skill

on which to build other skills. Because of this trait a skill will

be listed only under the Reader in which it was first located.

First Reader (1836-1841)

Skills and Description of Presentation

1. Word list (vocabulary) from content of stories.
2. Words contain mostly one syllable.
3. Words containing two syllables are hyphenated in word list
    and in the story content.
4. Pictures contain all elements of the story.
5. The stories have high interest for the particular academic
    population.
6. Content gives instruction
    a. physically
    b. morally (literal)
7. Content gives implied instructions.
8. Selections are short.
9. Contains contributing authors
    a. John Wolcot
    b. Sarah J. Hale
    c. John Roulstone, Jr.
10. Three syllable words are approached with the hyphen in context
    and in sight word list.
11. Main idea is easily seen through moral instructions.

Competition from the Appleton Readers forced the 1844, 1857 revisions of

1. Books containing better quality pictures.
2. Alternate phonic spelling beside the regular hyphenated spelling
    in word list for dialectical purposes.
3. An accent mark attached to the appropriate syllable in hyphenated
    words.
4. Vowels (long/short) are marked in the word list, but not in the
    context.
5. Slate exercises to be copied after the story restates the main
    idea often in rhyme.

APPENDIX A CONTINUED

Second Reader (1836)

1. Word lists containing hyphenated words according to the syllables with accent marks on the correct syllables.
2. End of the passage questions ask for
   a. literal comprehension
   b. locating the answer in the text
   c. judgment (simple) with supporting facts
   d. inference (simple)
3. Sequence was accomplished by arranging the events in numbered paragraphs in logical order.
4. Recognition of anecdotes was covered.
5. Poetry was used as regular selections.
6. The appearance of dictionary drills with meaning.

1853 Revision

1. Initial consonant blends used with long vowel sounds and dipthongs.
2. Initial vowel and dipthongs used with final consonant blends.
3. Content was used to establish rate according to purpose containing history, other informative material.
4. Main idea is explicit in content.

1856 Revision

1. Hyphenated syllables are used in content as well as in the word lists in the first lessons.
2. Dialogue is used and could be used for lessons in oral expression.
3. Short "e" is written in italics in the word lists.
4. Articulation exercises include items such as "$\overset{2}{\text{bang}}$, $\overset{2}{\text{lang}}$, $\overset{2}{\text{rang}}$, $\overset{2}{\text{sang}}$, $\overset{2}{\text{pang}}$, $\overset{2}{\text{tang}}$," with a "1" found over long vowel sounds and a "2" found over short vowel sounds.
5. Summarizing and inference were covered.

1879 Revision

1. Diacritical markings are included in the word lists.
2. Slate exercises which complement the main idea of the story.

Third Reader (1836)

1. Introduction to dialogue with the following expressive oral reading comments, "This kind of composition is called Dialogue, and requires more care in reading, than any other. The tones should not be too familiar, yet still conversational."

APPENDIX A CONTINUED

2. Instead of a word list with each story there is a few "spell and define" words.
3. Questions have to do with literary devices rather than content.
4. The following punctuations are covered: asterisk, obelisk, caret, stars, dots, dash, hyphen, apostrophe, indes, and quotation.
5. Composition lessons containing section, paragraph, brackets, brace.
6. Comprehension exercises contain main idea, details, sequence, word meanings, judgment, interpretation to grasp mood.

Revisions

1. Spell and define word lists include diacritical marks as well as definition.
2. Exercises ask for oral and silent interpretation of mood.
3. Interpretation of possible character thoughts through their words and actions presented.
4. Phrasing and emphasis presented.
5. Many Second Reader selections were moved up to the Third Reader.
6. The teacher is instructed in how to teach spelling in connection with Reading in
   a. ˙p. 88 "The Spelling Lists at the head of the Reading Lessons, are given merely as examples of the manner in which spelling should be taught, in connection with reading. The teacher should add all the important words of the lesson."
   b. p. 89 "It should be remembered, that the Spelling Exercises connected with the reading lessons in this book, are, by no means designed as a substitute for the indispensable drill of the Spelling Book, but merely as auxiliary to that. A very careful attention to this exercise is recommended, especially, for young pupils; as youth is the time, when, if ever, the foundations is laid for correct spelling."
   c. p. 102 "It is the utmost importance that the pupil should understand thoroughly all that he reads. A spirit of inquiry should be encouraged; and questions, in addition to those given, should be often put by the teacher to stimulate the mind of the learner."
7. Pictures express the text vividly.
8. Some lessons appearing without comprehension questions.

APPENDIX A CONTINUED

Fourth Reader

1. Enunciation exercises expressed as (on p. 136) "Be careful to pronounce every syllable distinctly and not to join the words together."
2. Oral reading exercises are before the reading selections.
3. Spell and Define contains the errors usually made in sub-standard English with their corrections.
4. There are entire selections in voice carrying and syllable enunciation.
5. Comparative judgments are introduced.
6. Enunciation of small articles, prepositions, consonants, and utility words are covered.
7. Enunciation of vowels are in exercises.
8. Definition of abstract ideas are covered through comprehension questions.
9. Exercises dealing with the enunciation of poetry.

Revisions

1. Word list has diacritical marks and definitions.
2. Consonant drills are in isolated words.
3. Questions deal with cause and effect.
4. Grammar is used in the following manner: "In the thirtieth paragraph, what two nouns are there? In what number are they both? What is number?" p. 152.
5. Articulation exercises dealing with blends and dipthongs and final consonants.
6. Instructions in oral reading given in this manner, "Remember that in reading poetry, there is always danger of forgetting the sense in the rhyme, and therefore of reading, not as if you were expressing some thought or feeling to another mind, but as if you were chanting something to please the ear." p.157.
7. Articulation instructions is given in a developmental manner as stated on p. 161, "Combinations composed to two elementary sounds having been thus far given for practice the following exercises will contain principally combinations of three, four, and five elements. This progressive plan has been adopted, because in this way the development of the organs will be better secured, and the habit of distinct articulation more easily acquired."
8. Selections have strong emotional impact.
9. Judgments made are to be based on supporting facts.
10. There are exercises in long vowel sounds.
11. An introduction to contemporary literature is accomplished through poetry and small selections.
12. Several exercises do have comprehension questions while words do have diacritical marks and definitions.
13. Comprehension exercises contain all of the following elements: analysis of characters, cause and effect, sequence of events, judgments, personal application of a main idea.

APPENDIX A CONTINUED

Fifth Reader (1836)

1. The literature selections contain no comprehension questions or word lists, etc.
2. There are numerous exercises (very detailed) on inflection out of context.

Revisions

1. Addition of word lists with diacritical marks and definitions and inflection markings in context.
2. Evaluation of author's craft is included in developing the main idea.
3. The pupil is asked to make judgments.
4. Lessons include sub-standard errors not to make in the English language.
5. The following elements of sentence and word structure are covered: mode, tense, person, pronoun usage (p. 230), verbs, indicative mode, and imperative (p. 238) as well as the subject.
6. Background information is supplied for historical selections as well as biography sketches of famous authors.

Sixth Reader (1857)

1. This Reader is the result of collaboration between Alexander McGuffey, Dr. Timothy S. Pinneo (author of Pinneo's Grammars) and Mr. Obed J. Wilson (a member of the publishing firm). It was at this time that all the Readers were extensively revised, with many lessons being moved to higher-level Readers. The new Sixth Reader included some new material, but most of it consisted of lessons used previously in either the Fourth or Fifth Readers. (p. 297 from Stanley W. Lindberg)
2. This Reader contains selections from Dickens, Charles J. Fox, Shakespeare, Henry Wadsworth Longfellow, Thomas Babinton Macaulay, James Macpherson, Jane Taylor, Charles Sprague, Benjamin Franklin, Psalms 37, Nathaniel G. Sheperd, Ethel Lynn Beers, Thomas Buchanan Read, Samuel Woodworth, Patrick Henry, Lyman Beecher, George Arnold, Samuel Johnson, Thomas Hood, Sir Walter Scott, Daniel Webster, Horace Greeley, William Cullen Bryant.
3. It is asked that the student run references by obtaining and reading background material in connection with some of the selections.

APPENDIX B

Summary of the Scope and Sequence by Scott-Foresman

(Name of Skill and Level of Expected Mastery)

Word Identification	Comprehension	Study & Research	Literary Understand
Context (pictures) 1	Punctuation P	Page number 2^2	Identifies Story
Initial Consonants 3^1	Opposites 1	Table of Cont.2^2	Element
Final Consonants 3^1	Part-whole 1	Alp. order 4	Characters
Internal Cons. 3^1	Recog.detail 2^1	Headnotes 5	Setting
Initial Cons. Bl. 3^1	Rec.main Id. 2^1	Guide Words 5	Plot
Final Cons. Bl. 3^1	Class(rel.) 2^1	Entry 5	
Initial Cons. Dig. 3^1	Size 2^1	Entry word 5	
Final Cons. Dig. 3^1	Pronoun ref. 3^1	Definitions 5	
Short Vowels 3^1	Cause-Eff. 3^1	Picture 5	
Long Vowels 3^1	Story prob. &	Ill.sent./phr.5	
Controlled by "r" 3^1	solution 3^1	Root Word 5	
Less Common Vowels 3^2	Sequence 3^2	Inflected form5	
Sound represented	Real & Fant. 3^2	Pronunciation 5	
by diff. letters 3^2	Appr.Wd.Mg. 4	Key Word(s) 6	
A letter represents	Fig. of Spch.4	Main Topic 6	
diff. sounds 3^2	Main Id. &	Subtopics 6	
Meaning & Syntax 4	supporting	Cross-ref. 6	
Contractions 1	details 4	Footnotes 6	
Compunds 1	Place 4	Maps 6	
Root Word without	Eval.Sol.to	Graphs 6	
spelling change	story prob.4	Ch/Tabs/Schds 6	
before ending	Recg.feelings	Diagrams 6	
or suffix 2^1	actions,	Ency. key wds.6	
Root Word with sp.	trait	volume 6	
change before	motives of	guide wds. 6	
ending or suff. 3^2	characters 4	entry wd. 6	
Final Cons.doubled 3^2	Dem.oral rd. 4	entry 6	
Final e dropped 3^2	Draw Concl. 5	Section hding 7	
Final y to i 3^2	Dist.fict.&	Cross-ref. 7	
Endings 3^2	nonfiction 5	Card Catalog	
Final f, fe to v 4	Evaluates act.	drawer 7	
Suffixes 4	of ind./gr. 5	card	
Prefixes 4	Idioms 6	author 7	
Syll. & Accent 4	Unfamiliar	title 7	
Uses Utility wds. P	words 6	subject 7	
	Time 6	Summarizes 7	
	Analogous 6	Classifies 7	
	Dist.fact/	Varies rdng.tech.	
	opinion 7	rereads 7	
	Rec. bias 7	skims 7	
	Connotations	previews 7	
	of words 8	Run-on sent. 8	
		Cross-Ref. 8	
		Special Purpose8	
		Considers appr8	
		Considers acc.8	
		Outlines 8	

APPENDIX C

Summary of the Scope and Sequence by Houghton-Mifflin

Decoding (word attack)

1. spoken context
2. sound/symbol consonants
3. names of consonants
4. initial consonants
5. medial, final cons.
6. cons. diagraph
   initial/medial/final
7. cons. blends
8. sound/symbol vowel
9. names of vowels
10. vowel sounds
11. rhyming
12. vowel + r
13. vowel diagraphs
14. vowel sound/syllables
15. sound/symbol/affixes
16. Inflections
17. Sound/symbol/suffixes
18. sound/symbol prefixes
19. root words
20. 's, s' possession
21. decoding words in speaking
    vocabulary
22. context, cons. sound
23. vowel-sound, context
24. common syll. + ending
25. 2 syll. generalization
26. identifying compound words
27. identifying contractions
28. sight word list

Expressional skills

1. pitch, stress, juncture
2. punctuation
3. special type as indicators
   of pitch, stress, juncture
4. context-pitch, stress
   juncture.

Pronunciation

1. dictionary
2. pronunciation keys
3. stress marks
4. context/dictionary to
   get pron. of homographs,
   words with multiple
   pronunciation

Comprehension (literal)

1. pictures
2. context
3. directions
4. important details
5. sequence
6. sequence order or events
7. sequence, clue words
8. punctuation
9. special type
10. recog. word referents
11. recog. pron. referents
12. recog. adverbs referents
13. recog. & reading simple sentence
14. subject and predicate
15. simple subject
16. simple predicate
17. compound subject and compound pred.
18. noun signals
19. nouns
20. pronouns
21. noun phrases
22. verbs
23. main verbs
24. linking verbs
25. helping verbs
26. trans/instransitive verbs
27. verb phrases
28. adjectives
29. prepositions/prepositional phrase
30. basic sentence pattern
31. noun complement, adj. compl., & qual.
32. compound sentence & coordinating conj.
33. complex sentence & coordinating conj.
34. complex sentence, subordinating
    conjunction, relative pronouns
35. dependent/independent clauses

Interpretive Thinking

1. drawing conclusions, inferences,
   generalizations
2. direct/indirect experiences
3. main idea
4. anticipating/predicting outcomes

APPENDIX C CONTINUED

5. cause-effect relationships
6. analogous (logical inference) relationships
7. visualizing story elements

Meaning - Acquisition Skills
1. context for word meaning
2. right meaning of a familiar multi-meaning word
3. meaning of a familiar word with an unfamiliar meaning
4. synonyms/antonyms
5. dictionary skills
   meaning (word)
   multiple-entry
   etymologies
   compound words
   figures of speech
6. similes
7. metaphores.
8. personification
9. allusions
10. proverbs
11. idioms
12. prefixes
13. suffixes
14. base & root words
15. denotation & connotation

Reference & Study Skills
1. finding words in a dictionary
2. alphabetical order
   dictionary
   a. front, middle, back
   b. guide words
   c. word division
4. table of contents
5. bibliography
6. index
7. key words
8. main topics
9. subtopics
10. cross-references
11. locating information quickly
12. a. appropriate paragraphs
    b. skimming
13. encyclopedia
    a. key words
    b. correct volume
    c. guide words
    d. cross-reference
    e. section heading

Information-appraising
1. fact or opinion
2. evaluating opinion
3. recognizing vague expressions
4. recognizing assumption
5. recognizing propaganda
6. recognizing bias
7. author's purpose(s)
8. evaluating author's qualifications

Information-Organizing
1. classifying objects & concepts
2. deciding on paragraph topics of titles
3. Outline
   a. main topics
   b. subtopics
   c. details
   d. notes in outline
   e. notes to use as main topics
   f. notes to use as subtopics
   g. notes to use as details

Literary Skills
1. fiction/nonfiction
2. fantasy/realism
3. different type of fiction
4. recognizing fables & myths
5. recognizing fairy tales, legends, tall tales, folktales
6. recognizing biographical, historical & science fiction
7. opening clues to decide on story type
8. recognizing different type of nonfiction
9. narrative/expository
10. recog. autobiographies, biographies & fictionalized biographies
11. recog. information articles
12. recog. personal narratives
13. recog. play form
14. recog. poetry
15. recog. diff. types of poetry
    a. cinquain
    b. limerick
    c. narrative
    d. haiku
    e. lyric

APPENDIX C CONTINUED

14.	Card Catalog	Element-Identification Skill

14. Card Catalog
    a. file drawers
    b. file cards
       1. author
       2. title
       3. subject

<u>Element-Identification Skill</u>
1. important story elements
2. main/minor characters
3. setting of a story
4. plot of a story
5. theme of a story

<u>Quality-Evaluation</u>

1. recognizing & evaluating author's use of narrative & dialogue
2. recognizing & evaluation of author's use of nonliteral language
3. recognition and evaluation of author's effectively use of language
4. evaluation of author's choice of words
5. recognition and evaluation of author's use of sensory words
6. identification of author's point of view
7. recognition & evaluation of author's character development
8. recognition & evaluation of author's use of alliteration
    archaic language, dialect, jargon, flashback, foreshadowing,
    humor (& puns), repetition, satire, sarcasm, irony, exaggeration,
    symbolism, parody
9. appreciating poetry

APPENDIX D

Summary of the Scope and Sequence of Individualized Programs

Word of Perception

Auditory
  likenesses & differences
  directions (oral)
  rhyming
Visual
  likenesses & differences
  left-right progression
  top-bottom pattern
  differences in color
  print names
Auditory
  beginning cons. sounds
Visual
  picture, context, &
  configuration clues
  associate sound with
  consonant symbols
Auditory
  ch, sh, wh, & th &
  cons. sounds
Visual
  sh, ch, wh, & th
  apostrophe
  quotation marks
Auditory
  end cons. sounds
  interp. vocal infl.
Visual
  punctuation marks
  cons. word ending
  suffix & rhyme
Auditory
  cons. blends
  short vowels
  word construction
  alphabetizing
  blending, br.
Auditory
  ng, nk, nt, st
  silent e
  ai, ay, ea, ee, ie
  ee, oo
  ar, er, ir, or, ur
  str, scr, spr
  vowel following w & l

Idea Comprehension
experience vocabulary work
experience charts
retelling stories in sequence
Associative Work
silent reading
oral expression
beginning independent reading
locating facts
locating main idea
Summarize Stories
listening to draw conclusions
read to draw and defend conclusions

phrase study
critical reading to determine
  simple generalities
map, chart, etc. reading.
summary & synopsis
visualizing idea of situation
associating familiar expressions or
  language experiences
selecting dictionary meaning
  to fit context
Summarize main ideas
Evaluate material critically
Thorough development of difficult
concepts (colloquialisms, unique
language usage, jargon)
List unfamiliar words, phrases,
  sentence construction & ask for
  individual help
Characterization
Author's purpose
Frame of reference
Proof of answer from selection
Adjust speed of reading to the nature
  of the material & reader's purpose
Infer meaning from contexts
get meaning using key words, punct.,
grammar relationships, word order,
transition
Skim to locate special information
To relate special bits of knowledge
  to whole

APPENDIX D CONTINUED

Visual
  alphabetizing words
  root word
  prefix re, be, de, pre
  syllable 1 & 2nd syll. accent
  suffix le, ble, tion, sion, ation, al
  au, aw, ou, ow, ue, oi, oy
Alph. to 2nd letter beginning
  dictionary work
  syllabication 3 & 4 syll. words
  hyphenated words
  contractions
  independent use of dictionary
  compound words
synonyms, antonyms, homonyms

Personal Reaction
Develop the habit of reacting
  to various materials such as
  bulletin board notices,
  charts, & posters
Interpret what has been read
Interpreting mood & character
Applying experience
Define special purpose for
  reading
Interpret information
Evaluation of style
  word selection & literary devices
  of author.
Associate information to
  evaluate effect

Use
Labeling objects
Table of Contents to locate a
  special bit of information
Following written directions
Reading to create plot & draw
  conclusions
Reading for general information
Interpreting pronunciation & accent
  symbols
Locating information in Encyclopedias
Supplement texts
Maps & graphs
Library
  card catalogue
  Dewey Decimal System
Introduce note taking
  topic sentence
  arrange to 12 facts in sequence
  outline topics & subtopics
Apply information
Purpose for
  study
  motive
  specific question
Secure information
Learn how to do...
Verify opinion
Solve problems
Apply to different situations
Vicarious experiences
Following printed directions
Organize material in given area

APPENDIX E

Summary of the Skills Tested in Standardized Instruments

California Reading Achievement (1963)

Reading Vocabulary
  Mathematics
  Science
  Social Science
  General

Reference Skills
  parts of book or newspaper
  use of dictionary
  use of index
  table of contents
  reading a graph
  library classifications
  selecting references
  reading a map

Reading Comprehension
  Following directions
    simple choice
    definition and directions
    math directions
    map directions
  Interpretation of Material
    directly stated fact
    inferences
    topic or central idea
    organization of topics
    sequence of events

SRA

Vocabulary
  word-picture
  single meaning
  multiple meaning
  phrase context
  story context

Comprehension
  sentence-picture
  restate materials
  gather information
  read beyond the story
  summarize & sequence
  draw conclusions
  draw inferences
  apply to new situations
  logical relationships

Stanford Diagnostic Reading Test

Vocabulary
  auditory discrimination
  syllabication
  beginning & ending sounds
  blending
  sound discrimination
Rate of reading

Reading Comprehension (simple)
Reading Comprehension (literal)
  and (inferential)

APPENDIX E CONTINUED

Woodcock Reading Mastery Tests

Letter Identification
  upper-case Roman letters
  lower-case Roman letters
  upper-case sans serif letters
  lower-case sans serif letters
  upper-case cursive letters
  lower-case cursive letters
Word Identification
Word Attack (phonetic)

Word Comprehension
  analogy format designed to
  measure knowledge of word
  meaning
Passage Comprehension
  designed to use comprehension,
  word attack, & word meaning
  skills

Diagnostic Reading Tests

Note: The authors of these tests are present and past authorities in the area of reading education and are reading consultants for a wide variety of reading methods and materials. They, together, form a non-profit committee in an effort to standardize reading skills through testing.

Level	Test	Skill
Upper	Survey	rates of reading, vocabulary, comprehension
Upper	Section I: Vocabulary	English & Literature Mathematics Science Social Studies
Upper	Section II: Comprehension	auditory, silent
Upper	Section III: Rates of Reading	general, word attack (sounds, syllabication)
Lower	Survey	word attack, comprehension vocabulary, rates of reading
K-4	Survey	word attack, comprehension
K-4	Survey	visual discrimination, auditory discrimination, vocabulary, story reading
K-4	Readiness	relationships, eye-handedness coordination, visual and auditory discrimination, vocabulary

APPENDIX E CONTINUED

Gray Oral Reading Test

Rate
Identification of the
   following problems in
   oral pronunciation
   need aid, gross mis-
   pronunciation, partial
   mispronunciation,
   omission, insertion
   substitution, repetition
   inversion.

Literal Comprehension
   Check List Containing
   word-by-word reading, poor
   phrasing, lack of expression,
   monotonous tone, pitch too
   high or low, etc. poor enuncia-
   tion, disregards punctuation,
   overuse of phonics, little or
   no method of word analysis, unawareness
   of errors, physical movements,
   loss of place.

Spache Diagnostic Reading Tests

Word Recognition out of context
Word Analysis Checklist containing:

A.   Student contextual or graphic clues

   1.   Substitutes similar form or configuration, irrelevant in meaning,
        as name-same, book-look, run-sun. No. of errors__
   2.   Substitutes similar meaning, making sense in the context as
        wagon-toy, rolled-rode, mad-afraid, in-on. No. of errors__
   3.   Substitutes word similar in initial letter or letters irrelevant
        in meaning, as clam-calm, private-prarie. No. of errors__

B.   Spells letter-by-letter with word recognition & oral reading errors__

C.   1.   Sounds initial letter or blend, fuses rest.   (Phonic methods)
     2.   Sounds letter-by-letter.
     3.   Sounds by phonograms or large phonic units.
     4.   Sound by syllables.
     5.   Blends easily, after sounding.
     6.   Blends laboriously.

D.   Identifies short words within a word
     Make errors frequently in word-beginnings, word-middles, word-endings.

Checklist of Reading Difficulties

A.   Sight-word Vocabulary (limited, adequate, good, slow, adequate for
                         instructional level, dependent on context)

B.   Word Analysis Techniques (adequate, dependent on spelling, substitutes
                         for meaning)
     Uses phonics (letter-by-letter, in larger units, slowly, easily)
     Weak in (consonant sounds, consonant blends, vowel sounds, common
             syllables, blending)
     Guesses (by general shape, by first letters, indiscriminately)

APPENDIX E CONTINUED

C. Oral Reading

General (head movements, loses place easily, ill at ease, points
        to words, dislike for reading, holds booklet too close
        or far, cocks head or booklet)
Excessive error in (addition, omissions, repetitions, substitutions,
                    reversals, self-correction)
Voice (pitch too high, too low, monotone, volume too loud, too
        soft, articulation difficulties)
Comprehension--literal (weak, average, strong, strong only in details).

D. Silent Reading

General (head movements, lip movements, tense, points to words, in-
        different, holds booklet too close, too far, cocks head or
        booklet).
Literal--(weak, average, strong, strong only in details, strong only
          in main ideas, adequate in both)
Fluency--(slow, average, rapid, too rapid for accuracy).