

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

1-1-1966

A Comparative Study of Vocabulary Overlap in Basal Reader and Social Studies

Miriam Olive Wilson

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Wilson, Miriam Olive, "A Comparative Study of Vocabulary Overlap in Basal Reader and Social Studies" (1966). *Plan B Papers*. 404.

https://thekeep.eiu.edu/plan_b/404

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

A COMPARATIVE STUDY OF VOCABULARY OVERLAP

IN BASAL READER AND SOCIAL STUDIES

(TITLE)

BY

Miriam Olive Wilson

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 469

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1966

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

2 August 1966
DATE

ADVISER

2 August 1966
DATE

DEPARTMENT HEAD

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
Chapter	
I. INTRODUCTION	1
II. RELATED RESEARCH	7
III. THE PROBLEM UNDER STUDY	15
Nature of the Problem	15
Method of Procedure	18
IV. ANALYSIS OF DATA	22
Results	22
Conclusions	24
Recommendations and Implications	25
APPENDIX	27
BIBLIOGRAPHY	68

LIST OF TABLES

Table	Page
1. Analysis of Vocabulary Overlap Between Basal Reader and Social Studies Text	22
2. Analysis of Overlap of Technical Words According to Classes	23

CHAPTER I

INTRODUCTION

Because vocabulary is so important in reading comprehension, the development of an extensive and accurate vocabulary is thought by such educators as Harris to be basic. In order to reach valid conclusions concerning the importance of vocabulary, studies of vocabulary running into millions of words can be found. However, the dearth of research directed to overlapping of vocabulary between basal readers and social studies textbooks is conspicuously lacking.

The fact that many pupils encounter vocabulary difficulties is generally recognized. According to Gray the difficulties have a tendency to increase as the child begins to read more widely in the various curriculum fields. Faced with this problem it remains the job of the educator to determine practices and policies wherein the child benefits most.

During the past decade one of the adverse criticisms is that there has been an inadequacy of repetitious presentations in textbooks and associated materials. The inadequacy of vocabulary presented in basal reading series has shared this criticism. Some educators have pointed out that there is a great vocabulary disparity among the reading and social studies books as a whole. Such educators as Vent and

Peterson have noted a lack of correlation and overlap between the vocabulary of the readers and social studies.

Russell has said that "the size and usefulness of a child's stock of words are one of the most important factors in his reading and general school success."¹ With this thought in mind, the importance of having a close correlation and overlap among vocabularies used throughout the school curriculum plays a key role in the educational development of the child. Educators are well aware that no matter what the future holds for a student, his skill in handling vocabulary will play one of the key roles throughout his entire life.

A small vocabulary will not begin to affect their reading much until some time in the third grade, when they begin to branch out more widely in their reading. Then, and in later grades their vocabularies will be closely related to their reading and other school success.²

The educators are cognizant of the many important values which are inherent in reading and do not wish to lose sight of them, but one of the immediate concerns has to do with the solution of vocabulary problems which the intermediate curriculum presents.

The enriched environment of our affluent society brings new problems to the educators. The children of today live in a world of words, seeing them in books, magazines, newspapers, on TV, and on signs as they travel. Some educators thus believe that a new approach is necessary. If the skills are skillfully taught and mastered, perhaps

¹David H. Russell, Children Learn to Read (Chicago: Ginn and Company, 1961), p. 265.

²Ibid., p. 265.

there is not the necessity for such uniformity in vocabulary. But there again understanding lags for the student who has failed in his mastery of skills.

Socher, Treacy, and others have found through research that general reading instruction and vocabulary do not meet all the needs of the child when reading from the social studies area.

In one summary of reading studies Traxler concluded that when the various studies of the relationship between general reading ability and reading ability in different areas are considered as a group, it is apparent that there is a great deal in common between reading in general, and that improvement in general reading ability should have a favorable influence upon ability to read in a specified field. However, the correlations are by no means perfect, and it seems clear that in addition to training in general reading skill, there is a definite need for instruction in the reading skills peculiar to each field.³

Educators have long since concluded that specialized instruction in reading in the content fields will help pupils overcome difficulties of specialized vocabulary. Carter and McGinnis say: "Each teacher in the content fields is responsible for developing background and mental content in his area of concentration and for increasing the special and technical vocabulary of his subject."⁴

It has been noted that many children, who on a standardized reading test are achieving the norm for a specific grade, require special assistance if they are to use at all profitably the books intended for that grade. "Preparation to read in science or social studies is as

³Robert Karlin, "Research in Reading," Elementary English, XXXVII (March, 1960), pp. 177-183.

⁴Homer L. J. Carter and Dorothy J. McGinnis, Teaching Individuals to Read (Boston: D.C. Heath and Company, 1962), p. 99.

important as guidance in reading selections from readers."⁵ Sought for outcomes will only be realized when pupils develop facility in using an available tool which possesses many facets. Reading, of course, is this meritorious tool. Since every teacher deals with reading, attention should be directed unstintingly to uniformity of vocabulary in every area. However, Betts points out that "vocabulary building is no longer believed to be the compartmentalized work of the reading period. Vocabularies are increased through work in the various subject-matter fields."⁶

At the intermediate level special attention is given to word meaning, the function of words, and figurative language to help increase pupils' vocabulary and aid them in comprehending literal and inferential meaning. Therefore, the use and introduction of words within the understanding, comprehension, and ability of the child regardless of the subject area is extremely vital.

Fullmer and Kolson in commenting on the matter of vocabulary importance have written:

Perhaps because of its relationship to educational activities, the vocabulary of children has been of great interest to the educator. Investigators, therefore, have studied the vocabularies of elementary school reading matter. These vocabulary investigations have more or less assisted teachers and writers to produce materials that are within the comprehension of average children living in average communities.⁷

⁵Karlin, loc. cit., p. 180.

⁶Emmett A. Betts, The Prevention and Correction of Reading Difficulties (Evanston: Row, Peterson and Company, 1936), p. 16.

⁷Daniel W. Fullmer and Clifford J. Kolson, "A Beginning Reading Vocabulary," Journal of Education Research, Vol. 54, Number 7 (March, 1961), pp. 270.

Since there is general agreement among teachers and administrators that reading materials should be related to the other activities of the class, emphasis should be placed upon sufficient vocabulary overlap between reading and social studies that sight recognition of words is facilitated. The content area would then be more pleasurable reading as well as more comprehensive. "The perception of unfamiliar words requires greater attention to the detailed composition of the word."⁸ This is further reinforced by Huey who says:

Perceiving being an act, it is, like all other things we do, performed more easily with each repetition of the act. Repetition progressively frees the mind from attention to details, makes facile the total act, shortens the time, and reduces the extent to which consciousness must concern itself with the process.⁹

Level of comprehension refers to the difficulty of the material a child can read with understanding. Such being the case, educators endeavor to develop overlapping vocabularies sufficient to provide for horizontal articulation between reading and social studies. In support of this view, Carter and McGinnis say:

The child must grow into a versatile and independent reader so as to become proficient in different subject fields. Versatility and independence in reading are to a large degree dependent upon the quantity and quality of one's storehouse of words.¹⁰

⁸Anderson and Dearborn, The Psychology of Teaching Reading (New York: The Ronald Press Company, 1952), p. 202.

⁹Edmond Burke Huey, The Psychology and Pedagogy of Reading (New York: The Macmillan Company, 1908), p. 104.

¹⁰Carter and McGinnis, op. cit., p. 74.

It is not the purpose of this study to determine the relation of an overlapping vocabulary to comprehension or word recognition. Rather, it is an attempt to discover from samplings to what, if any, extent there is overlap in vocabulary between the basal readers used at third grade level, as well as the one used during the first semester at fourth grade level, and the fourth grade social studies textbook. Specifically, the books used in this investigation were: Streets and Roads, More Streets and Roads, Times and Places, and Many Lands.

CHAPTER II

RELATED RESEARCH

Countless studies have been made in an effort to develop a satisfactory core vocabulary around which texts should be designed. Less research, but some, has been done in comparison of vocabularies in the particular area of social studies and reading. Most of these studies were done in the late 1920's and in the 1930's. While proof of this belief cannot be supported positively, it has been determined that there is not the correlation and overlap in the vocabularies to be desired in these two subject areas. Peterson, for one, "found the readability of social studies texts to be unsatisfactory."¹¹

Vent, however, has said that "in a field with as many verbal learnings as occur in the social studies it should be expected that close relationships exist between reading skills and achievement in social studies."¹² A review of all available evidence led Traxler and Townsend to conclude that there is "a great deal in common between reading in a single field and reading in general."¹³

According to Russell "no child has been taught to read effectively until he can read in the various content fields, such as health,

¹¹"Social Studies," Encyclopedia of Educational Research (New York: The MacMillan Company, 1960), p. 1309.

¹²Ibid., p. 1310.

¹³Ibid., p. 1305.

arithmetic, and social studies."¹⁴ Vocabulary development is an integral part of the process of learning to read regardless of the area wherein words are utilized or encountered.

Incidental learning of vocabulary takes place largely in two ways. Mainly it occurs as the child is reading to himself. The material should contain few words which he does not know, and the concepts must all be within his understanding.¹⁵

Having been introduced to a word in his basal reader is one way to insure that a word will be within the child's understanding when he is confronted with the word in his independent reading of social studies. In opposition to this point of view, educators have still not resolved the problem raised by Rousseau and others of how much the child should be let alone in his development, and in this instance with concern for vocabulary development. Nevertheless, all teachers definitely support the necessity of some instruction in word recognition.

Gray expressed the feeling of many leading educators when he stated: "Reading in social studies requires a broad general vocabulary. The facts, ideas, and principles of the social sciences are themselves inevitable sources of difficulty."¹⁶ This problem can be partially circumvented by overlapping vocabularies to a greater degree. As Gray further states: "When a printed word is completely familiar, we respond

¹⁴Russell, op. cit., p. 359.

¹⁵J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1960), p. 261.

¹⁶William S. Gray & others, Reading in General Education (Washington, D.C.: American Council on Education, 1940), p. 167.

to it automatically and are scarcely aware of the details of its form."¹⁷

Operating on this premise, educators have made available a number of vocabulary lists, representing the results of word counts totalling millions of words.

These lists have been extensively used by the writers of books for children. They have been very helpful in encouraging the simplification of vocabulary in children's books and in bringing about a greater agreement on the words that should form the core vocabulary of basal readers and other school books. Among the most widely used vocabulary lists are those by Thorndike, Gates, Horn, Buckingham & Dolch, Stone, and Durrell, and the technical vocabulary lists by Cole.¹⁸

"In general, such word lists have been made up on the basis of their frequency of use in different situations, such as their occurrence in well-known books or newspapers, or appearance in children's writings."¹⁹ Since the early 1930's a number of word lists have appeared which are composites of other lists. Consequently teachers, curriculum workers, as well as textbook writers have some good guides as to the most useful words for children to know.

The following statement by Harris describes the value of this effort:

As a result of studies, a good start has been made in the publishing of textbooks in which careful attention has been given to the avoidance of an unnecessary

¹⁷William S. Gray, On Their Own in Reading (Chicago: Scott, Foresman and Company, 1960), p. 182.

¹⁸"Reading Vocabulary," Encyclopedia of Modern Education (New York: Philosophical Library Inc., 1943), p. 660.

¹⁹Russell, op. cit., p. 240.

vocabulary burden. The selection of textbooks which avoid the use of complicated verbiage is one way to reduce vocabulary problems to teachable proportions. The vocabulary problem is more acute in the textbooks of the content subjects than it is in general reading material.²⁰

All teachers are aware that some words appear in practically all reading matter and that there are, in addition to these, a vast number which seldom occur. Words with unusual appearance are often more easily recognizable than ones thought common, without unusual appearance. One of the very early word lists was the one published by Child Study Committee of the International Kindergarten Union comprised of 2,596 words.

Then came Gates Reading Vocabulary for the Primary Grades. His list consisted of about 1,500 words based on six previous studies. This is still probably the best single source for checking words that should ordinarily appear in the basic reading vocabulary of the primary grades.

Dolch took the aforementioned lists and along with that of Wheeler-Howell developed what is probably the most widely used basic sight vocabulary. A list of 220 words common to the three studies resulted. This basic sight vocabulary was checked against thousand word samplings in four subjects. It was found to include about 60% of the running words in most of the books for Grade Four.

This list may well be called 'basic' because it included the 'service words' that are used in all writing,

²⁰Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, Inc., 1961), p. 406.

no matter on what subject. It is to be especially noted that this basic vocabulary includes no nouns. Nouns cannot be of universal use because each noun is tied to special subject matter.²¹

Durrell has developed a word list which has proved quite useful in Grade Four. His list is made up of roughly 600 to 800 words. He has stated that "in order to provide the careful development of sight vocabulary and the constant practice required for successful corrective work in reading, a narrow vocabulary of well chosen words is necessary."²²

The vocabulary of children's letters written in life outside of the school was studied by Fitzgerald. His findings showed that "2,106 words occurred eight or more times for the fourth, fifth, and sixth grade levels. Two thousand of the words were used in all three grades."²³

Large and Thorndike's Teacher's Word Book of 30,000 Words is a revision and extension of perhaps the best-known standard word lists. A teacher may use this list in guiding his or her treatment of words that occur in the readers, supplementary readers, textbooks, and other material to be read by a class. In pointing out how to use the list it was stated:

²¹Edward W. Dolch, Teaching Primary Reading (Champaign: Garrard Press, 1941), pp. 249-265.

²²Donald D. Durrell, "A Vocabulary for Corrective Reading," Elementary English Review, XI (April, 1934), pp. 106-109.

²³James A. Fitzgerald, "The Vocabulary of Children's Letters Written in Life Outside the School," Elementary School Journal, XXXIV (January, 1934), pp. 358-370.

A teacher should decide, concerning many words which occur in books or articles to be read by the class, whether to have the class learn the word well enough so that the ability to know the sound and the important meaning or meanings of the word when they see it will be a permanent part of their stock of word knowledge, or merely inform them of its meaning temporarily so that they can understand and enjoy the reading matter in which it occurs.²⁴

The forerunners of the previously cited edition were The Teacher's Word Book, published in 1921 and containing 10,000 words, and The Teacher's Word Book of 20,000 Words, published in 1932. Wide sampling of adult writing including children's literature was the basis for these two counts. These books indicate in which thousand each word falls as to frequency, but makes no reference to different meanings of the same word. The third volume which was published in 1944 lists words in terms of their frequency of appearance per 1,000,000 running words, per 4,000,000 running words, and in magazines, juvenile books, and semantic counts. It has been noted that in Thorndike's list many of the words are unfamiliar to children.

Henry D. Rinsland developed a list of over 25,000 words based on one of the most careful counts of children's writing vocabulary obtained from over 100,000 individual letters, stories, projects, etc. in grades from one to eight. His list gives frequency of occurrence of the words in children's writings by grade.

Dale's 3000 Words is a list of that many words which are supposedly known by 80% of fourth graders. He developed his list from one of

²⁴Edward L. Thorndike and Irving Lorge, The Teacher's Word Book of 30,000 Words (New York: Bureau of Publications: Teachers College, Columbia University, 1944), p. xi.

10,000 words and did it not on the basis of frequency but on understanding of meaning.

The importance of meaning in vocabulary has been summarized by Russell. "If a particular word is valuable, according to a word list, and if a child or group need to use the word frequently in social studies or other activities, it probably merits careful study in terms of both recognition and meaning."²⁵

For a study concerned with vocabulary overlap the results of the combined efforts of B.R. Buckingham and Edward W. Dolch is perhaps the most pertinent. A Combined Word List as it is called is one of the most useful of the combined lists of frequently used words. It is based on some 10 different vocabulary studies and shows their overlapping and comparative ratings by giving after each work the studies in which it appears and the grade or frequency assigned by each study.

Social studies books are written in units. Dolch has this to say about the planning: "The low frequency of important words which one would think would certainly have been in nearly all of the books suggests much oversight on the part of the persons planning or writing up these units."²⁶ Statements such as this help substantiate the belief that children should not "puzzle" but recognize instantly. Dolch believes that the child should be challenged but not discouraged.

²⁵Russell, op. cit., p. 281.

²⁶Edward W. Dolch, Problems in Reading (Champaign: Garrard Press, 1948), p. 139.

He says that "the endeavor is made to enrich his experiences so that everything in his book, when he gets his book, is meaningful and interesting."²⁷

As McKee states, this can be a realization for each child:

If the materials as a whole, as well as the particular words, are intelligible, silent reading may be a thoroughly meaningful experience, provided the pupil can recognize words with sufficient ease, speed, and accuracy to permit him to direct his attention primarily to the thought.²⁸

Inclusion of too many unknown or difficult words blocks comprehension and retards interest in reading regardless of the area. Poverty of vocabulary has been offered as a possible explanation for inability to think in content areas. Gray alleges that "nobody has studied sufficiently the extent to which technical words in various school subjects introduce vocabulary difficulties."²⁹

According to Russell one of the common reading problems in the content fields is the technical vocabulary. In support of this view he says:

Because different content areas have problems peculiar to each area, the elementary teacher may do some teaching of reading in the social studies period. At any level the teacher will work with pupils where they are to help solve their reading problems by direct attack on the materials with which the children are working.³⁰

²⁷Ibid., p. 348.

²⁸Paul McKee, "Vocabulary Development," The Teaching of Reading, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Ill.: Public School Publishing Co., 1937), pp. 287-295.

²⁹William S. Gray, "Reading Readiness in Content Subjects," Elementary School Journal, Vol. 42 (May, 1942), pp. 645-646.

³⁰Russell, op. cit., pp. 360-361.

CHAPTER III

THE PROBLEM UNDER STUDY

Nature of the Problem

All of the words that everyone needs in the content area cannot be taught in reading, so there is need to utilize all reliable research in vocabulary overlap to improve the program to obtain better results.

As has been pointed out, the vocabulary problem is more acute in the textbooks of the content subjects than it is in general reading material. If it can be determined to what extent there is vocabulary overlap between the two--reading and a content area subject, social studies--the findings could give weight to the hypothesis that a considerable amount of difficulty in social studies is due to lack of sufficient overlap in the vocabularies.

Gray has suggested that poverty of vocabulary is a possible explanation for inability to think in content areas. Is it possible that children meet new words at such a rate in social studies that they are unable to assimilate them?

Inclusion of too many unknown or difficult words retards interest in reading. If a child is familiar with his vocabulary, he can read with greater ease and direct his attention to the realization

of his immediate goal. In this way, reading and other curricular fields are reciprocally related.

Ristow has advanced the criticism that there is too much "telling" in social studies at the intermediate level. Is this necessary because, as pointed out by Harris, too many textbooks are loaded with unnecessary rare and technical words? It is not the purpose of this study to resolve whether or not the social studies textbook, Many Lands, is loaded with unnecessary rare and technical words. However, in making a comparative study of samplings from the vocabularies of both the basal reader and social studies text, the data should reveal some meaningful facts relative to the percentage of technical words which do overlap.

As indicated earlier, the small vocabulary of a child begins to effect his school success about the time he enters the intermediate grades. For this reason, it seems a step in the right direction to compare, by sampling, the vocabulary of the basal readers used at third grade level and first semester fourth grade level with the vocabulary of the social studies material covered during the first half of the year in fourth grade. By so doing, it is hoped to discover to what, if any, extent there is overlapping between the vocabularies of the basal reading series and the social studies textbook.

The increasing demands made upon the reader today are often accompanied by difficulties in word recognition. It is realized that "in the child's mental ability lie the possibilities and powers

of acquiring a vocabulary."³¹ Findings of Pressey and Gates support the view that a wide vocabulary is essential if one is to read with ease and understanding. Man's growth in ideas has always been accompanied by a corresponding expansion of vocabulary. In recognition of these facts, it is the intent of this investigation to determine if there is any significant overlap in vocabulary in the areas previously identified.

Specifically this investigation will attempt to answer the following questions:

1. Degree of vocabulary overlap found between the sight vocabulary of the two basal reading books completed at the end of Grade Three and two units selected at random from the first half of the social studies textbook recommended for use in Grade Four.
2. Degree of vocabulary overlap found between the sight vocabulary of one Grade Four basal reader of the same series as mentioned above and the same two social studies units cited in #1.
3. Is it likely that certain classes of words included be repeated in the social studies books when first introduced in the basal reader series or are certain classes of words likely to appear in the social studies book for the original exposure?

³¹Fowler D. Brooks, The Applied Psychology of Reading (New York: D. Appleton and Company, 1926), p. 60.

Method of Procedure

Two basal readers at third grade level,³² one basal reader at fourth grade level,³³ and a social studies book for fourth grade³⁴ comprise the textbooks analyzed in this study. For purposes of the study, the texts involved shall be referred to as S-R, MSR, T-P, and ML.

Inasmuch as children entering fourth grade have at the time of entry to that grade only the sight vocabulary learned during the first three grades, samplings were used from S-R and MSR.

The limitation that underachievers had not been introduced to third grade sight vocabulary was taken into consideration. Since grouping in reading is a common practice, there are children who attempt to read from a fourth grade social studies book that are only ready to start reading from a 3¹ basal reader. These youngsters comprise a very small percentage of the entire class population, so the assumption that the majority of the class has been subjected to the same basic sight vocabulary is a feasible one.

The study to determine the extent of overlap in vocabulary between the basal reading series and the social studies deals only with the use of new words introduced from the basal readers. It can

³²William S. Gray, A. Sterl Artley, May Hill Arbuthnot, Streets and Roads (Chicago: Scott, Foresman and Company, 1952). Gray, Artley, Arbuthnot, More Streets and Roads (Chicago: Scott, Foresman and Company, 1956.)

³³William S. Gray, A. Sterl Artley, May Hill Arbuthnot, Times and Places (Chicago: Scott, Foresman and Company, 1954.)

³⁴Many Lands (New York: Rand McNally and Company, 1961.)

be assumed that the other words used throughout the basal reader were part of the basic sight vocabulary and had been introduced earlier.

The sampling for the purpose of this study taken from ML consisted of two units from the text. Since units are centers of thought, it seemed reasonable to choose material in this way rather than choosing pages at random. The units chosen were ones studied during the first half of the school year. These units cover material about entirely different sections of the world. Words used to describe the varied characteristics of the people and their lands is necessarily quite diversified. The first unit selected was "Jungle Sights and Sounds," pages 49-82. The other one was "Along the Blue Mediterranean," pages 105-120. The sampling included forty-eight pages consisting of 17,500 running words. The number of words was determined by first counting the words on an entire page. Next it was noted that in the book, ML, one hundred words occupied fourteen lines of space on the page. Then all lines of the sampling were counted to finally determine the 17,500 words.

The decision to use a sampling from the text rather than to use all of the material found in the book was based primarily on the supposition that the book was constructed around the basic sight words that are customarily built into a quality text appropriate to fourth grade level. Dolch has said that "books have been edited for fourth grade on the assumption that the children would by that time know the first 2500 words of the Thorndike list."³⁵

³⁵Dolch, Teaching Primary Reading, p. 251.

Since the children use the fourth grade basal reader simultaneously with the social studies covered during the first semester of the year, the new words introduced in T-P were used for the study as well as new words from S-R and MSR. Again, T-P is the first of two basal readers used at the fourth grade level.

It was found that the 220 Dolch Word List had been used throughout all three of the basal readers used in the study. The same held true for the "Instant Words" and the Kyte list. Eighty-six percent of the words from the 220 Dolch Word List appeared in the sampling from ML. Eighty percent of the "Instant Words" and 66% of the list compiled by Kyte also appeared in the sampling from the social studies text.

The 1350 new words introduced in S-R and MSR, the basal third grade readers, and T-P, basal fourth grade reader, were listed in alphabetical order. All words from ML, the social studies textbook appropriate to fourth grade, were arranged in alphabetical order. When a composite of the lists from the books mentioned above was made, this yielded a master list of 2,353 alphabetically arranged words which served as the basis for comparison.

As a first step, the words of the basal readers were checked against those of the social studies for identical vocabulary overlapping.

To further extend the findings of the study, the composite list was checked for vocabulary overlap of derivatives. In making the comparison of the vocabulary overlap of derivatives between the basal readers and social studies book, the identical words made use of in the first count for identical vocabulary overlap were disregarded.

Also an analysis was made of the vocabularies of the aforementioned books with respect to the overlap of technical words. For purposes of this study technical words have reference to word classes as follows and they have been indicated in the list according to letter which precedes to identify the class to which the word is allocated:

- a. Proper names of places.
- b. Words pertaining to land and water features.
- c. Names of products and resources.
- d. Words applying to transportation.
- e. Words applying to distance and direction.
- f. Words applying to human occupation.
- g. Words applying to climate and weather.
- h. Words applying to time, months, and seasons.

CHAPTER IV

ANALYSIS OF DATA

Results

TABLE 1

ANALYSIS OF VOCABULARY OVERLAP BETWEEN BASAL
READER AND SOCIAL STUDIES TEXT

Text	Words	Overlap		
		Identical	Derivative	Total
S-R MSR	899	192	64	256
T-P	451	37	11	48
ML	1370			
Total	2720	229	75	304
	Percentage	8.4	2.8	11.2
	Percent Between T-P and ML	1.36	.4	1.76

Table 1 shows that:

Out of a total 2720 words comprising the composite vocabulary of both the basal readers and the social studies book 229 words, or 8.4%, were identical to both lists. Seventy-five derivatives, or 2.8% appear in both lists.

When identical words and derivative words are combined, 304 words, or 11.2% are found in both lists.

When the vocabulary data for the fourth grade reader and social studies book, based on 37 identical words plus 11 derivatives for a total of 48

words, are studied the overlap is 1.76%.

The table that follows is a result of analysis of specialized vocabulary in terms of technical words as classified in the table.

TABLE 2
ANALYSIS OF OVERLAP OF TECHNICAL WORDS
ACCORDING TO CLASSES

Designation	SR TP	MSR words	ML words	Total words	Identical overlap	% of overlap
a. Proper names of places	7		24	31	1	3
b. Words pertaining to land & water features	11		46	57	9	17
c. Names of products and resources	19		65	84	10	12
d. Words applying to transportation	17		29	46	14	30
e. Words applying to distance & direction	6		9	15	6	40
f. Words applying to human occupation	18		17	35	2	6
g. Words applying to climate & weather	4		22	26	12	46
h. Words applying to time, months, and seasons	13		24	37	2	5
Total	95		236	331	56	17

This table reveals that out of 331 technical words 56 words, or 17%, were identical to both the readers and social studies book.

Conclusions

Within the limits of the sample earlier described evidence would indicate that the extent of vocabulary overlap, i.e. 11.7%, is extremely small. Since overlap is so small one can conclude that transfer of sight vocabulary from basal reader to social studies textbook reading will be very minor. The teacher will, therefore, have to direct more of her attention to the development of more effective reading skills to enable the child to attack unfamiliar words.

While proof of this belief cannot be supported positively, evidence indicates that because of the diversity of words used one can not rely on a basic basal vocabulary list of the basal reader series to help the teacher give the students the vocabulary background that will enable them to go from one text to another with ease.

The facts presented provide clear evidence that many technical words are introduced in the social studies textbook which were not introduced in the basal readers. Since the overlap is so small, one can conclude that in all probability there is validity in choosing texts that have an internal consistency built into the basal reader and the social studies book.

Recommendations and Implications

It is true that pupils need to meet new words but not unless they can meet them at such a rate as to be assimilated. To find that classes year after year meet nearly 89% unfamiliar words found in social studies materials, as findings from this study might indicate, implies that this problem should be considered in the selection and adoption of texts for intermediate grades. This, also, has implications for classroom teachers when they consider approaches to use in helping children master social studies. Does the pre-determined control of vocabulary used by one basal reading series tend to limit a child's vocabulary? A co-basal program in reading is one recommendation to aid in the alleviation of this problem. Children are in this way given wider opportunity for vocabulary growth.

Inasmuch as the reading material assigned to children during the intermediate grades includes an increasing number of unfamiliar and technical words, it is highly important that they be able to recognize as many words as possible by sight. Care must be taken by the teacher not to overload the student. Assuming that there is not enough overlap in the two areas and possibly too much load for highly successful children results, it would be well if textbook companies would make a stringent effort to expand their vocabulary overlap beyond the basic lists recommended for instant sight words.

Frequent reference has been made to the technical vocabulary of the content areas. The inference is that there may be danger in choosing a social studies text that does not have the same design

in an attempt at vocabulary control that the basal reader used by the children has. If it can be assumed that this conclusion is a valid one, basal readers and social studies books which have a built-in internal consistency are recommended for close consideration in establishing book lists. In all probability, the adoption of a different social studies or series when one equally representative is to be found in the same textbook company is poor judgment.

Vocabularies will increase outside of school due to television, moving pictures, signboards, etc. They will continue to increase through new scientific knowledge that is increasing at a rampant pace. The vocabulary must take advantage of children's experiences. Basal reading series differ significantly in this respect. Therefore, pupils must be given wide opportunity for extensive supplementary reading on an individualized basis.

At intermediate level there is in all probability too much emphasis placed on the reading period per se. The stories found in fourth grade readers are delightful little stories with some human interest. But, at this level, youngsters are entering a phase of education where reading to learn has a tremendous significance. Reading with beautiful expression becomes less important and delving for new knowledge, information, and concepts becomes more essential. Therefore, using content area textbooks as the basis of the reading curriculum to replace the traditional reading period at intermediate level is recommended.

APPENDIX

This appendix contains statistical data relative to the study. To aid in interpretation the following code has been used:

- * Words from Times and Places.
- BR Basal Reader.
- SS Social Studies.
- TW Technical Words as defined on page 21.
- a Proper names of places.
- b Words pertaining to land and water features.
- c Names of products and resources.
- d Words applying to transportation.
- e Words applying to distance and direction.
- f Words applying to human occupation.
- g Words applying to climate and weather.
- h Words applying to time, months, and seasons.

	BR	SS	TW
a		x	
able	x	x	
aboard*	x		
about		x	
above		x	
accident	x		
ached	x		
acres*	x		
across		x	
act		x	
actions		x	
acts	x	x	
actually*	x		
added	x		
address*	x		
admired	x		
admitted	x		
adventure	x	x	f
advertised*	x		
advice	x		
advised*	x		
Africa*	x	x	a
after		x	
afterwards	x		
again		x	
against	x	x	
age	x		h
ago		x	
agreed	x		
ah	x		
ahead	x	x	
aiming	x		
air	x	x	d
airplane	x	x	d
airport*	x	x	d

	BR	SS	TW
aisles	x	x	
alarmed	x		
alike	x	x	
alive	x		
all		x	
allegiance	x		
alligator		x	c
allow		x	
allowed	x		
almost		x	
along		x	
aloud	x		
already	x		
also	x	x	
although*	x	x	
always		x	
amazed*	x		
amazement*	x		
Amazon		x	a
America		x	a
American		x	a
among	x		
Amos*	x		
amusing*	x		
Anastasia		x	
an		x	
ancient		x	h
and		x	
animal		x	c
animals		x	c
annoyed*	x		
another		x	
ant	x	x	
anteater		x	
antlers	x		

	BR	SS	TW
ants		x	
any		x	
anybody	x		
anything		x	
anywhere		x	
anxiously*	x		
apart	x	x	
appeared	x		
appetite*	x		
apples		x	c
approached*	x		
are		x	
arm		x	
armadillo		x	
around		x	
arrange		x	
arranged*	x		
arrived	x		
arrow	x		
art*	x		c
as		x	
ashamed	x		
ashes	x		
ashore*	x		
Asia		x	a
ask		x	
asked		x	
asleep		x	
astonished*	x		
astonishment*	x		
at		x	
Athens		x	a
Atlantic		x	a
attack		x	
attic	x		

	BR	SS	TW
back		x	
backs		x	
backward	x		
bacon*	x		
baggage	x	x	d
bags		x	d
bait	x		
baked		x	
baking		x	
bale*	x		
ball		x	
balls		x	
banana		x	c
bananas		x	c
band	x		
Bangui		x	a
bank		x	b
banks		x	b
barber		x	
bare	x		
bargain	x		
barley		x	c
barrels		x	
bars*	x		
Bartholomew	x		
baseball*	x		
basement	x		
basket		x	c
bath	x		
bathtub		x	
batter*	x		
bay		x	b
bays		x	b
be		x	
beach	x		b

	BR	SS	TW
beads		x	
beams*	x		
beans		x	c
beard	x		
beasts	x		d
beat	x		
beating		x	
beautiful		x	
beauty	x	x	
beaver	x		
because		x	
becoming		x	
bed		x	
beds		x	
beech		x	c
beets*	x		c
before		x	
began		x	
begged	x		
begin	x	x	
begins		x	
begun*	x		
behave	x		
behind		x	
Belem		x	a
bellowed*	x		
below	x		
belt		x	
bench	x		
bending*	x		
beneath*	x		
Benny's	x		
bent	x		
berries	x		c
best		x	

	BR	SS	TW
Betsy	x		
between	x	x	
beyond	x	x	
bicycles	x		d
bikes*	x		d
birds		x	
bit		x	
bits	x		
black		x	
blame		x	
blanket	x		
blazed	x		
bleated	x		
blinding*	x		
blinked	x		
blocks	x		
blossom		x	
blossoms		x	
blown		x	
blue		x	
bluer		x	
board		x	
boasting	x		
boats		x	d
body		x	
boil		x	
boils		x	
bold	x		
bones*	x		
books		x	
boots	x		
born	x		
borrow		x	
borrowed*	x		
both		x	

	BR	SS	TW
clover	x		
closely		x	
cloth	x		c
clothing		x	c
cloths		x	
clouds*	x	x	g
clump*	x		
clung	x		
coach	x		d
coal		x	c
coals	x		
coarse		x	
coast		x	b
coastline		x	b
coaxed	x		
coconuts		x	c
coins	x		
cold		x	g
colder		x	g
collar*	x		
collect		x	
collected		x	
collecting	x	x	
color		x	
colored		x	
colors		x	
colt*	x		
come		x	
comfortable		x	
comforting		x	
comical*	x		
coming		x	
commanded	x		
commissioner*	x		
companion		x	

	BR	SS	TW
company	x		
compare		x	
comparing		x	
complain	x		
completely*	x	x	
confess*	x		
Congo		x	a
contentedly	x		
contest	x		
continent		x	b
continents		x	b
continued*	x		
cook	x	x	f
cooking	x	x	f
cooks		x	f
cooler		x	g
coops		x	
copilot*	x		d
cord	x		
corn		x	c
cornstalks*	x		c d
corral	x		
correctly*	x		
cost*	x	x	
costumes*	x		
cottage	x		
could		x	
counters	x		
countries		x	
country		x	
county*	x		
couple	x		
courage*	x		
course	x	x	
court*	x		

	BR	SS	TW
cousin	x		
covered		x	
crackling*	x		
cradle		x	
crane*	x		
crash	x		
crawling	x		
crawls		x	
creatures	x	x	
crew		x	d
cribs*	x		
croaked	x		
croc		x	
crocodiles		x	
crooked*	x	x	
crops*	x	x	c
cross	x	x	
crowd	x		
crowded		x	
crown	x		
cruel	x		
crumbs	x		
crushed		x	
crust	x		
cub	x		
cuds*	x		
cunning	x		
cup	x	x	
cupboards		x	
cupful		x	
cups	x		
curious*	x		
curiously		x	
curl		x	
curled	x		

	BR	SS	TW
Dachshund*	x		
dad*	x		
Dalghlish		x	
damage*	x		
damp	x	x	g
Dan*	x		
dance		x	f
dancers		x	f
dangér	x	x	
dangerous	x	x	
dare	x	x	
dark		x	h
darkness	x	x	h
darling*	x		
darn*	x		
dart		x	
darted	x		
dash		x	
dashed	x		
date		x	h
daughter	x	x	
day		x	h
daylight		x	h
days		x	h
dead	x		
deal		x	
decide	x	x	
decided		x	
deck		x	
decked		x	
declared*	x		
decorated		x	
deep		x	
deeper		x	
deeply		x	

	BR	SS	TW
delay*	x		
delicious	x	x	
delighted	x	x	
deliver	x		
delta		x	b
demanded*	x		
den	x		
deny*	x		
depended*	x		
depends		x	
desert	x	x	b
desire	x		
desks	x		
dessert		x	
destroy	x		
detective	x	f	
develop*	x		
diamond	x	c	
dictionary*	x		
did		x	
Didd*	x		
die	x		
difference*	x		
different	x	x	
difficult*	x		
dining		x	
dipped	x		
direction	x	e	
dirt	x	x	
disagreed	x		
disappears	x		
disappointed*	x		
disappointmentx	x		
discovered		x	
discuss		x	

	BR	SS	TW
disguise*	x		
dish	x		
dismay*	x		
display		x	
distance	x	x	e
distances		x	e
ditch*	x		
divide		x	
divided		x	
divides		x	
dizzy*	x		
do		x	
dock	x	x	d
doctor	x		f
dodge*	x		
doe	x		
does		x	
dogs		x	
doing		x	
dollars	x		
dolphins		x	
Don	x		
done		x	
donkeys	x	x	d
don't		x	
doors		x	
dotted		x	
double		x	
doubtfully*	x		
down		x	
dozens	x	x	
dragging*	x		
drank	x		
draw	x	x	
drawing		x	

	BR	SS	TW
face		x	
faces		x	
factory*	x		
factories		x	
facts	x		
fail	x		
fair	x		g
fall		x	h
falls		x	
families		x	
family		x	
fan		x	
fancy	x		
fanning*		x	
far		x	
farm		x	
farmer		x	f
farmers		x	f
farmhouse		x	
farming		x	f
farms		x	f
farther		x	
fast		x	
fasten		x	
fastened	x	x	
faster		x	
faucet		x	
fault	x		
favorite	x		
fawns	x		
fear	x		
feast	x		
feathers		x	
fed	x		
feeds		x	

	BR	SS	TW
feel	x	x	
fellow	x		
few		x	
fields		x	
fierce	x	x	
fifteen	x		
fifth	x		
fifty	x		
fig		x	c
fight	x		
fighting		x	
figures	x		
film*	x		
finally	x	x	
find		x	
finding		x	
fine		x	
finger	x		
fingers	x		
finish	x		
finished		x	
fins		x	
fire		x	
fireplace		x	
firmly	x		
first		x	
fit		x	
fitted		x	
flags	x		
flakes*	x		
flames	x		
flapping	x		
flash	x	x	
flashlight		x	
flat	x	x	b

	BR	SS	TW
flavor		x	
fleet		x	
flies		x	
flight*	x		
flip	x		
float		x	
floating*	x	x	
flock*		x	
flocks		x	
flood		x	
Floogles*	x		
floor		x	
flop*	x		
flow	x		
flower	x		
flowing*	x		
Fluffytail	x		
fly		x	
flying		x	
fog	x		
folded*	x		
folders		x	
folks	x		
follow		x	
followed		x	
following		x	
fond	x		
food		x	
foolish	x	x	
footprints	x		
for		x	
forehead		x	
forenoon	x		h
forest		x	c
forests		x	c

	BR	SS	TW
gaily		X	
gain*	X		
games		X	
garage*	X		
garbage*	X		
garden		X	
Garnet*	X		
gash		X	
gashes		X	
gaslights*	X		
gasp	X		
gasped	X		
gather*	X		
gathering		X	
gay		X	
gazed	X		
gentle	X	X	g
gentleman*	X		
gently		X	
geography		X	
George	X		
get		X	
gets		X	
giant		X	
giants	X		
gift	X		
giggle	X		
giraffe	X		
glad		X	
glance	X		
glared	X		
glass	X	C	
glasses		X	
glee*	X		
glide	X		

	BR	SS	TW
globe		X	
globetrotters		X	
gloves*	X		
glow		X	
glowing	X		
glue	X		
gnawed	X		
go		X	
goats		X	C
goblins		X	
gods		X	
goddesses		X	
goes		X	
going		X	
gone		X	
good		X	
good-by		X	
goodness	X		
goods		X	C
grabbed	X		
graceful		X	
gracefully*	X	X	
grain	X	X	C
grains*	X	C	
grand	X		
grandpa*	X		
grandson	X		
Granny	X		
grant*	X		
grapes		X	C
grapevines		X	C
grass		X	C
grasses		X	C
grated		X	
gravel*	X		B

	BR	SS	TW
grayish		X	
graze*	X		
greased*	X		
great		X	
Greece		X	a
Greek		X	
green		X	
greet	X		
grinders		X	
grinned	X		
groaned*	X		
grocer		X	f
Grogan	X		
ground		X	b
group	X	X	
groups		X	
grove	X		
groves		X	
grow		X	
growing		X	
grown	X	X	
grumble	X		
guards*	X		
guess		X	
guests	X		
guilty*	X		
gulfs		X	b
gun	X		
guns		X	

	BR	SS	TW
hail	x		g
half		x	
halfway	x	x	e
Hall	x		
halted	x		
ham	x		
hammocks		x	
handle*	x		
handsome	x		
hang	x	x	
hanging		x	
hangs		x	
happily		x	
happiness		x	
happy		x	
harbor		x	b
hard		x	
hardened		x	
hardens		x	
hardly		x	
hair		x	
harm	x	x	
harmless	x		
harness*	x		
harvest	x	x	
harvesting		x	
has		x	
haste	x		
hatchets		x	
hate	x	x	
hats		x	
haul*	x		
have		x	
haven't		x	
he		x	

	BR	SS	TW
head		x	
heads		x	
heard	x		
heart	x		
hearth	x		
heat	x	x	g
heavy		x	
he'd	x		
hedge	x		
heel	x		
held	x		
he'll	x		
help		x	
Henry	x		
her		x	
here		x	
hi	x		
hid	x		
hidden		x	
high		x	
higher		x	
highways		x	d
hijackers*	x		f
hills		x	b
hillside		x	b
hilly		x	b
him		x	
himself		x	
hind	x		
hip		x	
hippopotamus		x	
hire		x	
history		x	
hit	x		
hitched	x		

	BR	SS	TW
ho	x		
hoarse	x		
hobby*	x		
hoe		x	
hoed		x	
hoeing		x	
holds		x	
holidays*	x		
hollow		x	
hollowed		x	
holly	x		
home		x	
homes		x	
honor		x	
hood*	x		
hoods		x	
hoofs	x		
hooks	x		
hooting	x		
hop		x	
horse		x	
host		x	
hot		x	g
hotel		x	
hour	x		h
hours		x	h
house		x	
houses		x	
how		x	
howling	x		
Huckabuck*	x		
huddle	x		
huffed	x		
huge	x	x	
hugged	x		

	BR	SS	TW
lad	x		
lady	x		
laid		x	
lake	x		b
lamb	x		c
Lambkins	x		
land		x	b
landed	x		
landing		x	
lands		x	b
language	x	x	
large		x	
larger		x	
largest		x	
latch	x		
late		x	
latex		x	c
laughs		x	
laughter	x		
lazily		x	
lazy		x	
lead	x		
leading	x		
leap		x	
leaped	x		
learn		x	
least	x		
leather	x		c
leave		x	
leaves		x	
leaving		x	
led	x		
left		x	
legs		x	
lend	x		

	BR	SS	TW
length*	x		e
Leopoldville		x	a
less*		x	
lesson	x		
let		x	
let's		x	
letter		x	
letters		x	
lever*	x		
liberty		x	
library*	x	x	
licking	x		
lid	x		
lie	x	x	
life	x	x	
light		x	h
lightest		x	h
lightning*	x	x	
lights		x	
like		x	
lilies		x	
lily	x		
limb	x		
limp	x		
line		x	
line-up		x	
lips*	x		
liquid	x	x	
list*	x		
little		x	
live		x	
lively		x	
living		x	
load		x	
loaded	x		

	BR	SS	TW
loaf	x		
lock	x		
locket*	x		
loft*	x		
log		x	
logs	x	x	
long		x	
longer		x	
longest		x	
look		x	
looking		x	
lookout		x	
looks		x	
loop	x		
loose	x		
loosens		x	
losing		x	
love	x		
loved		x	
low		x	
lower	x		
lowlands		x	b
loyal*	x		
luck	x		
lunch		x	
lying	x		

	GR	SS	TW
made		x	
madly*	x		
magazines		x	
magicians*	x		f
magnificent	x		
maiden	x		
main	x		
majesty	x		
making		x	
mama*	x		
man		x	
managed	x		
Manaus		x	a
mangoes		x	c
manioc		x	c
manufactured	x		
many		x	
map*	x	x	b
maps		x	b
marble	x	x	c
marching	x		
marigolds*	x		
marked		x	
marks	x		
Mary	x		
marry	x		
Martha	x		
Matadi		x	a
matches	x		
materials		x	c
Matthews*	x		
mayor*	x		f
meadow	x		b
meadows		x	b
méal	x	x	

	GR	SS	TW
meant	x		
meantime*	x		
measure		x	e
measured*	x		e
meat	x	x	
Mediterranean		x	a
meet		x	
melt*	x		
melting		x	
member		x	
members		x	
men		x	
mend*	x		
mention*	x		
meow*	x		
mere*	x		
mess*	x		
method		x	
mice	x		
midnight*	x		h
might		x	
mile	x		e
miles		x	e
milk		x	
milky		x	
mill*	x		
mirror	x	x	
mischief	x		
mischievous	x		
miserable*	x		
misfortune	x		
mistake	x		
mixed	x	x	
moccasins*	x		
model	x		

	GR	SS	TW
models		x	
moist		x	
moisture		x	
molasses*	x		
money		x	
monkey		x	
month*	x	x	h
months	x		h
moon		x	
moose	x		
more		x	
morning		x	h
mosquito		x	
most		x	
mother		x	
moths		x	
motions		x	
motorboat	x	x	d
motors		x	d
mount	x		b
mountain	x		b
mountainous		x	b
mountains		x	b
mouth		x	
move		x	
moves		x	
movie*	x	x	
moving		x	
much		x	
mud	x	x	
mudbrick		x	
muddy		x	
mumbled*	x		
murmured*	x		
muscle*	x		

	BR	SS	TW
pack	x		
package	x		
packed		x	
packing		x	
paddle	x	x	
paddling		x	
page	x	x	f
pail	x		
pain	x		
pair	x		
palace	x		
pale*	x		
palm		x	c
pancake		x	
panting	x		
paper		x	c
parents	x	x	
parrots		x	
part		x	
parts		x	
party		x	
pass		x	b
passenger		x	d
passengers		x	d
passes		x	b
past		x	
pasture	x	x	c
pastured		x	
patch	x		
path		x	
patient	x		
paved		x	
paws	x		
peaches	x	x	c
peaked	x		

	BR	SS	TW
pealing	x		
peals*	x		
peanut	x	x	c
pearls	x		c
pears	x	x	c
pebbles*	x		b
peculiar*	x		
peddler	x		
pegs		x	
pelican	x		
Pentland*	x		
people		x	
peppers	x		
perched		x	
perfectly	x		
perform	x		
perhaps		x	
person*	x	x	
persuaded*	x		
Peramund*	x		
Phil*	x		
Philip	x		
photographs		x	
pick		x	
picking		x	
picks		x	
picnic		x	
picture		x	
pictures		x	
piece		x	
pieces	x	x	
pier		x	
pig		x	c
pilot*	x	x	
pillows	x		

	BR	SS	TW
pineapple		x	c
pink		x	
pinto*	x		
pioneers*	x		
pit*	x		
place		x	
places		x	
plan	x	x	
plane	x	x	d
plank*	x		
plans		x	
planted		x	
plants		x	c
plates	x	x	
play		x	
played		x	
playing		x	
playmate	x		
pleasant		x	g
pleased		x	
pleasure	x		
pledge*	x		
plough	x		
plow		x	
plump	x		
plunged*	x		
points		x	
poked	x		
pole		x	
poles		x	
polite	x	x	
Polly	x		
pool	x	x	
poor		x	
popped	x		

	BR	SS	TW
aces		x	
acing	x		
accoon	x		
racked		x	
radio*	x	x	c
radios		x	c
radishes	x		
rage	x		
rain		x	g
rainy		x	g
railroad		x	d
raise	x		
raising		x	
ramp*	x		d
ranch	x		
ranchers		x	f
rang	x		
rapidly	x		
rapids		x	b
rat	x		
rather	x		
rattle	x		
raw		x	
rays		x	
reach		x	
reading		x	
ready		x	
real	x	x	
realized	x		
really		x	
reason		x	
reasons		x	
red		x	
region		x	b
reins*	x		

	BR	SS	TW
relay		x	
remain	x		
remained		x	
remarked*	x		
reminded*	x		
rent*	x		
repay*	x		
repeated	x		
reporter*	x		f
restaurant		x	
retold*	x		
returned	x		
reward	x		
ribbon	x		
rich	x	x	
Ricky	x		
rid	x		
riddle		x	
rides		x	
ridiculous*	x		
right		x	
ripe	x	x	
ripens		x	
rises		x	
rising*	x		
river		x	b
rivers		x	b
roads		x	d
roar		x	
roaring		x	
roast	x		
robe	x		
rolling		x	b
room		x	
rooms		x	

	BR	SS	TW
roof		x	
roofs		x	
Rosa*	x		
root		x	
rot		x	
rough*	x		b
route		x	d
rows		x	
royal*	x		
rubber*	x	x	c
rule*	x		
run		x	
runs		x	
rushed	x		
rushing		x	

	BR	SS	TW
sacks*	x		
saddled	x		
safe	x	x	
safely		x	
safety	x		
sail	x	x	d
sailing		x	d
sailors		x	f
sails		x	d
Sako		x	
salt		x	c
saluted*	x		
sand		x	
sandwiches	x		
sang		x	
sank*	x		
Santa	x		
satin	x		
satisfaction*	x		
satisfied	x		
sauce	x		
says		x	
saw		x	
scampered	x		
scarce*	x		
scarcely		x	
scarf		x	
scarlet	x		
scattered		x	
scattering	x		
scent	x	x	
school		x	
scolding	x		
scooping	x		
scouts*	x		

	BR	SS	TW
scoutmaster	x		H
scrap	x		
scrape*	x		
scraped*		x	
scratched	x		
scream		x	
screen*	x		
scurried	x		
scythe		x	
scythes	x		
sea		x	b
seacoast	x	x	b
seaport		x	d
searching	x		
seasons		x	h
seat	x	x	
secret	x		
see		x	
seed	x	x	
seek*	x		
sun		x	g
seems		x	
seize*	x		
seized*	x		
selfish	x		
sell		x	
send	x	x	
sent	x		
separate*	x		
serious*	x		
servant	x		
serve	x		
set	x		
settle	x		
seven*	x		

	BR	SS	TW
several	x	x	
serving*	x		
shacks*	x		
shade	x	x	
shadow	x		
shadows		x	
shake*	x		
shall		x	
shallow		x	
shame*	x		
shaped	x	x	
shapes		x	
share*	x		
sharp	x		
shawl*	x		
sheared*	x		
shed*	x		
sheep		x	c
shelf*	x		
shell		x	
shells	x		
shelter	x		
shepherd		x	f
shine		x	
shingles*	x	x	
shining		x	
shiny	x	x	
ship		x	d
shipped		x	d
ships		x	d
shirt*		x	
shocks*	x		
shoes		x	e
shone	x		
shoot*	x		

	GR	SS	TW
shoots		x	
shop	x	x	
shops		x	
shore	x		b
short		x	
shot	x		
shoulder	x		
shouting		x	
shower		x	g
shown		x	
shrieked*	x		
shivering	x		
shuffling*	x		
shy	x		
sick*	x		
side		x	
sighed	x		
sight		x	
sights		x	
signal	x		
silence*	x		
silently	x		
silk	x		
silver	x	x	
silvery		x	
simple	x	x	
simpleton	x		
since		x	
sing		x	
singing		x	
sink*	x	x	
sinks		x	
sir	x		
sit		x	
sits		x	

sitting
sixty
sizes
skin
sky
slant
slanting
slap
sleds
sleep
sleepy
slender
slept
slice
slid
slip
slipper*
slipping
slopes
sloth
sloths
slowly
small
smaller
smash
smoke
smoked
smooth
smuggling*
snapping
snatched
sneeze
snorting*
snout
snows

	GR	SS	TW
sitting		x	
sixty	x		
sizes	x		
skin	x	x	
sky	x		
slant		x	h
slanting		x	h
slap	x		
sleds		x	d
sleep		x	
sleepy		x	
slender		x	
slept	x		
slice	x		
slid	x		
slip		x	
slipper*	x		
slipping	x		
slopes		x	b
sloth		x	
sloths		x	
slowly		x	
small		x	
smaller		x	
smash	x		
smoke	x		
smoked		x	
smooth	x	x	
smuggling*	x		
snapping	x		
snatched	x		
sneeze	x		
snorting*	x		
snout		x	
snows	x	x	g

snowy
snug
so
snuggling*
soaked
soaking*
soap
soapsuds
soaping
sobbed*
socks*
soda
soil
Sojo
sold
soldiers
solid
solve
some
somebody
someone
something
sometimes
song
son's
soon
soot
sorrowful*
sorts
soul*
sound
sounds
source
southbound*
southern

	GR	SS	TW
snowy		x	g
snug	x		
so		x	
snuggling*	x		
soaked	x	x	
soaking*	x		
soap	x	x	
soapsuds	x		
soaping	x		
sobbed*	x		
socks*	x		
soda		x	
soil	x	x	b
Sojo	x		
sold		x	
soldiers	x		f
solid		x	
solve	x		
some		x	
somebody	x		
someone		x	
something		x	
sometimes		x	
song	x		
son's	x		
soon		x	
soot		x	
sorrowful*	x		
sorts		x	
soul*	x		
sound		x	
sounds		x	
source		x	
southbound*	x		e
southern		x	e

	GR	SS	TW
space	x	x	
spanks*	x		
spare	x		
spark	x		
sparkling	x	x	
speak	x		
speaking		x	
spears		x	
special*		x	
speed*	x		
spelldown*	x		
spend		x	
spends	x		
spent	x		
spied	x		
spilled	x		
spinning	x		
spite	x		
spoil		x	
spoiling	x		
sponges		x	c
spook*	x		
spoons	x		
sports*	x	f	
spots		x	
sprang	x		
sprayed		x	
spread	x	x	
sprinkle	x		
sprinkling		x	
spruce	x		c
square*	x		
squashes*	x		c
squeeze	x		
squinted*	x		

	BR	SS	TW
squirmed	x		
squirting*	x		
stalks		x	
stall*	x		
stammered*	x		
stand	x	x	
stared	x		
start		x	
startled*	x		
starting		x	
starve	x		
states*	x		
station		x	d
stations		x	d
statue		x	
stay		x	
steady	x		
steal	x		
steamer		x	d
steaming		x	
steams		x	
steamship		x	d
steamships		x	d
steel*	x		c
steep		x	
steer	x		
steering		x	
stem	x		
sternly*	x		
stew	x	x	
stewardess*	x		f
stick		x	
sticky		x	
stiff*	x		
still		x	g

	BR	SS	TW
stilt*	x		
stilts		x	
stirring	x		
stocking*	x		
stole*	x		
stomach	x		
stone	x	x	b
stones		x	b
stop		x	
stops		x	
stove	x		
straight		x	
strange		x	
straw		x	
streak	x		
stream	x	x	b
street		x	
streets		x	
strength*	x		
stretched	x		
strides	x		
strike	x	x	
strip	x		
stripped	x		
strokes*	x		
struck	x		
struggled	x		
stubborn	x		
stuck	x		
study*		x	
stuffed	x		
stumble		x	
stumbled	x		
stump	x		
stunt*	x		

	BR	SS	TW
table		X	
tables		X	
tags*	X		
take		X	
talk		X	
talking		X	
tall		X	
tame	X		
tangled*	X		
tanned		X	
tapioca		X	C
tapir		X	
tapping		X	
tar	X		
tasks	X		
tasted		X	
taught	X		
taxied*	X		D
tea	X		
teakettle		X	
team	X		
teams		X	
tears	X		
teasing*	X		
Ted*	X		
teeth	X		
television*	X		
terrified	X		
tell		X	
tells		X	
temples		X	
tempting*	X		
ten		X	
tender	X		
test		X	

	BR	SS	TW
Texas	X		a
than	X	X	
thank		X	
thanks		X	
that		X	
the		X	
theatre		X	
their		X	
them		X	
themselves		X	
then	X	X	
there		X	
they		X	
thick		X	
thickly		X	
thin*		X	
things		X	
think		X	
thirteen*	X		
thirsty	X		
thirty*	X		
this		X	
Thomas*	X		
thorn	X		
those		X	
though	X		
thousand		X	
thousands	X		
thrashing		X	
thread*	X		
three		X	
threw	X		
thrilling	X		
throne	X		
through		X	

	BR	SS	TW
throw	X		
thump		X	
thumping	X	X	
thunder	X	X	G
thunderstorm	X	X	G
Thursday*	X		h
tick-tack	X		
tie		X	
tied		X	
tiger	X		
tight	X		
till*	X		
time		X	
times		X	
timid	X		
tin	X		
tinder		X	
tip		X	
Tippy	X		
tired		X	
to		X	
today		X	h
toe	X		
together		X	
Toggle*	X		
told		X	
tomatoes*	X		C
ton*	X		
tone	X		
tongues	X		
Tony	X		
too		X	
tools	X	X	C
toot	X		
toothless	X		

	BR	SS	TW
wading*	x		
wailed*	x		
waisted		x	
wait		x	
walk		x	
walking		x	
walks		x	
wall		x	
Wallace*	x		
wallpaper		x	
walls		x	
wandered	x		
want		x	
wanting		x	
war		x	
warm		x	g
warmer		x	
warning	x		
wars		x	
was		x	
washed		x	
Washington	x		
waste	x		
watch		x	c
watches		x	c
watching		x	
water		x	c
wave		x	b
waving		x	
waxy		x	
weak	x	x	
wearily*	x		
wearing	x		
wears		x	
weather		x	g

	BR	SS	TW
weaving*	x		
we		x	
weeds		x	
week		x	
weeping	x		
weight	x		
weighted*		x	
welcome	x		
well		x	
we'll	x		
were		x	
west*	x	x	e
West Indies		x	a
wet		x	g
what		x	
wheat		x	c
wheel	x		d
when		x	
where		x	
whether	x	x	
whew		x	
which		x	
while		x	
whip*	x		
whirl*	x	x	
Whiskers*	x		
whistle	x	x	
white		x	
Whizzer's	x		
who		x	
whoa	x		
Whoofy	x		
whose	x		
why		x	
wicked	x		

	BR	SS	TW
wide		x	
widens		x	
wider		x	
wildly		x	
Wilfred	x		
will		x	
Wilson	x		
win	x		
wind		x	g
winds		x	g
winding		x	
window		x	
windy		x	g
wings		x	
wink	x		
winter	x		h
winters	x		h
wiped*	x		
wire*	x		
wires		x	
wise		x	
wish		x	
with		x	
without		x	
Wizard*	x		
woke	x		
women	x		
won	x	x	
wonder		x	
wondered		x	
wonderfully		x	
wood		x	c
wooden	x		
woodlands		x	b
woolen	x	x	

BIBLIOGRAPHY

- Anderson and Dearborn. The Psychology of Teaching Reading.
New York: The Ronald Press Company, 1952.
- Betts, Emmett A. The Prevention and Correction of Reading Difficulties.
Evanston: Row, Peterson and Company, 1936.
- Berghind, A.C. "A Reading Vocabulary for the Fourth Grade,"
Journal of Educational Research, Vol. 31 (November, 1937),
172-180.
- Brooks, Fowler D. The Applied Psychology of Reading. New York:
D. Appleton and Company, 1926.
- Carter, Homer L.J. and McGinnis, Dorothy J. Teaching Individuals
to Read. Boston: D.C. Heath and Company, 1962.
- Dolch, Edward W. Problems in Reading. Champaign: Garrard Press,
1948.
- Dolch, Edward W. Teaching Primary Reading. Champaign: Garrard
Press, 1941.
- Durrell, Donald D. "A Vocabulary for Corrective Reading,"
Elementary English Review, XI (April, 1934), 106-109.
- Fitzgerald, James A., "The Vocabulary of Children's Letters Written
in Life Outside the School," Elementary School Journal,
XXXIV (January, 1934), 358-370.
- Fullmer, Daniel W. and Kolson, Clifford J. "A Beginning Reading
Vocabulary," Journal of Educational Research, Vol. 54
(March, 1961), 270.
- Gray, William S., Artley, A. Sterl, Arbuthnot, May Hill. More Streets
and Roads. Chicago: Scott, Foresman and Company, 1956.
- Gray, William S. On Their Own in Reading. Chicago: Scott,
Foresman and Company, 1960.
- Gray, William S. "Reading Readiness in Content Subjects,"
Elementary School Journal, Vol. 42 (May, 1942), 645-646.
- Gray, William S., Artley, A. Sterl, Arbuthnot, May Hill. Streets
and Roads. Chicago: Scott, Foresman and Company, 1952.
- Gray, William S., Artley, A. Sterl, Arbuthnot, May Hill. Times
and Places. Chicago: Scott, Foresman and Company, 1954.

- Gray, William S. and others. Reading in General Education.
Washington, D.C.: American Council in Education, 1940.
- Harris, Albert J. How to Increase Reading Ability. New York:
David McKay Company, Inc., 1961.
- Huey, Edmond Burke. The Psychology and Pedagogy of Reading.
New York: The MacMillan Company, 1908.
- Karlin, Robert. "Research in Reading," Elementary English,
XXXVII (March, 1960), 177-183.
- Lee, J. Murray and Lee, Dorris May. The Child and His Curriculum.
New York: Appleton-Century-Crofts, Inc., 1960.
- Many Lands. New York: Rand McNally and Company, 1961.
- McKee, Paul. The Teaching of Reading in the Elementary School.
Chicago: Houghton, Mifflin Company, 1948.
- McKee, Paul. "Vocabulary Development," The Teaching of Reading.
Thirty-sixth Yearbook of the National Society for the Study
of Education, Part I. Bloomington, Illinois: Public School
Publishing Company, 1937, 287-295.
- Ohlsen, Merle M. Modern Methods in Elementary Education. New York:
Henry Holt and Company, 1959.
- "Reading Vocabulary," Encyclopedia of Modern Education. New York:
Philosophical Library Inc., 1943.
- Rinsland, Henry D. A Basic Vocabulary of Elementary School Children.
New York: The MacMillan Company, 1945.
- Russell, David H. Children Learn to Read. Chicago: Ginn and
Company, 1961.
- Seegers, J.C. "Vocabulary Problems in the Elementary School,"
Elementary English Review, Vol. 16 (November, 1939), 157-166.
- "Social Studies," Encyclopedia of Educational Research. New York:
The MacMillan Company, 1960.
- Thorndike, Edward L. and Lorge, Irving. The Teacher's Word Book
of 30,000 Words. New York: Bureau of Publications: Teachers
College, Columbia University, 1944.