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A Study of the Reading Program in West Richland Elementary School at Noble, Illinois

Robert L. Phillips

Eastern Illinois University

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A STUDY OF THE READING PROGRAM IN WEST RICHLAND

ELEMENTARY SCHOOL AT NOBLE, ILLINOIS

(TITLE)

BY

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B.S. in Ed. Eastern Illinois University, 1952

M.S. in Ed. Eastern Illinois University, 1963

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1972

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 1, 1972
DATE

August 1, 1972
DATE

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Dr. Garland and Dr. Matzner were helpful consultants during the preparation of this report. My appreciation is extended to Mr. Jon Frohock, the Superintendent of our school district and also to Mr. Clifford Jones, Administrative Assistant, who prepared the survey to the parents concerning the curriculum offerings in our school.

To my wife who typed this report and also assisted with the proofreading, a special thanks is due.

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Chapter I.

INTRODUCTION

It is the belief of this writer that reading is the foundation of the educational system in our country, therefore, better reading is an area of great need in schools. We often hear statements to the effect, "These kids can't read." This tells us, as educators, that something desperately needs to be done in this area of learning. As a teacher of Industrial Arts in high school for many years, I found that many students are lacking in reading skills. Now that I have the responsibility of directing the educational program of our school as elementary principal and because I direct the Title I program, I have chosen to concentrate on the age old problem of trying to find ways to improve the reading skills of the students under my supervision.

This study is an attempt to look at the reading program of West Richland Elementary School and determine how effective it has been. An effort will be made to

determine ways to increase its efficiency. The goal will be to reduce the percentage of the students who read below their grade level.

It is hoped that this study will accomplish a number of objectives. It will help me to meet the requirements for the Specialist in Education Degree. It will help me to better understand the needs and problems of the reading program in our school, thereby, making my task of planning a valuable Title I Program more realistic. Last, and certainly the most important reason for a study of this kind, is to help boys and girls to read at a higher level of competency.

It is the opinion of this writer that every child should be given the opportunity and the help that is needed to allow him to develop his reading skills to the fullest extent of his ability. It is the goal of the writer to be able to offer some suggestions as to methods that will help the child who needs an approach to reading that is different than the one that is now being used in our school.

It is true that most students learn to read with a reasonable degree of proficiency by the methods now being employed. I am concerned with those students who need extra help in developing efficient reading skills. The goal of our school is to help each child

to develop educationally to the greatest degree of his ability.

We must, however, be realistic and accept the fact that we will not be able to help each child to read well. We must use all of our energy to give him the chance he deserves. I believe there are some simple techniques that we can use to reach some of the problem readers. I believe many of our teachers are using some of these techniques. Perhaps a review of some ideas will help each teacher to draw on her professional skills and find the key to unlock the door to better reading for Billy and Jane.

At this point it would be well to define reading. After looking at reading and its problems I came to the following definition of reading. Reading is the very complex process of interpreting printed or written material and converting it into meaningful thoughts and ideas. Russel G. Stauffer refers to reading as a thinking process. The first chapter of his book is entitled, "Reading: A Thinking Process." Stauffer stated the following:

Reading, like thinking, rests upon three principal aspects, namely (1) realistic thinking, or reasoning, (2) imaginative thinking, and (3) personalized thinking. Also, like problem solving, purposeful reading has three phases: (1) confrontation by a problem, (2) reading to find a solution, and (3) finding the solution or failing to find it.¹

¹Russel G. Stauffer, Teaching Reading As A Thinking Process (New York, 1969), pp. 4-5.

Some graduate students were asked the question, "What is Reading?" They gave the following answers:

Reading is a complex process. Reading means to get information from the printed page. Reading is the ability to pronounce and comprehend the printed word. Reading is interpreting signs, letters, or symbols by assigning meaning to them. Reading is receiving ideas and impressions from an author via the printed word.²

² Ibid., P. 5.

Chapter II.

A SURVEY TO DETERMINE THE EXTENT OF THE READING PROBLEM

The writer believed there was a significant number of poor readers at West Richland Elementary School at Noble, Illinois to merit special emphasis on the teaching of reading. To support or disprove the theory I decided to investigate the matter. I did this by first asking the teachers to complete a reading problem inventory in which they were asked to list the students in their class who they believed had reading problems. This was primarily an opinion, as standardized test scores were not used by the teachers for this opinion. I feel that the teacher's opinions are valuable to help establish the extent of the problem because teachers who work with students day after day soon know how well a student can perform. Teachers' responses to the reading inventory helped identify poor readers among students for whom no test scores were available. This included grades one through three and students moving into our district since tests were given. I found a high correlation existed between the teachers' opinions and the

test results where the same students were evaluated by both means.

In looking at test records it was found that grades four, five, six, seven and eight had test results from SRA Achievement tests. The following information was found.

FOURTH GRADE

The fourth grade was the youngest group for which test scores were available. The tests had been given the last semester of their third grade (1971). The class had forty-two students.

24% of the class read one grade below their level.

26% of the class read two grades below their level.

5% of the class read three or more grades below their level. A total of 55% of the fourth grade were found to be reading below grade level when they were in the third grade, one year earlier.

FIFTH GRADE

The fifth grade, a class of sixty-five students, had been tested this spring (1972) with the following findings.

22% read one year behind their grade level.

22% read two years behind their grade level.

44% of the fifth grade were found to be reading below their grade level at the present time.

SIXTH GRADE

The sixth grade were tested when they were in the fifth grade (1971). The class of fifty-three students were found to read as follows:

11% read one grade below their level.

10% read two grades below level.

A total of 21% of the sixth grade read below grade level when they were in the fifth grade.

SEVENTH GRADE

The seventh grade, a class of fifty-two students, were tested two years earlier (1970) while they were in the fifth grade.

7% read one grade below their grade level.

9% read two grades below their grade level.

A total of 16% of the seventh grade were reading below their grade level when they were in the fifth grade.

EIGHTH GRADE

The eighth grade of West Richland Junior High School were given the SRA Achievement test on March 7, 1972. The class had thirty-nine students who took the test. The reading scores are given and explained in the table on the following page.

The reading scores from the SRA Achievement test that was given to the eighth grade are listed below. These scores show the number of the class that read below grade level, the number that read above and the number that read at grade level. The scores are compressed into one year intervals. The first interval represents those students who read at a twelfth grade level. The score 12-0 indicates a reading level of the beginning of the twelfth grade. The 12-9 represents the twelfth grade the ninth month or the end of the twelfth grade.

Table I
EIGHTH GRADE READING SCORES

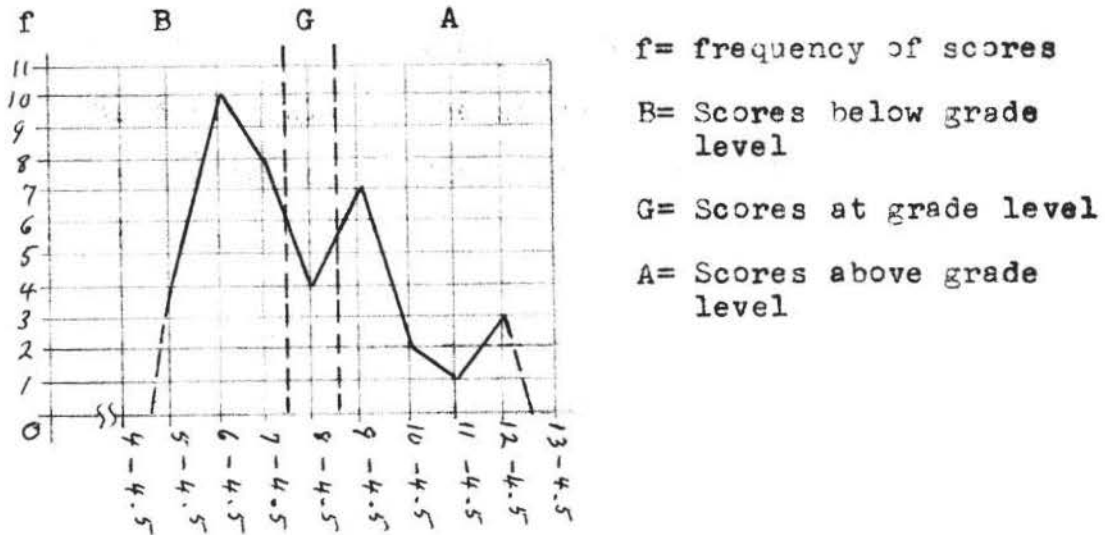
Interval	Frequency	Mid-Point Scores
12-0 to 12-9	3	12-4.5
11-0 to 11-9	1	11-4.5
10-0 to 10-9	2	10-4.5
9-0 to 9-9	7	9-4.5
8-0 to 8-9	4	8-4.5
7-0 to 7-9	8	7-4.5
6-0 to 6-9	10	6-4.5
5-0 to 5-9	4	5-4.5

The average reading level for the eighth grade was at a beginning eighth grade level when the tests were given in the seventh month of the eighth grade. This would indicate that the class average is about one half year behind their grade level.

The frequency polygon below shows the frequency pattern of the reading levels of the eighth grade at West Richland Grade School in Noble, Illinois.

Table II

POLYGON SHOWING READING LEVELS OF THE EIGHTH GRADE



The polygon above shows us that those scores which fell in Area G indicate that 10% of the eighth grade class read at grade level at the time that they were tested. Those scores to the right (in Area A) indicate that 32% of the eighth grade read above grade level. Those scores (in Area B) represent the students who were reading below their grade level. We learn that 22% of the class read one grade below their grade level. Twenty-six percent of the class read two grades below their grade level. Ten percent read three grades below grade level with a total of 58% reading below their grade level.

Two and a half percent of the eighth grade read one grade above their grade level. Eight percent read two grades above their grade level. Five percent read three grades above their grade level and two and a half percent read four grades above their grade level. Fifty-six percent of the eighth grade class read below grade level and eighteen percent read above grade level.

Considering all of the students for whom reading test scores were available, we find that thirty-six percent have reading problems.

PARENTAL INTEREST

Parents were asked to complete and return a curriculum survey (copy can be found in Appendix C). Two hundred ninety seven parents indicated that they would like to see the school expand the reading instruction at the elementary level. Twenty-six wished to see the remedial reading increased at the elementary level. Sixteen indicated that they believed we should increase the reading instruction at the junior high level (grades six, seven and eight). Thirty-three wanted to see remedial reading increased at the Junior High level.

With all the data collected from teachers, parents and standardized test scores, the theory has been supported that more and improved reading instruction is needed at the elementary and junior high school levels of the West Richland Schools at Noble, Illinois.

Chapter III.

A REVIEW OF SOME CURRENT WRITINGS ON READING

An honest effort to improve a reading program demands that we examine some of the recent writings of specialists in the field of reading. A brief review of a few selected writings on the subject of reading and the teaching of reading will be considered here. Three areas will be considered: (1) What are some of the reading problems?" (2) What are some of the possible causes of reading problems?" (3) What are some teaching techniques that have been found to be successful in the teaching of reading?" Each of these topics will be considered separately.

SOME KINDS OF READING PROBLEMS:

Margaret M. Clark talks about the backward reader. She gives the following information:

An analysis was made of the reversal errors on the spelling test within a group of backward readers, in order to have some idea of how common this phenomenon is in children at this level of reading. An analysis was made of the numbers of reversed or inverted letters, e.g. 'd' for 'b' or 'p', and the number of words where the letter order was reversed, e.g. 'geb' for 'beg'.¹

¹Margaret M. Clark, Reading Difficulties in Schools (Middlesex, England, 1970), p. 61.

Another problem facing reading teachers is the culturally disadvantaged child. In an article that appeared in the October 1970 issue of the Illinois Education magazine the culturally disadvantaged child was explained as follows:

Culturally disadvantaged generally refers to a type or culture wherein there exists a dearth of conversation or intellectual communication within the home which would ready the child for the language arts programs of today's schools. Consequently, the responsibility of the teacher of the culturally disadvantaged child is two-pronged: (1) to present the reading skills in such a manner as to be understood by the child within the framework of his language-deficient background and (2) to motivate and instruct the child to de-code the printed page.²

Carl B. Smith says there are three principal difficulties that children may have with learning to read. One of them is the result of his environment. He says:

Most obvious is an inadequate language. Many a child has a meager speaking vocabulary and indeed, little sense of the importance or even the usefulness of language. He neither speaks nor hears precise language, and when he does speak even to his close friends from the same environment have difficulty in understanding him. Giving him a vocabulary and encouraging him to use it is a bedrock necessity.³

In the same article Mr. Smith states that a lack of learning experience, such as no nursery school, kindergarten or Head Start is a handicap for a child especially if most

²Patricia Burgess and Carole Doyle, "Teaching Reading to the Culturally Disadvantaged," Illinois Education Vol. 59, No. 1. (October, 1970) P. 18.

³Carl B. Smith, "Dealing With Environmental Reading Problems," The National Elementary Principal Vol. L. (January, 1971), P. 34.

of the students have had these experiences. A third problem according to Mr. Smith is the lack of motivation.

All very young children are used to being inept but, unlike most middle-class children, many have not been schooled in the importance of trying. Even as young as seven, far too many children think of themselves as failures.⁴

We can often profit if we will look at problems as our children do. One way that this can be achieved is to ask children. One teacher reported on her experience of asking her fifth grade to analyze their reading problems. The children set up five categories or headings under which each problem could be classified. These classifications were: (1) Class setup (2) Teacher's faults (3) Child's faults (4) Reading skills and (5) Outside problems. Under the class setup the children gave the following: Not enough time to talk about reading problems, or to practice a new skill, to finish assignments or to understand and to think. Some of the problems the students felt were the teacher's fault were:

1. Expects too much or too little
2. Disposition
3. Allows too much noise
4. Doesn't explain directions clearly
5. Wastes class time explaining to a few students
6. Lets children acquire bad habits in the first grade
7. Doesn't see when a classmate is bothering a child
8. Doesn't let parents know the exact problem
9. Yells at mistakes
10. Allows students to laugh at mistakes
11. Sometimes doesn't teach the easiest way
12. Starts new work without reviewing what the children have previously learned

⁴Ibid., p. 34.

13. Doesn't discuss new words
14. Doesn't review substitute's lessons⁵

These children then listed the child's faults as follows:

1. Makes other children afraid by laughing or threatening
2. Doesn't try
3. Older children do not know what their reading problems are
4. Older child doesn't know how to solve his problem
5. Won't ask for help when work isn't recognized
6. Bothered by neighbors
7. Has trouble with word meanings
8. Mood
9. Attitude
10. Is afraid of new materials⁶

Problems with reading skills are listed below:

A. Sounds

1. Too many exceptions to rules
2. Sounds of consonants
3. Accent marks
4. Words don't sound the way they're spelled
5. Different vowel sounds
6. Making new words from root words
7. Putting sounds together to make words
8. Digraphs
9. Consonant blends

B. Comprehension

1. Don't know how to group in phrases (i.e., know the words but don't know the sentence)
2. Have trouble with sequence
3. Have trouble with exact meaning of words
4. Don't understand meaning of suffixes and prefixes⁷

The last category is outside problems. The children gave the following list of problems:

1. Troubles at home
2. Language problems--foreign language, incorrect pronunciation at home, small vocabulary, regional accent

⁵Margaret M. Arnold, "Reading Problems? My Children Analyzed Their Own," Grade Teacher Vol. 88 (January 1971), P. 86.

⁶Ibid., P. 87.

⁷Ibid., P. 87.

3. Moving to a new school
4. Spoiled at home.
5. Parents don't teach the importance of school
6. Parents teach incorrectly
7. Parents sometimes don't care about children's home work; i.e., they take children out and bring them home too late to do home work.
8. Not always quiet enough at home to do home work
9. Parents fail to have conferences with the teacher
10. Parents don't teach manners (consideration for others).⁸

SOME CAUSES FOR POOR READERS

There are many reasons for students being poor readers. This section will look at some of these causes, however, we must keep in mind that the causes may very well be complicated and often a combination of causes. For this reason we must realize that we may not find the causes for poor reading in some children.

Culturally Disadvantaged:

One of the causes for poor readers in the early school years seems to be a lack of background when these youngsters enter school. Margaret Clark had the following to say:

Some children start school with an adequate vocabulary, both spoken and understood, with wide experience, both general and of books, all of which make them ready and eager to start learning to read.

⁸Ibid., P. 87.

For these children, once they start school, the home reinforces the school learning situation. At the other extreme is the child who comes to school almost inarticulate, never having learned to listen, having had few experiences, or few that will facilitate the task of the teacher. In some such instances, however, once such a child comes to school the parents, if not widening the child's learning experiences, do at least appreciate and support the teacher in her role. Unfortunately, all too often in the case of the child who needs it most, the support is not forthcoming.⁹

Burgess and Doyle make the same observation and state it as follows:

Culturally disadvantaged generally refers to a type of culture wherein there exists a dearth of conversation or intellectual communication within the home which would ready the child for the language arts programs of today's schools.¹⁰

Schools Cause Reading Problems:

The educator prefers to blame the parents and home environment if the child has learning difficulty. We have much evidence to show that this is true. If, however, we are going to solve learning problems we must accept the fact that schools often times contribute to the child's problems. The teacher is the key figure in a learning situation. This is true if the situation is a good one or if it is a very poor one. Teachers who do not have the feeling and understanding of the child who can not read may very well make the problem worse. We can not blame the teacher for all of the reading problems which

⁹Clark, op. cit., P. 17.

¹⁰Burgess, op. cit., p. 18.

are school related. The Administration, and especially the building principal, may very well be the culprit. If the principal is not sensitive to the needs of children he may not allow for flexible scheduling to allow the teacher to use her professional talent and knowledge to adequately deal with some of these problems as they arise. Some of the school caused problems are a result of the necessity for large classes which do not allow for sufficient individual help. Some of these problems can not be helped but we desperately need to avoid all of these problems that we can control. In the study cited earlier the children gave their opinion of problems that they encountered in reading. They gave the following school related problems.

- (1) Not enough time allowed
- (2) Too much noise allowed
- (3) Teacher allows students to laugh at mistakes
- (4) Teacher allows students to develop bad habits
- (5) Teacher doesn't explain directions clearly.¹¹

These were just a few of the comments given by the students however, it was felt that to include more at this point would add nothing to this paper.

Numerous reading problems are a result of physical or mental handicaps. Students who have visual or auditory problems are handicapped in learning to read. Some of

¹¹Ibid., P. 86.

these problems can be corrected by the medical profession. Mentally handicapped children need special help and may require special programs to help them with their unique problems. Remedial and Special Education programs are designed to help these children to develop educationally from their particular level.

There are teaching techniques that turn off the poor reader. One example is cited by Virginia Goldsmith. In talking about the "round robin" practice, or the practice of having each child read aloud to the class a portion of the material, she makes the following point. "Poor readers can only see it as a humiliating experience. Who really wants to rehearse his reading difficulties in public?"¹²

A poor self image is a cause of poor learning and is a very difficult problem to solve.

Carl B. Smith¹³ made the statement that children bring three principal difficulties to school with them. First, they may have a meager speaking vocabulary and little sense of the importance of the usefulness of language. This, according to Smith, is due to the child's home environment. He never speaks nor hears

¹²Virginia G. Goldsmith, "Help Stamp Out Round Robin," Grade Teacher Vol. 89, No. 7. (March 1972), P. 35.

¹³Smith, op. cit., P. 34.

precise language. The second difficulty given by Smith is a lack of learning experience. He explains what he means as those students who do not have nursery school, kindergarten, etc. The third problem that he talks about is a lack of motivation. He says that some children, particularly those from the lower class, have not been taught the importance of trying.

It is interesting to note that the students who were asked to give reasons for reading difficulties gave some of the same problems as the reading specialist. In the report by Margaret M. Arnold the children listed some of the following reasons for reading difficulty: (1) Parents don't teach the importance of school. (2) Parents don't teach manners. (3) Not always quiet enough at home to do home work.¹⁴

TEACHING TECHNIQUES THAT HAVE BEEN FOUND SUCCESSFUL FOR TEACHING READING:

Many publishing companies may try to leave the impression that they have the best approach to the ever present question of how to best teach reading. One of the things that seem to appear in many of the articles by people in the field of reading is that there is no

¹⁴Arnold, op. cit., P. 87.

single approach. Dr. Wilma H. Miller, Associate Professor of Education at Illinois State University at Normal, Illinois, makes the following statement:

Contrary to what you may have heard about some new phonics or linguistic methods, there is no one method which is superior to any other method in terms of children's reading achievement or teacher satisfaction. Instead, the best method for most teachers to use usually is a combination of several good methods such as the language-experience approach, the basal reader approach, the individualized reading plan, and perhaps a systematic phonic approach.¹⁵

Dr. Miller stated the same idea about using the combination approach to reading in the January 1970 issue of the Illinois Education Magazine.¹⁶ This same concept is given in the October 1970 issue of the Illinois Education magazine. Patricia Burgess and Carole Doyle in an article entitled, "Teaching Reading to the Culturally Disadvantaged," had the following to say on the subject: "Reading is not taught by one of these three approaches but by all of them. Often a teacher believes that the basal reading materials supplied by the district will teach each child to read. They will not."¹⁷ To clarify the three approaches

¹⁵Wilma H. Miller, "A Letter to an Elementary Principal," Illinois Principal (March 1972), P. 8.

¹⁶Wilma H. Miller, "Use a Combination Approach to Reading," Illinois Education Vol. 58, No. 5 (January, 1970), PP. 202-203.

¹⁷Burgess, op. cit., P. 20.

mentioned above we will look at each one briefly.

There are three main approaches to teaching beginning reading. These are generally labeled: (1) language-experience, (2) sight, and (3) phonics.

Language-experience approach utilizes the verbal ability and experiential background of the child This approach is an excellent way to install the concept that reading is "talk written down," A sight approach is one whereby the most common verbs and nouns in a child's vocabulary are taught by "look-say,"--the child looks at a written word, as the teacher pronounces it, then repeats the word, and often writes it.¹⁸

This idea was expressed by Margaret M. Clark as follows:

Investigations into the effect of different teaching methods on level of reading skills have all come to the same conclusion: that though in the short term a new method may appear to improve the standards of reading, in the long-term analysis there is no single best method of teaching reading (Chall, 1967; Burt, 1969). Some methods are better for some children; some methods are better used by some teachers. The teacher is the important variable. What is important is that the teacher, whatever method she uses, is aware of the individual members of her class and prepared to vary the approach to take account of their strengths and weaknesses.¹⁹

The innovative teacher will develop new techniques and tricks to get the child to read who will not learn by the conventional methods. In reading materials on the subject I found some very interesting and simple ideas that would spark the motivation that is needed. Motivation seems to be the key to getting the youngster

¹⁸Ibid., P. 19.

¹⁹Clark, op. cit., P. 18.

interested in reading. Once we have the child wanting to read we are ready to go to work with him. Ian Elliot says: "There is general agreement among the panelists that while motivation may not be the only key to better reading it is at least one of the most important."²⁰ There are many ways a teacher may be able to motivate a child. The use of comic books was recommended by one writer as a means of sparking interest. The following quote explains:

Comic books are relevant to the modern generation of youngsters. So are popular TV shows. They are meaningful in a way that the idyllic Dick-and-Jane world of basal readers is not. Sure Superman, Batman and all their friends and relations are far out. But everybody knows it, even the youngsters who adore them. To a good many children, unfortunately, dear Dick and sweet Jane are far out, too. But who ever admits it?²¹

Another writer suggested rock and roll music to motivate the reluctant reader.²² Florence Shankman suggests that the teacher use learning games to aid the poor reader in developing reading skills.²³ Not all reading motivations come from the teacher and the school. Much of the motivation to read, according to Eugene Baker, comes from the home in the attitude of the parents toward reading and the availability

²⁰Ian Elliot, "Motivation: What? Why? How?" Grade Teacher Vol. 89, No. 3. (November, 1971) P. 94.

²¹Thomas G. Taff, "Motivation: Batman to the Rescue." Grade Teacher Vol. 85, No. 7. (March 1968) P. 112.

²²Beatrice T. Feravolo, "Motivation: Rock and Roll Music Has Them Swinging." Grade Teacher Vol. 85, No. 7 (March 1968) P. 114.

²³Florence Shankman, "Reading: Games Children Play," Grade Teacher Vol. 85 No. 7. (March 1968) P. 118.

of books in the home. The emphasis on books and conversation in the home will help to develop an interest in language and reading. The lack of these will have a negative effect on the development of the child.²⁴

One teacher used a fun method of teaching the alphabet to her beginning students. She made each letter into an animal character and then prepared a rhyme about each one. A few of these are listed as follows: "Amy Ape ate apples. Danny dog digs dirt. Harry horse hates hats. Mary mouse makes music."²⁵

One school installed a 12' X 15' red carpet in the library that could be used for quiet reading. The children loved to remove their shoes and get on the "magic carpet" thus, by this method reading became a special time and a very enjoyable time.²⁶ In our school we recently installed a red carpet in a portion of our library. The students call it the living room and particularly enjoy using this section of the library.

There have been some experiments in using students to help teach other students. I found two such reports that were considered successful. One experiment was to use fourth

²⁴Eugene H. Baker, "Motivation: For the Disadvantaged, Special Problems." Grade Teacher Vol. 89, No. 3 (November, 1971) P. 104.

²⁵Frances Hitchcock, "Amy Ape Ate Apples." Grade Teacher Vol. 89, No. 2 (October, 1971) PP. 61-63.

²⁶Marjorie Bradfield, "Red Carpet Treatment," Grade Teacher Vol. 89, No. 4 (December, 1971) P. 40.

graders to work with first graders. The fourth graders wrote stories that were told to them by the first graders. Ink blots were used to suggest things to the first graders who dictated their stories to the fourth graders. This gave both groups experiences in organizing thoughts. The fourth grade were given some experiences in writing and both groups gained language arts experiences.²⁷ Another experiment was conducted to help sixth graders improve their self concept by allowing them to work with first graders. The following will explain how the program was planned.

A pilot study was devised to determine if providing an opportunity to help others would improve the self-image. The study was to use sixth grade pupils who had repeatedly met with failure, lack of recognition, academic underachievement, and low reading scores as tutors or "student listeners" for first graders with reading problems. . . .

A committee of consultants was then formed, consisting of two sixth grade teachers, two first grade teachers, the remedial reading teacher, the building principal, and special personnel such as the school social worker. The staff agreed that parental permission for all students participating in the program, both first and sixth graders, should be sought.

Two methods were used to select the sixth grade students. The teachers were asked to identify the underachievers and poor readers who, in their opinion, had poor self-images. In addition all sixth graders were screened with self-concept instruments. . . .

Of the five boys selected, two had been constantly sent to the office because of misbehavior. One had

²⁷Anne Murphy and Marie Held, "Intergrade Reading," Grade Teacher Vol. 89 No. 3 (November, 1971) P. 104.

been sent to the office by his teacher and other school personnel on twenty-one occasions during a two-month period. The other had been referred 14 times.²⁸

Of the five sixth graders, four went on to high school and reportedly were doing satisfactory work. One of the sixth graders dropped out of school. Of the first graders that were involved, three are doing above average work, one is doing satisfactory and one is having serious emotional problems due to a serious home problem. It would be possible to find and relate many more such cases of how an unusual approach or technique has been tried and found to be successful. I am sure, however, there are some experiments which have failed for one reason or another. It is conceivable that some things have been tried with disastrous results. It is an accepted fact that things that have worked in one school or in one classroom may not work in your classroom. It has been the purpose of this study to help teachers who need a few ideas for a fresh approach to their problems. Perhaps this will give them some new ideas. It is hoped that this paper may suggest some new ideas that will work for you, as teachers, in your classroom.

²⁸Anthony Kokovich and Gerald E. Matthews, "Reading and the Self-Concept," The National Elementary Principal Vol. L. No. 3. (January, 1971) p. 53.

Chapter IV.

A LONG RANGE PLAN TO UPGRADE THE TEACHING OF READING IN THE WEST RICHLAND ELEMENTARY SCHOOL

The first step was to establish the need and determine the extent of the need for improving reading instruction. This need has been established in the second chapter of this report.

A number of things have and are being done to improve the situation. It is the plan of the writer to continue to evaluate and improve the reading program indefinitely.

SELECTION OF READING TEXTS

A plan to improve reading was started more than two years ago when the classroom teachers in the lower grades studied the available reading texts and selected a new series. The teachers selected the Macmillan reading series for use in grades one through three. This reading series was adopted in the 1971-72 school year. For 1972-73 school year the plan is to adopt the same series for grades

four through six. It will, however, require a few years to be able to evaluate the results of the new series.

At this time we will look at the process that was used to select the text. This method will be used to upgrade the language texts throughout the district. A survey of available materials was taken by the text study committee. See Appendix D.

The teachers proceeded to study the available text series. A number of publishers were contacted and the following questions were asked about their series.

1. Are the textbooks attractive and colorful?
2. Are the textbooks (especially pre-primers) durable--paperback or hardback?
3. Are duplicating materials available?
4. Are the workbooks set up so that the child can work on his own, or are they more teacher directed?
5. Is there a readiness level?
6. How many books or levels is the first grader expected to complete?
7. What provision is made for the slow child and for the brighter child--either in the regular basal or in a separate reader?
8. Is supplementary work provided for both the slow and the fast learner?
9. While some students do the required and / or additional supplementary exercises, what is available for the faster students? (Enrichment)
10. Does your basal reader have a balance between phonics and reading for comprehension?

11. How much stress is on comprehension, critical reading, and work-study skills, especially at the intermediate level?
12. Are tests provided to check comprehension?
13. Which is stressed more--phonics or sight-word method?
14. Do you have a phonics program that correlates with or supplements your basal program?
15. Will this basal program be sufficient by itself for the full year, or will it need to be supplemented?

Those representatives who were interested made an appointment to meet with the teachers after school to go over their materials and to explain the strong features of their program. They also provided examination copies for the teachers to study and compare.

After the teachers had heard the various programs that were presented they compared the different series and then invited four or five of the representatives to come back to answer questions about their program. This was a careful study of the advantages and disadvantages of the various programs. The process of selecting textbooks took most of the school year (1970-71) prior to the final selection.

We feel that the adoption of the Macmillan series will improve reading because this series uses a multiple approach to the teaching of reading. It uses phonics, oral language, written language, structural approach and numerous other approaches at various grade levels.

THE TITLE I PROGRAM IN THE WEST RICHLAND ELEMENTARY SCHOOL

As a part of the reading program in the West Richland Elementary School at Noble, Illinois, the Title I Remedial Reading program should be considered. One of the reasons for this study is to try to improve the efficiency of our Title I program. One of the problems of writing a Title I project is to plan and implement the project within the required guide lines as stipulated by the state without losing sight of the real needs of the students.

The general objectives of the Title I project are to give children with reading problems, but who have a potential greater than their achievement, the help that they need to bring their achievement to a level closer to their potential. For the purpose of preparing a project application it is necessary to be much more specific as to our objectives. The stated objective is to raise the reading level of each child in the program as high as possible. I expect to raise the reading level of sixty percent of the children in the program by at least .5 grade points for children in grades one through four and forty percent of the childrens' reading performance level .5 grade levels for grades five through eight. I am convinced that any remedial reading program will be more likely to succeed at the lower grade level than at

an older age. The sooner reading problems can be identified and dealt with then the greater the probability of correcting these problems.

Children to be included in the Title I program will be selected from a list of referrals submitted by the teachers. These students will be checked against the available standardized test scores to determine their eligibility on the basis of being an underachiever as per test scores. The SRA Achievement Test will be the test that is used for this screening. Children who are selected on both the basis of teacher referrals and test scores will be assigned to a remedial reading teacher.

To determine the progress, or the lack of it, the Metropolitan Achievement Test will be given as a pre and post test.

A remedial reading teacher is employed during the regular school term. A five week summer program is offered during the summer. This program is referred to as an enrichment program rather than a remedial program. This way it leaves a better feeling with both the parents and the students.

Some of the ways in which we expect to achieve better results with this program than in the regular classroom is the fact that we will be working with very

small groups (maximum of five students). We will be operating free of the need for grades and keeping up with any prescribed amount of materials.

A summer Title I program will be offered to further help the child with reading problems. This will be a five week program with the school day extending from 8:00 to 11:00 five days per week. The classes will be kept to about five students so that the teacher can give considerable time to each child. All pressure of grades will be removed from the child as they will not be given grades. Teachers are encouraged to make the summer program as much fun and as exciting as possible, thereby, creating an interest in learning and helping each child to experience success. It is hoped that through the summer program the students will find that learning can be fun. This program will also aid in developing self confidence in each child. Teachers will be asked to select reading material at an interest level for each child. Books are available for the child who reads several grades below his age level. Interesting reading materials of interest to the child will be available.

Students who are referred and meet the requirements on test scores will be encouraged to attend the summer session. Their parents will be asked to sign a form if they desire for them to attend summer school. Transportation

will be furnished for the students who live out of town. The school bus will pick them up as they do during the regular school term. A copy of the letter that is sent to the parents of students who are recommended for summer school can be found in Appendix E.

Teachers were asked to respond to a Title I survey which was an attempt to receive feedback from the classroom teachers as to the strengths and weaknesses of the past and present Title I programs. (See Appendix F). The following information was received from the survey: Twelve surveys were returned. These returned surveys indicated that the teachers believed the Title I program to be valuable. One teacher indicated that the summer program was more effective than the regular term Title I program. Eight teachers believed both the regular and summer terms were important while two had no opinion. One important suggestion on how to improve the summer program was to provide transportation which would allow each child the opportunity to attend if he really needs additional help. This was one of the problems of previous summer programs, as some of the more needy children could not attend because their parents could not provide transportation for them. The project was amended to allow this expenditure from Title I funds for this summer.

RECOMMENDATIONS FOR IMPROVING THE READING PROGRAM

The following recommendations are made for the improvement of the Reading program at the West Richland Elementary School as a result of this field study.

- I. Expand the present Reading program.
- II. Improve the methods and techniques of teaching Reading.
- III. Improve the Title I Remedial Reading program.
- IV. Prepare a Reading Teacher's Handbook.
- V. Hold and attend Reading Workshops.

I

As a result of this study I found a great need to increase the amount of reading instruction that is offered at grades six, seven and eight. An additional teacher is being employed for the 1972-1973 school year for the purpose of teaching reading. This teacher's duties will be to teach reading (as a separate course) from the Language Arts course that is now being offered. She will teach reading to grades six, seven and eight, with emphasis on giving as much help with individual problems as time and class load will permit. This should increase the reading skills in our junior high students as more emphasis will be placed on the teaching of reading than was possible with the Language Arts program that was previously offered.

II

As building principal I shall work closely with the classroom teachers to improve the total reading program. Since I am not an authority on the subject of teaching reading, I shall draw on the skills and knowledge of the classroom teachers in an attempt to correlate the program by bringing together their ideas and suggestions. In this manner each teacher will benefit from the skills of each other.

III

As Title I Director, I shall be continually searching for methods of improving reading skills. There should be a close relationship between the improvement of the reading instruction as discussed in Section II above and the Title I program. Some of the advantages of the Title I program are: (1) we will be able to work with smaller groups of children and (2) we will have more freedom to test new ideas for the improvement of reading instruction. More individual help with reading problems should result in improving the individual's reading skills.

IV

I hope to be able to collect materials from Reading Specialists and to provide as much information as possible in the form of a handbook for the Reading teachers. This

should include a suggested outline for the teaching of reading in grades K-12. I suggest that the teachers use simple techniques such as using materials of particular interest to the individual student. Some examples are: comic books, magazines, reading games and anything that will stimulate Johnny to want to read. I shall encourage teachers to be creative in thinking of new techniques to help children learn to read.

V

Reading teachers will be encouraged to attend reading workshops. I will attend as many reading workshops as possible so that I will become better informed in the subject of reading. I will provide reading workshops for my teaching staff for the purpose of increasing the efficiency of our reading teachers.

REVIEW OF THE RECOMMENDATIONS

I believe that we can expect to see improvement in the reading ability of the students at Noble if we: (1) increase the reading instruction that is offered at the junior high level, (2) study and implement some of the latest techniques in the teaching of reading, (3) emphasize individual and small group instruction in the Title I Remedial Reading program for those students who show the greatest need, (4) prepare a handbook from collected materials and (5) attend reading clinics and workshops to become better informed.

Chapter V.

SUMMARY

As Principal of the Elementary and Junior High School of West Richland, Noble, Illinois, I believed the number of students in our school who had reading difficulties were sufficient to justify an investigation of the extent of the problem.

Through surveying the teachers, the parents and checking SRA Achievement test scores it was established that the need was, indeed, great. Of two hundred fifty one students for whom test scores were available, thirty five percent had some degree of reading difficulty.

A review of some of the thinking of current writers on the subject of teaching reading was made with one very strong point emerging. There is no one best way to teach reading. Instead, the reading instruction should be tailored to the individual needs of each child if it is to be most effective. A number of suggested techniques are given which, hopefully, will aid teachers in improving their teaching of reading.

Some long range plans were given for upgrading the reading level of the students at the elementary and junior high school levels of West Richland schools. The plan for textbook selection was explained. This technique was used

to study the language and reading textbooks during the 1970-1971 school year. The books that were selected during this study were adopted for the 1971-1972 school year.

The Title I program was explained with the hope for improvement in this important part of the reading program. An attempt will be made to improve the reading instruction at all levels of the school system at Noble.

Some specific recommendations were made for reaching the goal of improving the reading proficiency in our students.

1. The present reading instruction is to be expanded. Plans are presently being made to add a reading teacher in grades six, seven and eight. Reading as a separate course for these grades is being planned for the 1972-1973 school year.

2. Every effort is being made to help improve the reading teaching techniques of the lower grade teachers. As principal I will give as much guidance as I can to this end.

3. I plan to work closely with the Title I co-ordinator, Mr. Don House, in order that we can improve the Title I Remedial Reading program and get the most possible from the Title I funds to improve the reading level of our students.

4. As Principal, I plan to prepare a handbook for reading teachers that will give suggested methods and also set the goals of the program.

5. Teachers will be encouraged to attend workshops and meetings on reading. I hope to provide some reading clinics for our teachers.

Chapter VI.

LOG OF ACTIVITIES

November 5, 1970 - 3:30.

A workshop was held in the grade school cafeteria for the purpose of getting a Curriculum Study for the Language Arts program started. Mr. Norman Moore, the Consultant for Curriculum Development for Region Six, who is from the Office of the State Superintendent of Schools conducted the meeting.

November 10, 1970 - 3:30.

The Elementary Principal called a meeting of the teachers and guidance personnel who attended the workshop November 5. A committee of teachers was appointed to study textbooks and to recommend a language series which will be adopted. Mrs. Nina Wyatt was asked to serve as chairman of this committee.

November 12, 1970 - 3:30.

The appointed committee met to determine a procedure for selecting a text. They decided to inventory the texts and supplemental materials that are available in the school at the present time.

January 13, 1971.

The committee prepared the inventory of Instructional Materials to be distributed to the teachers. A copy of this inventory can be found in Appendix C.

January 18, 1971.

The inventory was distributed to the Language Arts teachers at the Junior High level and to the classroom teachers at the elementary level.

February 3, 1971 - 3:30.

The committee met to determine the procedure for studying the text series. They decided to contact publishing companies for sample copies. Representatives from different companies were invited to meet with them for the purpose of explaining their respective text series.

February 10, 1971.

Letters were mailed to a number of publishing companies inviting them to send a representative and to supply examination copies for study. The letters asked a number of questions about the language series. A list of these questions can be found on page twenty-seven of this report.

March 10, 1971 - 3:30.

The committee met with Richard B. Duvall, a representative of the Science Research Associates Company, usually referred to as S. R. A., who explained their Language Series.

March 15, 1971 - 3:30.

Douglas E. Flynn from the Houghton Mifflin Company met with the committee to explain the series they sell.

March 18, 1971 - 3:30.

The committee met with the Harcourt, Brace and World representative, Horace L. Root, who presented the Language Arts materials that his company publishes.

March 31, 1971 - 3:30.

Allyn and Bacon, Inc. sent Ralph D. Guyton to represent them and to explain their latest language series.

April 1, 1971 - 3:30.

The committee met with Harold C. Wilkey from Lyons and Carnahan to discuss their Language text.

April 6, 1971 - 3:30.

Fred J. Wheeler from Ginn and Company explained their Language series to the committee.

April 8, 1971 - 3:30.

John Bertgen from the Macmillan Company met with the committee to discuss the Macmillan Language series.

April 12, 1971 - 3:30.

The committee met to consider the various text series that had been presented to them.

April 21, 1971 - 2:30.

The committee met after an early dismissal and continued their study of the various text series.

April 26, 1971 - 3:30.

A further study of the sample text was made with some series being eliminated from further consideration.

April 28, 1971 - 3:30.

The committee narrowed the choice to three series. They were: Macmillan Company, Allyn and Bacon and Harcourt, Brace and World.

May 13, 1971 - 3:30.

Ralph D. Guyton from Allyn and Bacon was invited to return to answer questions and to give any further information about the Allyn and Bacon series.

May 19, 1971 - 2:30.

John Bertger from Macmillan came back to answer questions about his series of language text.

May 27, 1971 - 9:00.

This was a teacher workshop day and the committee had invited Horace L. Root who represents Harcourt, Brace and World for a second meeting. Mr. Root spoke to the committee and answered their questions. After Mr. Root had left the committee decided to recommend the Macmillan Language Arts series for adoption for grades one through six for the following school year.

May 27, 1971 - 11:00.

The committee met with the building Principal and the Superintendent and made their recommendation. It was decided to adopt the Macmillan series in grades one through three for the 1971 - 1972 school year and to adopt this series in grades four through six for the 1972 - 1973 school year.

August 30, 1971 - 1:00.

An Educational Consultant from the Macmillan Company held a workshop for the teachers who would be using the new text series.

September 13, 1971.

The Elementary Principal and the President of the Parents' Advisory Council for Title I attended a workshop on planning and implementing Title I projects.

September 14, 1971.

This was the second day of the workshop which was held at the St. Nicolus Hotel in Springfield, Illinois.

September 22, 1971 - 2:10.

A report was made to the teachers about the Title I workshop. This report was made by the Elementary Principal and Reverend Paul Brown, President of the Parents' Advisory Council.

September 27, 1971.

The grade teachers were asked to complete a Reading Problem Inventory. A copy of this can be found in Appenix A.

October 12, 1971.

The High School Language teachers were asked to complete a reading Problem Inventory. A copy of this is found in Appendix B.

January 17, 1972.

The Board of Education decided to take a survey of the parents of the district to determine their feelings about the curriculum of the district.

February 8, 1972.

A Curriculum Survey was sent to the parents of each child who is enrolled in the schools of the district. A copy of the survey can be found in Appendix C.

February 8, 1972.

Plans and reservations are made for the Elementary Principal and the Title I Remedial Reading teacher and one other teacher to attend a reading workshop in the near future.

March 1, 1972.

The Elementary Principal took the Title I Remedial Reading teacher and one of the teachers who would be teaching in summer school to a reading workshop at the Ramada Inn in Effingham, Illinois. The workshop was conducted by the Open Court Publishing Company. We attended both the afternoon and evening sessions.

March 22, 1972 - 3:00.

The Language Arts Curriculum Committee for Junior High and High School met to study long range plans for the Language Arts program for grades seven through twelve.

April 14, 1972 - 7:00.

A public meeting was held in the Noble Grade School Cafeteria to explain the Title I program and to answer any questions. Dan House, the Title I Consultant for Region Six, was present to answer questions.

April 17, 1972.

The Elementary Principal explained the need for a Reading Specialist to the Superintendent and requested that funds be allotted for her salary.

April 19, 1972 - 3:00.

The Language Arts teachers met in a Language Arts Curriculum study. This meeting was held in the High School Library.

April 25, 1972 - 3:30.

There was a Reading Clinic held at the High School Library for the Language Arts teachers in grades six through twelve. Miss Judith Overturf from the State Office of the Superintendent was present to conduct the clinic.

April 25, 1972 - 7:00.

A workshop for the Summer School teachers was held with Mrs. Bozwell from Mt. Vernon conducting the meeting.

April 27, 1972.

Advertised for a Reading teacher at the Placement Offices of Eastern Illinois University, Charleston, Illinois and also at Southern Illinois University, Carbondale, Illinois.

June 19, 1972.

Teacher workshop in preparation for Summer School.

June 20, 1972.

Summer School classes started.

June 27, 1972 - 10:00.

Elementary Principal talked to the Superintendent concerning the need for a Reading teacher and also the fact that few applications have been received. It was decided to advertise at Eastern Illinois University again for a Reading Teacher. The Superintendent authorized the Principal to interview candidates for the Reading position.

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APPENDIX A
READING PROBLEM INVENTORY

READING PROBLEM INVENTORY

Teachers:

Please list the names of all students in your homeroom who have reading problems. I am especially interested in the child who reads below his grade level. I also need any information as to any special reading problems a child may have, such as a speech problem or a hearing problem.

Please complete the form below and return to me.

Robert L. Phillips

<u>name of child</u>	<u>his reading level</u>	<u>special testing needed</u>	<u>comments</u>
<hr/>	<hr/>	<hr/>	<hr/>
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date

teacher

APPENDIX B
READING PROBLEM INVENTORY

READING PROBLEMS INVENTORY

Language Teachers:

Please list the names of the students you have who have reading problems. I am making an effort to determine the number of students in West Richland who have reading problems.

Robert L. Phillips

student's name	grade	comments

teacher

APPENDIX C
PARENT CURRICULUM SURVEY

February 8, 1972

TO: Parents of West Richland Community Unit
FROM: West Richland Community Unit District #2
SUBJECT: Parent Curriculum Survey

We are sending you the enclosed curriculum survey and requesting that you complete and return it in the enclosed envelope either by mail or by your child to the West Richland High School or Grade School Office. Please return by Monday, February 14.

We request that the survey be completed by parents only, and not students. It is hoped that you will read the enclosed survey in its entirety and give careful thought to the survey before marking the items.

With the proper amount of returned surveys, we hope it might help us to continue to provide a quality education and begin to make plans for future course offerings.

Please realize that due to finances, space, staff, and State requirements, all suggestions can not be considered and implemented immediately. However, we feel that giving parents an opportunity to voice their opinion about the curriculum is a beginning step in the right direction.

Thank you for your cooperation and continued support of our schools. We are sincerely appreciative.

PARENT CURRICULUM SURVEY
FOR HIGH SCHOOL

I. What present curriculum areas at Noble High would you like to see expanded, if any? Please Check:

- | | |
|---|---|
| <input type="checkbox"/> English
<input type="checkbox"/> Social Studies
<input type="checkbox"/> Mathematics
<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics
<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Speech | <input type="checkbox"/> Physical Education
<input type="checkbox"/> Health
<input type="checkbox"/> Foreign Languages
<input type="checkbox"/> Band
<input type="checkbox"/> Chorus
<input type="checkbox"/> Business |
|---|---|

II. Elaborate on those checked above: _____

III. What areas or courses would you like to see added at Noble High School? Please Specify: _____

IV. What present curriculum areas at Noble High would you like to see reduced, if any? Please Check:

- | | |
|---|---|
| <input type="checkbox"/> English
<input type="checkbox"/> Social Studies
<input type="checkbox"/> Mathematics
<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics
<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Speech | <input type="checkbox"/> Physical Education
<input type="checkbox"/> Health
<input type="checkbox"/> Foreign Languages
<input type="checkbox"/> Band
<input type="checkbox"/> Chorus
<input type="checkbox"/> Business |
|---|---|

V. Elaborate on those checked above: _____

VI. Our present participation with Ambraw Valley Vocational Center in Lawrenceville permits us to offer more secondary vocational courses for Noble High junior and senior students. At present we have students enrolled in Horticulture, Agricultural Power Technology, and Nursing Services.

A. Do you think Noble High should continue to participate in this secondary vocational program?

_____ Yes _____ No

B. The following list contains subjects presently offered at Ambraw Valley Vocational Center. Please check all those that you feel are helpful to our high school graduates in securing jobs.

- _____ Agricultural Power Technology
- _____ Horticulture
- _____ Data Processing
- _____ Computer Programing
- _____ Office Practice and Machines
- _____ Distributive Education (on-the-job training)
- _____ Office Occupations
- _____ Nursing Services
- _____ Child Care
- _____ Welding
- _____ Electronics
- _____ Building Trades (practical experience in construction of a house)
- _____ Cabinet Making
- _____ Auto Mechanics
- _____ Occupational Drafting

C. What additional vocational subjects would you like to see offered:

At the Ambraw Valley Vocational Center? _____

At Noble High School? _____

PARENT CURRICULUM SURVEY
FOR JUNIOR HIGH

- I. What present curriculum areas at the Junior High would you like to see expanded, if any? Please Check:

<input type="checkbox"/> Language Arts	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Remedial Reading	<input type="checkbox"/> Health
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Band
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Chorus
<input type="checkbox"/> Science	<input type="checkbox"/> Library

- II. Elaborate on those checked above: _____

- III. What areas or courses would you like to see added at the Junior High? Please Specify: _____

- IV. What present curriculum areas at the Junior High would you like to see reduced, if any? Please Check:

<input type="checkbox"/> Language Arts	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Remedial Reading	<input type="checkbox"/> Health
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Band
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Chorus
<input type="checkbox"/> Science	<input type="checkbox"/> Library

- V. Elaborate on those checked above: _____

PARENT CURRICULUM SURVEY
FOR ELEMENTARY GRADES

I. What present curriculum areas at the Elementary Grades would you like to see expanded, if any? Please check:

- | | |
|---|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Remedial Reading | <input type="checkbox"/> Music |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Art |
| <input type="checkbox"/> Penmanship | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Arithmetic | <input type="checkbox"/> Band (grades 4 - 8) |
| <input type="checkbox"/> English | <input type="checkbox"/> Health (grades 4 - 8) |
| <input type="checkbox"/> Science | <input type="checkbox"/> Library (grades K - 8) |

II. Elaborate on those checked above: _____

III. What areas or courses would you like to see added at the Elementary Grades? Please Specify: _____

IV. What present curriculum areas at the Elementary Grades would you like to see reduced, if any? Please Check:

- | | |
|---|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Remedial Reading | <input type="checkbox"/> Music |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Art |
| <input type="checkbox"/> Penmanship | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Arithmetic | <input type="checkbox"/> Band (grades 4 - 8) |
| <input type="checkbox"/> English | <input type="checkbox"/> Health (grades 4 - 8) |
| <input type="checkbox"/> Science | <input type="checkbox"/> Library (grades K - 8) |

V. Elaborate on those checked above: _____

APPENDIX D

INVENTORY OF INSTRUCTIONAL MATERIALS

GRADE REVISION

I. <u>Basal Reading Texts</u> Name of Basal	Publisher	Copyright Date	Condition of Books	No. of Copies

II. <u>Supplementary Texts</u> Name of Text	Publisher	Copyright Date	Condition of Books	No. of Copies

III. Other Aids, such as filmstrips, flash cards, workbooks, dittos, transparencies, etc.

Name	Type of Aid

IV. <u>English Text</u> Name of Text	Publisher	Copyright Date	Condition of Books	No. of copies

V. <u>Spelling Text</u> Name of Text	Publisher	Copyright Date	Condition of Books	No. of copies

APPENDIX E

LETTER TO PARENTS ABOUT SUMMER SCHOOL

NOBLE, ILL.

May 4, 1972

Dear Parent:

Your child has been suggested for summer school and we feel (he or she) would benefit from the program.

Summer school classes will begin at 8:00 A.M. on Monday, June 19 and continue thru Friday, July 21. Dismissal time each day is 11:00 A.M. We need to know by May 15 if your child will attend.

I have made application for funds to transport the students to summer school. I have been assured that the funds will be approved, however, I have not received official approval.

Please indicate below if your child will be in summer school and return to the Grade School Office no later than May 15. If I have not received an answer by May 15 I will give that place to someone else.

Please check one statement below and return.

Sincerely,

NOBLE GRADE SCHOOL

Robert L. Phillips

Child's Name

_____ My child will attend summer school if transportation is provided.

_____ We will see that our child attends summer school even if we must bring him to school.

_____ My child will not be able to attend summer school.

Parent's Signature

APPENDIX F
TITLE I SURVEY

TITLE I SURVEY

Teachers will you please help us evaluate our Title I project and make suggestions to improve the program.

Our Title I program is primarily for the purpose of improving the reading level of students with reading problems.

Please return this form no later than noon March 13.

I. Please indicate which statement you feel is most accurate:

_____ Our Title I program during the regular term is more effective than the summer program.

_____ Our summer program is more effective than the regular term program.

_____ Both the summer program and the regular term are worthwhile.

_____ Neither program is worth the cost and effort to continue.

_____ I have no opinion.

II. Please make any comment about the present and past programs that may be helpful.

III. Please make any suggestion that will improve future programs.

IV. Please indicate any problem encountered in Title I program.
