A SECONDARY READING PROGRAM IN THE CONTENT AREA,
MADRID COMMUNITY SCHOOL DISTRICT

An abstract of a Field Report by
Thomas Donald Engler
September 1977
Drake University
Advisor: Dr. Charles D. Rowley

The problem. In 1973 it had become obvious that the Madrid Community School District's secondary students were not reaching their maximum achievement levels in the area of reading. Students were having difficulty reading content area texts and concern was expressed by parents about the lack of progress in their children's coursework. A review of the limited standardized test data substantiated this concern.

Procedure. Through the efforts of teachers, administrators, and the public, a program to change this lack of achievement was initiated. A federal grant was received and the development of a reading program in the content areas for grades 7 through 12 was started.

Result. Approximately three years later, after the Title III federal grant, much work and complete staff involvement, reading scores are improving and public and student attitude towards reading has improved. The reading program has become the impetus to a much needed attitude change towards education in that community. The reading program has become a major segment of Madrid's 7 through 12 curriculum and has proven to be a program for all the students. Madrid's reputation is growing outside its physical boundaries as other school systems have observed the program and have utilized the expertise of Madrid's staff in reading for in-service instruction, for staff meetings and as convocation speakers.
A SECONDARY READING PROGRAM IN THE CONTENT AREA,
MADRID COMMUNITY SCHOOL DISTRICT

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Thomas Donald Engler

September 1977
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Chapter 1

INTRODUCTION

In 1973 the Madrid Community School District received a federal planning grant to develop a secondary reading program for grades 7 through 12. This program has grown and developed into an on-going approach to reading in the content areas involving students, teachers and administrators in a substantive working curriculum. An attempt will be made in this field report to show the development and implementation of the Madrid Reading Program. An evaluation of the entire program will not be attempted here but will be written later after the project has functioned for several years and the original students for whom the reading program was developed can be effectively evaluated.

Rationale of the Program

The Madrid Community School District is located in the town of Madrid, Iowa, population 2,700. The school district, located in Boone County, has approximately 680 students in grades K-12 and has a physical area of about 16 square miles.

Madrid's population is comprised mainly of factory workers who commute to their employment at the John Deere Plant in Ankeny, Iowa, or to the Firestone Plant in Des Moines, Iowa. The town could be classified as a
bedroom community. The town's business district is about two blocks long with its major enterprises being a bank, furniture store and supermarket. Consequently, the size and distribution of businesses in Madrid leave the school the responsibility for much of the children's time, both educational and leisure. Hopefully, the reading program will be an effective bridge to these two areas for the children and indirectly for the adults.

Instruction in reading is an integral part of the Madrid Community School elementary (K-6) curricular structure. The reading program tends to be traditionally oriented with a major emphasis given to the development of basic reading skills. Organizationally, reading instruction occurs in self-contained classroom settings which typically contain three reading group levels per class.

During the 1972-73 school year another dimension was added to the existing reading program when a K-6 Learning Center was established to assist students in overcoming reading skill difficulties detected by their teachers. Operationally, the Learning Center utilized all of the school district's Title I funds and served as a support service to teachers by providing out-of-class remedial reading work for students on an individualized instructional basis. Approximately 15% of the school district's K-6 students required remedial reading instruction, and these children received assistance through the Learning Center Program. During the
1972-73 school year, the reading portion of the Metropoli- tan Achievement Test was administered to students served that year by the Learning Center. The results of the pre and post reading sub-tests indicated a year's positive growth in reading skills had occurred. In addition to providing remedial reading help for K-6 students, the Learning Center also offered its services to ten seventh grade students. Five subject matter teachers indicated that these students needed remedial reading help because of their limited achievement in regular classroom work. The teachers felt the basic cause of this problem was poorly developed reading skills. The reading sub-test portion of the Metropolitan Achievement Test scores for these ten seventh grade students ranged from grade one - eight months to grade four - nine months in terms of reading ability. Inclusion of these students in the Learning Center program was a temporary measure as facilities, materials and staffing resources were inadequate to provide such services over an extended period.

At the outset of the 1973-74 school year the K-6 reading program was modified significantly by instituting an individualized instruction program for all first grade stu- dents with the intent to set up this type of reading program in successive years at the second and third grade levels. Grades 4 through 6 were in the process of selecting reading materials designed for a more individualized reading program.
The over-all objective in the K-6 program was to have each student reading to his maximum potential when he entered the seventh grade.

The junior high school grades 7 and 8 language arts program consisted of offerings in Language Arts and a combination of Reading and literature, both of which were required courses incorporating limited specific instruction in developmental reading skills. The faculty, however, expressed the need for a continuation of a structured developmental reading program appropriate for these students' needs. In response to this concern a twenty-five minute daily reading period was initiated for the students with the English and literature instructors responsible for the development and implementation of an appropriate reading program.

At the senior high school level, grades 9 through 12 the language arts program consisted of courses in American literature, English literature, grammar, speech, drama, composition, creative writing, and mass media. In January, 1974, a remedial reading course was instituted with an emphasis on developing student reading skills. Thirteen students were selected for participation in this program when it appeared reading difficulties were causing their failure in a particular subject area. Teacher recommendations were the only means utilized to identify this target group. Course goals, material selection, and course implementation were the responsibility of the English instructor.
At that time no diagnostic measures in reading were administered to the secondary (7-12) student population. In grades 7 and 8 reading achievement was assessed through the use of the Metropolitan Achievement Test once a year. Also, reading achievement was measured once at the 9th grade level by the use of the Iowa Test of Educational Development.

Local district plans for the 1974-75 school year included a commitment to continue the reading programs with horizontal and vertical expansion as district resources would allow; however, the obstacles faced by the district in planning and implementing a secondary developmental reading program were significant and revolved around two basic problems. The first problem was a lack of financial resources which prevented the district from determining secondary reading program goals, ascertaining student needs, and implementing a developmental reading program. The second was a lack of administrative and teaching staff expertise in this area, which could only be remedied by in-service training and/or additional study undertaken by individual staff members.

Statement of Need

The need for public school instruction in reading is a fact attested to by the universal existence of reading programs in the elementary schools of this country. On the other hand, developmental reading programs in the nation's
secondary schools are the exception rather than the rule.¹

In recent years the ultimate objectives of reading instructors have been concerned with emphasizing the importance of reading as a continuing source of personal value and social understanding. As the understanding of desirable reading aims broadened in scope, a greater understanding of the need for an expanded view of reading objectives was also projected by national committees on reading, notably that of the National Society for the Study of Education (1948), into the high schools and colleges as a part of a projected pattern which marked the need for a refinement of reading skills and abilities and what this would be worth to the individual.²

From the results of many studies at the high school and college levels, it has been found that the more mature reading abilities are undeveloped in very substantial proportions of even selected reading populations in the United States today.

In assessments of reading instruction in the United States, evidence strongly indicates the need for continued upgrading of the status of reading instruction when extending it to include general school age and adult population, to


²Ibid.
make it more realistically in agreement with the broad aims of reading instruction.¹

There is, however, no substantial evidence to indicate that the administrations and staffs of the high school and college, or special field teachers in the elementary school, understand the full implications of the developmental concept for the organization of reading instruction. This concept implies organizational provisions for the continued reading growth of all pupils commensurate with their ability.²

In answer to the critical needs of a few students several secondary schools and colleges have formed special classes, often euphemistically called "reading improvement" or "developmental reading" classes but nevertheless created for remedial assistance. In this respect Madrid was similar to many other secondary schools. It is apparent, however, that the organizational policy of adding such classes to the existing curricular structure of the high school in particular was not designed to meet the developmental reading needs of its students. The organization of a high school developmental reading program for all students thus merited the urgent attention of school administrators and staff alike.³

¹Ibid.


³Theodore Harris, op. cit.
The Madrid Community School was desirous of searching out and implementing ways and means to rectify what was considered a serious omission in its curricular program structure, i.e., the absence of an adequate developmental reading instruction program for all secondary students.

For several years, parents, teachers, and school administrators in the Madrid School District had been concerned with the seemingly low level of academic achievement exhibited by a number of the district's secondary school students. Basic to that problem, in the eyes of the school's teachers and administrators, was the apparent lack of fully developed student reading skills. Research findings have shown that a substantial correlation does exist between reading and performance in other school subjects that use reading materials as a basis of instruction.¹

An examination of the limited test score data available verified that the parental and school professional staff assessment of the problem was accurately grounded. From the Iowa Test of Educational Development the Reading Sub-test scores of 9th grade students indicated a downward trend for each of the preceding three (1971-1973) years. Percentile ranking of these students compared with other Iowa 9th graders placed Madrid students in the 51st percentile in 1971;

¹William S. Gray and Ruth Munroe, The Reading Interests and Habits of Adults (New York: Macmillan, 1929).
32nd percentile in 1972; and in the 9th percentile in 1973.

Concomitant to the concern over inadequate student academic achievement and reading skill development was the adverse effect these deficiencies may have on student capabilities to compete with their peers either in the job market or in post-secondary educational settings. School statistics revealed that nearly 60% of Madrid's graduates entered post-secondary educational programs; 35% went into the job market; and 5% were undecided at the time of graduation. These data clearly indicated that a sufficient number of Madrid High School graduates pursued post-secondary educational programs, hence, the establishment of a developmental secondary reading program was warranted.

A secondary student who cannot read effectively will probably become a school academic failure; a circumstance that frequently causes much intellectual distress and self-esteem problems.¹

Educators concur that each student should be provided with the opportunity in the school environment to develop his intellect to its fullest potential. Educators also agree that reading is a learned act and that not only is it the key academic skill which students must acquire during their school experience, it is the cornerstone of fundamental

Since reading is the fundamental academic skill that enables students to deal effectively with secondary school academic subjects it appeared as logical, necessary, and defensible to have a K-12 reading program as it did to offer K-12 programs in the traditional subject areas, particularly when the research in reading indicated that general reading skills were not necessarily transferable to specific subject matter reading areas. A salient finding of research of the past decade into the readability of school texts in various content fields indicates that they are frequently too difficult for the intended level of use. For example, Belden found that only one of five high school biology texts to which the Dale-Chall formula was applied was readable by over half of the students in the grade for which it was intended.

The type of reading program proposed for Madrid's secondary school was a developmental one. It was designed for all secondary students in order to help them enhance their reading skills. A developmental reading program does not just focus on those students requiring remedial reading help, rather it attempts to provide all secondary students with relevant

1Chester Harris, op. cit.


work in reading. Underlying this secondary reading program approach is the assumption that each student will develop his reading skills commensurate with his specific abilities and interests. In so doing, the student will hopefully realize the greatest possible intellectual and academic growth of which he is capable. The Madrid program-developed design below indicates the possible individual extensions available in the program.

A DEVELOPMENTAL SECONDARY READING PROGRAM

Unlimited Reading Potential
Optimum Student Achievement

Severe Reading Difficulties
Minimal Student Achievement

The graphic design above illustrates a horizontal and vertical reading program resulting from a developmental approach.

1Leonard S. Braam, "The Effect of Selected Junior Novels and Selected Adult Novels on Student Attitudes toward the 'Ideal' Novel," Journal of Educational Research, LIX (1965), 179-182.
designed to promote maximum individual achievement by recognizing and ministering to individual student needs and potential during the secondary school years.

A developmental secondary reading program of the type proposed necessitated that an in-service program be instituted for all secondary teaching staff and administrators since program development and implementation must be a total staff responsibility.

It was also essential that a fully comprehensive (K-12) reading evaluation program (utilizing diagnostic, ability, and achievement measurement devices as well as attitudinal and informal measures such as the Iowa Tests of Basic Skills) be operationalized which furnished periodic longitudinal data relative to each student's reading performance.

The developmental secondary reading program was created to serve able readers as well as those students possessing reading difficulties. For able readers the program was designed to improve their ability in interpretive comprehension, critical reading, creative reading, study skills, and rate of reading. Students who needed remedial services would receive instruction in light of exact diagnosed reading difficulties.

Objectives of the Program

The objectives of the planning project were:

1. To conduct a study to determine the feasibility of implementing a developmental secondary reading program appropriate to the needs of students in the Madrid School District.
2. To determine the characteristics of such a developmental secondary reading program.

3. To design a developmental secondary reading program for the Madrid Community School District.

4. To write and submit a Title III Proposal to implement a developmental secondary reading program in the Madrid Community School District.
Chapter 2

IMPLEMENTATION OF THE READING PROGRAM

The Objectives and How They Were Accomplished

Objective 1: The study to determine the feasibility of implementing a developmental secondary reading program appropriate to the needs of a small rural Iowa school was accomplished with the assistance of a reading TEAM approach. This team consisted of a community representative, an Iowa Department of Public Instruction reading specialist, school administration, representative sample of teachers from the elementary through high school level, junior and senior high students and a project coordinator. The total TEAM met three times during the year for the purpose of disseminating information relative to the project's progress and to obtain feedback from those TEAM participants who represented the educational and residential community. The leadership, planning and coordinating were primarily the responsibility of the project coordinator who is a member of the Madrid faculty. Sally Sundberg was, without a doubt, a key person in the Reading Program. Mrs. Sundberg developed a "Reading Model" diagram indicating the chain of 'support' necessary for an effective developmental program. (Appendix A)
In the diagram one can see that the community surrounds the school. The community must not be overlooked in designing appropriate educational programs. At the top of the model is the School Board. Regardless of size, school systems should realize that the priorities of the Board have a resounding effect upon success or failure of programs. A board member should be included as a member of any study TEAM along with teachers, students and administrators for the sake of overall effective communication and interest in your efforts.

A reading program is not a visible entry, such as a new building, fresh paint, new carpet, and so on. The visibility of a good reading program comes via communication with teacher inservice activities and student involvement. It has even been said that the stronger the reading program, the less visible it becomes.¹

Sally Sundberg kept in continual contact with each of the educational departments which related to the task at hand. The most difficult and yet the most important concern was that of communication. Since reading is a means to education and not a separate subject in itself, it necessitates the involvement of the total educational staff. As the project developed, abstracts for administrative evaluation were distributed to the Superintendent, Principals and to the School Board.

¹Sally A. Sundberg, from a presentation to the Iowa Reading Association Conference, Cedar Rapids, Iowa, March, 1977.
The Guidance Counselor was a key person in the development of the total project and many of the evaluation strategies could not have been completed without this continued support and action.

It was felt that the psychology of the approach has much to do with the acceptance or rejection of a new program covering so much of the educational domain as reading. Therefore, early in the project it became evident that no one person could take credit or conversely criticism for the total program. Each person responsible and each person producing any material appropriate to the project needed to be recognized and encouraged. Each teacher was looked upon as one who could offer valuable information to the reading project because of his subject area knowledge and because of the direct contacts with the students of this community which would enable him to identify students' needs more specifically.

The reading program was never meant to be something "put upon" teachers but was to enhance and simplify the educational task of the teacher. This very bit of philosophy was brought out during separate junior and senior high faculty meetings early in the planning stage. The teachers were given opportunities to express their ideas, criticisms and complaints verbally and in writing. These comments were documented thus giving the project the needed direction in planning for students' and teachers' needs.
Outside of the project objective but certainly in direct relationship to the project, the local school participated in a state wide needs assessment survey in the spring of 1975. The results of this survey clearly indicated the number one goal of the school should be: To develop maximum skills in reading, writing, speaking and listening. Being aware that at least 75 percent of all that is learned at the secondary level is acquired through reading, the rationale for a secondary reading program was firmly established.

Objective 2: Determining the characteristics of a developmental secondary reading program became more specifically the task of the project coordinator as she was responsible for the collection and organization of data and materials which would dictate the design and ultimately the blueprint for a reading program.

One of the first activities was a survey of the relevant literature which included information from books listed in the bibliography.

Reading materials were ordered on a 30-day trial basis, were reviewed by the junior and senior high reading teachers as well as the reading project staff and those materials deemed to be relevant and appropriate for student and staff use were later identified in the request for implementation grant. Since materials were constantly being developed, a need existed to continually survey and review
reading software and hardware. It was interesting to note that as the teachers developed a reading awareness they found themselves continually discovering new and many times better materials that they had originally felt were appropriate to student needs.

In line with the survey of materials and due to an immediate local need to improve student reading deficiencies at the junior high level, the Madrid Community School purchased a sequentially designed language arts and developmental reading program consisting of tapes, books, and skill development activities. This was implemented for use with the deficient reader and was recognized as a "stop-gap" measure. As the year progressed it became apparent to the staff that the "stop-gap" rescue operation had some rather large deficiencies, mainly that of lacking carry over to the content areas and that of labeling the lesser able student. These two key observations were paramount in the minds of the staff as problems to be solved in developing a design for a total developmental secondary reading program. These experiences also dictated a need for flexibility within the design to allow for improvement and growth of student and staff.

Interviews were held with reading consultants from Iowa State University, Ames, Iowa; Drake University, Des Moines, Iowa; Central College, Pella, Iowa; Luther College, Decorah, Iowa; University of Colorado, Boulder, Colorado; the Linn Mar School, Marion, Iowa; South Tama Community School,
Tama, Iowa; North High School, Des Moines, Iowa; South East Polk Community School, Polk County, Iowa; Ballard Community School, Huxley, Iowa; Perry Community School, Perry, Iowa; Heartland Area Education Agency, Ankeny; the Department of Public Instruction, Des Moines; and Right to Read in Washington, D.C., Philadelphia, Penn., Aberdeen, South Dakota and San Diego, California.

The interviews with those in key industry positions were not accomplished; however, it was felt the parent questionnaire gave an indication of industrial employees' feelings since Madrid is the "bedroom" community of many people employed in the industrial field.

Visitations were made to as many Iowa Secondary Reading Projects as could be identified. Mention must be made here about the near total lack of developmental reading programs for all students. Many schools can lay claim to a well equipped reading lab for students who are deficient readers. Much money has been generated to assist low socio-economic populations, and for students achieving a grade or more below the assigned grade level. It is somewhat of an appalling fact that educators in general have failed to note the needs of the bright, above-average students not functioning at their optimum level or even near optimum level. Logic dictates that by improving these students' educational capabilities, the total school achievement levels could be significantly improved.
Visitations to the Tama-Toledo School, the Gilbert Community School, Perry, Ballard and South East Polk Schools produced a list of materials successfully in use and supported as appropriate to reading by both students and teachers. Many of these materials were reviewed more specifically on the Madrid site, to further determine the appropriateness and functional qualities. These visitations to neighboring schools also helped to identify organizational techniques which have proven valuable to the project staff. Along with flexibility, organization must exist for utilitarian purposes.

Another accomplished task was that of identifying individual student's reading levels, student's attitudes toward reading and self-concept scores. Ostensibly, these scores showed a relationship and were subsequently statistically analyzed to show some positive relationship between the individual student self-concept and his/her reading score. For substantiating statistical information see Appendix B.

A survey of the secondary teaching and administrative staff supported the need for a reading program for all students. The following items are taken from Appendix C and are indicative of the type of support these persons evidenced.

Question #3. Ninety-six percent of faculty felt content teachers should be aware of their students' reading level and provide materials suited to each student's reading ability.
Question #6. Seventy-seven percent of faculty felt content teachers should be expected to teach students how to read the materials used in their classes.

Question #8. Ninety-six percent of faculty felt development of reading skills continues through formal education into adult life.

Question #23. Eighty-nine percent of faculty felt secondary students need continued instruction to learn to adapt reading skills to the more demanding content material.

Question #25. Ninety-four percent of faculty felt subject area teachers should be aware of specific individuals' reading abilities in order to work effectively in a secondary classroom, yet only thirty-four percent of the teachers - Question #41 - (the junior high teachers, the high school counselor and one high school English teacher) knew of any locally available data on student reading abilities.

Question #43. Fourteen percent of the faculty use diagnostic type test, to acquaint themselves with students' reading strengths or weaknesses.

Question #27. Eighty-nine percent of faculty felt the students' reading ability is ultimately the key to his success or failure in school.

Question #33. Eighty-two percent of faculty felt that with the media in our school that it is not now possible for students unable to read to learn most of what they will need in life.
Question #41. Twenty-one percent of the faculty felt they had adequate materials available to help alleviate students' reading problems. It is interesting to note that the Industrial Arts, Music and Physical Education teachers, plus one senior high Math teacher felt they had adequate materials.

When the parents were surveyed, Appendix D, (this was outside of the stated objectives but felt to be valuable information) as to their feelings related to the reading area, less than 50 percent, Item 20, felt their students had adequate reading skills, in Item #27, 91 percent of them indicated they would subscribe to the idea of a junior high reading program and 85 percent, Item #28, would subscribe to a senior high reading program. These data were obtained prior to any announced plan for promoting the subject of reading. This would lead one to believe that the parents refuted the theory that "a child learns to read in grades one, two and three, thereafter he reads to learn". Quite obviously the parents felt reading dealt with more than the early decoding skills taught in the primary schools today and quite obviously they felt there was more to reading than our school was offering. These parents expressed a vital concern for the real needs of their children.

The students were questioned on a nearly identical questionnaire, Appendix E, and their responses supported the felt need for implementation of a total secondary reading
program. In the grades 7-12 the range of students' response indicating their satisfaction with acquired reading skills, Question #20, was from 37 percent of 8th graders were satisfied to 69 percent of the 12th graders felt they had adequate reading skills.

These indicated concerns and desires of parents, students, and local educators gave the planning project a tremendous challenge and motivation component, while further substantiating a definite need for the development of a secondary reading program for all students.

Following the surveys, the local testing program, which of recent years had become an uncoordinated, scattered, and a poorly administered program, was expanded to the point of obtaining Iowa Test of Educational Development reading scores from all the high school students and the Iowa Test of Basic Skills for all of junior high. Table 1. Most unfortunately, the scores were lower than had been suspected but further substantiated a serious need for sponsoring an improved academic curriculum.

Objective 3: The design of a Developmental Secondary Reading Program for the Madrid Community School District.

Having obtained a faculty, parent and student commitment for a secondary reading program for all students, the implementation program was designed with an emphasis on integrating reading skills into content areas. Implementing an effective reading program required that the program
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V - Vocabulary
R - Reading
Language Skills
S - Spelling
C - Capitalization
P - Punctuation
U - Usage
T - Total Language

Study Skills
M - Maps
G - Graphs
R - Reference
T - Total

Mathematics
C - Concepts
P - Problems
T - Total Math

Composite
Table 1—(continued)
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<td></td>
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<td>14</td>
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<tr>
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<td><strong>Class of 1976 (Juniors)</strong></td>
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<td><strong>Class of 1975 (Seniors)</strong></td>
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<td></td>
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<tr>
<td>Standard Score</td>
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<td>17.0</td>
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<tr>
<td>Rank in Iowa %</td>
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<td>42</td>
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<td></td>
<td></td>
<td>61</td>
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</table>

- E - Corr. of Express
- Q - Quantative Thinking
- SS - Social Studies
- NS - Natural Science
- L - Literary Materials
- V - General Vocabulary
- SI - Sources of Info.
- C - Composite
- RT - Reading Total
reach all students and utilize the expertise of every teacher on the staff. Teachers in all subject areas needed to be able to help their students read since every subject area requires certain reading skills for success.

As noted by the test results many students were unable to read their assignments because their reading skills were not developed to the degree necessary for the grade level texts. Less difficult texts were not readily available, funds had not been available to purchase them even if the textbooks were available, some of the teachers were not aware of the varying readability levels of the texts or that texts of lower readability levels were available, and sometimes the concept of the subject dictated that the textbooks be written in high levels of readability. The reality of this situation demanded that the classroom teacher be able to teach reading skills while he was teaching the subject matter. No one is better qualified to know the skills needed in a particular content area than the instructor, however, the predicament was that few teachers knew how to teach reading skills requisite to the subject. This requires a concomitant effort on the part of the reading specialist and the classroom teacher to improve student success in school.

At the beginning of the 1975-76 school year all the secondary teachers were involved in a workshop aimed at a diagnostic approach to reading through the use of formal and informal reading and interest inventories. Communication
skills were taught for use in small and large group instruction and for an improved teacher-student relationship. The reading specialist had inventoried the seventh, eighth, and ninth grade students during the first weeks of school and prepared a reading profile for each student. A similar profile had been prepared for tenth, eleventh, and twelfth grade students who were referred by their teachers as underachievers.

Prior to September 8, 1975, the achievement scores from the Iowa Test of Educational Development and from the Iowa Test of Basic Skills, the intelligents quotients, and the student's interests had been noted on individual student profile cards kept by the reading specialists in the junior and senior high school reading labs, respectively. Then, in an individual conference the student and teacher would use the profile to plan a program for improving skills of vocabulary, comprehension, and flexibility of rate in the respective content areas.

The reading specialists worked via contracted time with the content teachers to develop reading activities supportive to the academic task in the respective areas. The reading specialist facilitated this process by assisting with the teaching of reading skills for a period in the content area with the subject matter teacher. By this process, it was felt the reading specialist and the content area teacher would come to grips with the individual levels of achievement within a subject matter class. The reading specialist gave
instructions with a reading lesson that applied core skills to content which would ordinarily have been taught by the content area teacher. This lesson or lessons as the situation would require, enabled the teacher to see how to teach specific skills within the context of his ongoing units of work. This experience was the beginning of an improved classroom experience. With the help of the reading specialist, the teacher could plan programs for students who needed further reinforcement or extension of reading skills.

There has been continual in-service training for content area teachers with specific activities designed to aid them in meeting reading needs of students in the subject areas. Outside consultants have been brought to the school, but probably the heavy load has fallen upon the resources of the Madrid reading specialists. They were the ones to establish a working relationship with the teachers and the ones who have to regularly feed appropriate reading instructional activities to the teachers.

Realizing that the reading program would be remiss without a total approach, a corrective and remedial program was offered. The reading specialist was responsible for the diagnosis and prescriptive evaluation, while the assistant to the specialist saw that the prescriptive activities were completed and checked. A daily record of achievement was kept in the student's folder so that at any given time all information relative to that student's reading problem and/or progress could be reviewed.
Objective 4: To write and submit a Title III Proposal to implement a developmental secondary reading program in the Madrid Community School District.

In close cooperation with personnel from the Area Education Agency, the Department of Public Instruction, and the Madrid Community School, the proposal was developed. The objectives were as follows:

I. To implement a developmental secondary reading program for all secondary students which will:
   a. improve secondary students' fundamental reading skill achievement as measured by standardized test scores.
   b. improve secondary students' specific subject areas reading skill achievement as measured by standardized test scores.
   c. enhance students' self-concept as measured by the Coopersmith Self-Esteem Inventory and their attitude toward reading as measured by the Estes Scale by improving their fundamental and specific subject area reading skill achievement.
   d. increase students' recreational reading activities as measured by formal surveys of these activities.

II. To provide the supportive services and materials required to implement the developmental secondary reading program design so that:
   a. secondary teachers will be able to demonstrate proficiency in facilitating reading generally and in their specific subject areas as measured by competency assessment instruments.
   b. the junior high school library will meet North Central Association evaluative criteria standards.
   c. the senior high school library will meet North Central Association evaluative criteria standards.

This implementation proposal was submitted on April 1, 1975. The final approval arrived July 8, 1975 with the project somewhat modified in the area of the library facilities.
It was felt by the Iowa State Department of Public Instruction evaluating committee that the library facility was a responsibility of the local educational agency and therefore, was outside the financial realm of the reading project. However, the need for a junior high library was becoming more acutely obvious to the local school administration. The need had been identified, the interest had been generated and plans were underway for the furnishing and staffing of a junior high library. The North Central Association evaluative criteria were used as a guide in planning this new facility. This was no small investment by a school the size of Madrid and was looked upon by the reading project staff and the teaching staff as supportive action.

As the reading program developed, project Objective II a. stood out as being an increasingly important and necessary ingredient for the success of the total project.

A study conducted in Norfolk, Virginia, August 1971, reported the most effective aspect of their reading project to be reading instruction in content classes, which fused content and process. Concentration was placed upon teaching a pupil to read the material the subject teacher required him to read, in order to succeed in that class.

Program Connected Activities

The activities designed and implemented within this developmental secondary reading project were for all students and have had a bearing upon the students' fundamental reading
score. A daily log was kept by each of the reading specialists and the reading assistant, as well as a card catalogue of administrative activities kept by the project director.

The purpose was to document all activities necessary for implementing a total developmental secondary reading program in case other schools would wish to replicate the program and for a continuous operation in the event there is a change in project personnel. The entire list of activities will not be reported at this time; however, the following indicates much of the necessary activity:

July, 1975 - The hiring of all project personnel was completed.
The LEA finalized plans and placed orders for redecorating and equipping a junior high library.

September - The librarian and assistants began the horrendous task of putting together an attractive and serviceable junior high library—cataloging the books, ordering, etcetera.

The junior high lab was opened. In preparation for the reading specialist went to each classroom explaining to students how the reading program would work.

A Drake University graduate level class entitled "Methods and Materials for Secondary School Reading Instruction" was taught to those teachers who chose to participate. This class was instructed by Dr. Doris Roettger, Heartland Area Education Agency, and Drake University, Reading and Staff Development Specialist.

Weekly staff meetings with the two reading specialists, the assistant reading teachers, the librarian and project director, were held every Tuesday at 7:45 a.m.
October through December

Dr. Ruth Cline, University of Colorado conducted a two-day in-service activity in which she talked with the entire secondary staff one day on recreational reading activities and the importance of same and some specific activities to promote recreational reading. She met with the school administrators to evaluate their position. She presented a program on the use of the comic strip or book to expand vocabularies.

Book Fairs were held in the junior and senior high schools. They were well received.

Open House was held at the Junior High faculty with a special invitation to visit the new library which did a tremendous amount of good for the over-all program.

The Senior High specialist contacted teachers to assist them in reading development. She also assisted the new teachers who were teaching Reading Skills I and II classes.

A reading interest inventory was developed.

Articles were presented to the newspaper.

January, 1976 through April

A half day in-service instruction for all secondary faculty by Dr. Phil Berrie was designed around the project objectives and activities.

Vietnamese students had been receiving language and reading instruction from the lab.

The junior high lab moved to larger quarters for more students and activities.

Interest centered around the ninth grade students in terms of inventories and reading material.

Discussion concerning the implementation of a program for better control over library use. The result was a "library intention contract" for students. See Appendix F.
Project Continuation Application was written.

During the year, bi-monthly reports were sent to the School Board, Administration, and interested faculty. Also a running inventory of equipment and materials was kept during the past year. Bulletin board ideas to promote the lab were developed, and a set of language master cards with special content area vocabulary have been recorded for use in the reading labs.

As previously stated, the above indicates only a small summary of the various activities that were actually accomplished. Further activities and programs for 1976-77 will be included in the following pages of this field report.
Chapter 3

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This researcher served as Principal of Madrid Junior High School from 1975 to present (1977). Involvement in such a program of this type, without a doubt, makes one aware of the importance of key personnel with the ability to instill a spirit of involvement in their assistants. In the Madrid system, such a person was Sally Sundberg, Director of Title III Reading Program. As coordinator she worked with the content teachers who are the most important people as they are the actual implementers in this type of program. They, along with the reading specialist and coordinator act as support personnel.

Throughout such a program it is an absolute necessity to work through the building administrator and to keep him currently informed regarding changes and developments. It is felt that Madrid’s program is succeeding because it is designed extremely well and administrators were encouraged and actually involved as part of the reading project activities.

The program itself has not been without problems, none of which were insurmountable and many of which, in fact, helped to bond the program more strongly together. One such
problem was the use of library areas for discipline type study halls. This, it was felt, was placing a negative connotation upon the library, a main resource area for reading. Through meetings, and at times frustrating discussions, the administration, through curricular manipulation, was able to remove the study halls from this area. From these discussions also came an idea to help students understand the use of library facilities and the importance of directive study by the staff developed use of a library "contact," compelling students to schedule their library time much more effectively.

As the Reading Program grew and developed into a major program in Madrid's grades 7-12 curriculum, other schools became aware of the expertise of Madrid's faculty. Through in-service instruction for staff members and seminars at various schools and universities throughout the State of Iowa. This past year (1976-77), in-service training sessions have been provided by Madrid staff at such school systems as Marshalltown, Nevada and Tama-Toledo. The high school principal took part in the latest in-service as did many teachers. It is most impressive to see a 300-pound wrestling coach or an industrial arts instructor talk about a reading program that works. Such in-services have already been requested for the following year by several school systems.

Conclusions

What has all this generated energy and activity done for the Madrid Community Schools? It has developed a very
effective public relations approach to what is happening, in a positive vein, at a small Iowa school system. Madrid's reputation is growing from a poor attitude toward education to a realization of the importance of such a program and education.

As an offshoot from this attitude change, a Parent Teachers Association has been developed with the premise to promote school activities and curriculum.

For examples of teachers' and the reading specialists' approaches to the students, as well as many informative content area examples of reading approaches, see Appendix F. The material in this section is but a small sample of the type of work that has been accomplished at Madrid and can be yet pursued and developed at other schools. Indicative of such pursuits is a completely bound sampler that Madrid teachers have developed and which is available to other schools. The Madrid Reading and Title III Departments have developed an expertise which may and should be tapped. It is hoped that others may utilize the collection of the materials and information in this text and perhaps this text may be an impetus for others in helping their students read.

Recommendations

As a result of this project, the following recommendations are made:

1. Madrid's Reading Program should be continued.
2. Released time for teacher in-service should be available bi-monthly.
3. Continued effort should be made to improve the senior high library image in the eyes of the students.

4. Examination of other evaluation devices, other than the Iowa Test of Educational Development, to more effectively evaluate the program.

5. There should be continued administrative input and involvement in each phase of the program.

6. Additional methods of funding should be examined to insure viable continuation.

7. Personnel selection should continue to be concerned with personality and general congeniality as well as expertise of applicants to insure or at least nurture faculty rapport.
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BIBLIOGRAPHY

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B. PERIODICALS


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APPENDIX A
Coopersmith Self Esteem Inventory

<table>
<thead>
<tr>
<th>Student</th>
<th>Sex</th>
<th>School</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
</table>

Instructor __________  Grade __

Directions: Read each statement. When you have decided which response is appropriate, blacken the corresponding space with a No. 2 lead pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark COMPLETELY. Make no stray marks.

Use the following key in making your responses.

If the statement describes how you usually feel, mark LIKE ME A
If the statement does not describe how you usually feel, mark UNLIKE ME B

SAMPLE

People are friendly to me A  B
Mark the one which reflects your feelings.

There are no right or wrong answers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spend a lot of time daydreaming.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I'm pretty sure of myself.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I often wish I were someone else.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I'm easy to like.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>My parents and I have a lot of fun together.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I never worry about anything.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>I find it very hard to talk in front of the class.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>I wish I were younger.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>There are lots of things about myself I'd change if I could.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>I can make up my mind without too much trouble.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>I'm a lot of fun to be with.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>I get upset easily at home.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>I always do the right thing.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>I'm proud of my school work.</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Someone always has to tell me what to do.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>It takes me a long time to get used to anything new.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>I'm often sorry for the things I do.</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>I'm popular with kids my own age.</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>My parents usually consider my feelings.</td>
<td>19</td>
<td></td>
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<tr>
<td>I'm never unhappy.</td>
<td>20</td>
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<td>---</td>
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</tr>
<tr>
<td>21. I'm doing the best work that I can.</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>22. I give in very easily.</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23. I can usually take care of myself.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>24. I'm pretty happy.</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>25. I would rather play with children younger than me.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>26. My parents expect too much of me.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>27. I like everyone I know.</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>28. I like to be called on in class.</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>29. I understand myself.</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>30. It's pretty tough to be me.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31. Things are all mixed up in my life.</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>32. Kids usually follow my ideas.</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>33. No one pays much attention to me at home.</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>34. I never get scolded.</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>35. I'm not doing as well in school as I'd like to.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>36. I can make up my mind and stick to it.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>37. I really don't like being a boy--girl.</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>38. I have a low opinion of myself.</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>39. I don't like to be with other people.</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>40. There are many times when I'd like to leave home.</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41. I'm never shy.</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>42. I often feel upset in school.</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>43. I often feel ashamed of myself.</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>44. I'm not as nice looking as most people.</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>45. If I have something to say, I usually say it.</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>46. Kids pick on me very often.</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>47. My parents understand me.</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>48. I always tell the truth.</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>49. My teacher makes me feel I'm not good enough.</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>50. I don't care what happens to me.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51. I'm a failure.</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>52. I get upset easily when I'm scolded.</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>53. Most people are better liked than I am.</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>54. I usually feel as if my parents are pushing me.</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>55. I always know what to say to people.</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>56. I often get discouraged in school.</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>57. Things usually don't bother me.</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>58. I can't be depended on.</td>
<td>58</td>
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</tr>
</tbody>
</table>
APPENDIX B--(continued)

<table>
<thead>
<tr>
<th>Max. Score</th>
<th>26 General Self</th>
<th>8 Social Self-peers</th>
<th>8 Home-parents</th>
<th>8 Lie Scale</th>
<th>8 School Academic</th>
<th>50 Total Score</th>
<th>Percentile Score</th>
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<tbody>
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<td>Grade 7</td>
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<td>6.3</td>
<td>4.3</td>
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<td>16.9</td>
<td>5.3</td>
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<td>6.1</td>
<td>3.9</td>
<td>31.0</td>
<td>62.0%</td>
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<td>Grade 9</td>
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<td>5.4</td>
<td>5.2</td>
<td>6.3</td>
<td>3.8</td>
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<tr>
<td>Grade 11</td>
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<td>5.5</td>
<td>5.1</td>
<td>6.7</td>
<td>3.5</td>
<td>30.9</td>
<td>61.8%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>17.9</td>
<td>5.6</td>
<td>4.9</td>
<td>6.2</td>
<td>4.3</td>
<td>32.7</td>
<td>65.4%</td>
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<tr>
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<td>Sex</td>
<td>Max. Score</td>
<td>General Self</td>
<td>Social Self-peers</td>
<td>Home-parents</td>
<td>Lie Scale</td>
<td>School Academic</td>
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<td>----------------</td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>9-26</td>
<td>2-8</td>
<td>1-8</td>
<td>2-8</td>
<td>0-8</td>
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<tr>
<td></td>
<td>F</td>
<td>8-25</td>
<td>1-8</td>
<td>0-8</td>
<td>3-8</td>
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<td></td>
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<tr>
<td>8</td>
<td>M</td>
<td>10-25</td>
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<td>0-8</td>
<td>3-8</td>
<td>1-8</td>
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<tr>
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<td>F</td>
<td>9-24</td>
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<td>1-8</td>
<td>4-8</td>
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</tr>
<tr>
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<td>0-8</td>
<td></td>
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<tr>
<td>10</td>
<td>M</td>
<td>8-25</td>
<td>2-8</td>
<td>0-8</td>
<td>4-8</td>
<td>0-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>7-23</td>
<td>2-8</td>
<td>0-8</td>
<td>1-8</td>
<td>0-8</td>
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</tr>
<tr>
<td>11</td>
<td>M</td>
<td>10-24</td>
<td>1-8</td>
<td>0-8</td>
<td>2-8</td>
<td>1-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>7-26</td>
<td>3-8</td>
<td>0-8</td>
<td>6-8</td>
<td>1-8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M</td>
<td>4-25</td>
<td>0-8</td>
<td>2-8</td>
<td>2-8</td>
<td>0-8</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>13-24</td>
<td>3-8</td>
<td>0-8</td>
<td>4-8</td>
<td>2-8</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Faculty Reading Questionnaire

DIRECTIONS: Read each statement as rapidly as you can and respond to it with a check on the appropriate line.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Identical reading scores on standardized tests for two students indicates that these two students' reading ability is almost identical. 
   - Strongly Agree: 0
   - Agree: 7
   - Opinion: 25
   - Disagree: 54
   - Strongly Disagree: 14

2. Acquiring and gaining proficiency in reading skills is a long, difficult and maybe a laborious process.
   - Strongly Agree: 14
   - Agree: 46
   - Opinion: 14
   - Disagree: 25
   - Strongly Disagree: 0

3. Content teachers should be aware of their students' reading level and provide materials suited to each student's reading ability.
   - Strongly Agree: 39
   - Agree: 57
   - Opinion: 4
   - Disagree: 0
   - Strongly Disagree: 0

4. Reading skills should be taught in the junior high.
   - Strongly Agree: 64
   - Agree: 29
   - Opinion: 7
   - Disagree: 0
   - Strongly Disagree: 0

5. Reading comprehension requires the knowledge of word meanings.
   - Strongly Agree: 54
   - Agree: 46
   - Opinion: 0
   - Disagree: 0
   - Strongly Disagree: 0

6. Content area teachers should not be expected to teach students how to read the materials used in their classes.
   - Strongly Agree: 4
   - Agree: 7
   - Opinion: 11
   - Disagree: 57
   - Strongly Disagree: 21

7. Reading comprehension requires an understanding of the relationships within sentences, paragraphs, and longer passages.
   - Strongly Agree: 29
   - Agree: 68
   - Opinion: 0
   - Disagree: 4
   - Strongly Disagree: 0
<table>
<thead>
<tr>
<th></th>
<th>Number Responding</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>2</td>
<td>Agree</td>
<td>3</td>
<td>Opinion</td>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>8. The development of reading skills continues through formal education into adult life.</td>
<td>64</td>
<td>32</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Memorizing the meanings of words assures that students will have these words readily available in their vocabulary.</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>61</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Homogeneous grouping only reflects similar performance on one or more tests.</td>
<td>4</td>
<td>32</td>
<td>43</td>
<td>21</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. In a heterogeneously grouped class, it is not unusual to have a reading span of six years among the students.</td>
<td>18</td>
<td>64</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. If students are grouped homogeneously, one can expect that they work and learn at about the same level.</td>
<td>0</td>
<td>46</td>
<td>11</td>
<td>43</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The wide range of reading abilities of students within a heterogeneous class indicates that reading skills have not been properly taught.</td>
<td>0</td>
<td>7</td>
<td>29</td>
<td>54</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. It is advisable for secondary schools to provide separate reading classes.</td>
<td>14</td>
<td>54</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
15. If students have a good background in reading in elementary school, one can expect they will have little or no difficulty with the reading required in secondary schools.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>43</td>
<td>18</td>
<td>32</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

16. Teachers should accept the fact that approximately one-fourth of a heterogeneous class usually reads below grade level and try to make up for the reading deficiencies.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>64</td>
<td>25</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

17. Many students can transfer concepts and skills they have learned in one situation to other situations only after they have been taught how to do so.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>75</td>
<td>4</td>
<td>18</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

18. One can expect students at the secondary level to have the reading and study skills necessary to handle the assignments.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>36</td>
<td>0</td>
<td>61</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

19. Reading teachers should be primarily concerned with teaching reading skills.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>32</td>
<td>25</td>
<td>39</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

20. Reading and study skills on the secondary level can best be taught through subject area content.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>43</td>
<td>43</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

21. To teach well, it is important to set high standards toward which the students can work.

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Strongly Agree</th>
<th>Strongly Agree</th>
<th>Opinion</th>
<th>Disagree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>64</td>
<td>14</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Opinion</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>No Response</td>
</tr>
<tr>
<td>22. Students reading below grade level are better able to read the required materials in the course if they are able to read and understand the technical vocabulary.</td>
<td>21</td>
<td>57</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>23. Secondary students need continued instruction to learn to adapt reading skills to the more demanding content material.</td>
<td>25</td>
<td>64</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>24. Students with the same reading scores on standardized tests can read very differently.</td>
<td>29</td>
<td>60</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25. Subject area teachers should be aware of specific individuals' reading abilities in order to work effectively in a secondary classroom.</td>
<td>29</td>
<td>65</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>26. Teachers should lecture to compensate for weak areas in the text and to explain concepts.</td>
<td>11</td>
<td>64</td>
<td>4</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>27. The student's reading ability is ultimately the key to his success or failure in school.</td>
<td>39</td>
<td>50</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>28. The teaching of vocabulary at the secondary level should be the responsibility of the English teacher.</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>64</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX C—(continued)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>29.</td>
<td>There is a definite difference in teaching reading in reading class and teaching reading in content areas.</td>
</tr>
<tr>
<td>30.</td>
<td>To teach well, it is important to show the student how to do what is required of him and do it in such a way that he gains an understanding of the process.</td>
</tr>
<tr>
<td>31.</td>
<td>Vocabulary development precedes concept development.</td>
</tr>
<tr>
<td>32.</td>
<td>What students learn in one situation, they should be able to transfer to another similar situation.</td>
</tr>
<tr>
<td>33.</td>
<td>With the media we have in our schools, it is now possible for students to learn most of what they will need in life in each of the disciplines without being able to read.</td>
</tr>
<tr>
<td>34.</td>
<td>Separate reading classes are no longer useful for the student at the secondary level.</td>
</tr>
<tr>
<td>35.</td>
<td>Vocabulary instruction includes both general and technical words.</td>
</tr>
</tbody>
</table>
36. Approximately what percent of your students have difficulty reading the materials required in your class?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% - 21</td>
<td>21</td>
</tr>
<tr>
<td>25% - 32</td>
<td>32</td>
</tr>
<tr>
<td>50% - 29</td>
<td>29</td>
</tr>
<tr>
<td>75% - 4</td>
<td>4</td>
</tr>
<tr>
<td>NR - 14</td>
<td></td>
</tr>
</tbody>
</table>

37. What percentage of the students can read the materials required in your class only with your assistance?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% - 32</td>
<td>32</td>
</tr>
<tr>
<td>25% - 25</td>
<td>25</td>
</tr>
<tr>
<td>50% - 11</td>
<td>11</td>
</tr>
<tr>
<td>75% - 4</td>
<td>4</td>
</tr>
<tr>
<td>Over 80% - 7</td>
<td>7</td>
</tr>
<tr>
<td>NR - 21</td>
<td></td>
</tr>
</tbody>
</table>

38. Have you found it necessary to provide for the varied reading levels in your class? If so, in what way?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
</tr>
<tr>
<td>NR</td>
<td>25</td>
</tr>
</tbody>
</table>

39. What kinds of skills are involved in reading in your subject area?

| Skills | |
|--------||

40. Could you suggest one or two things you think would help the students in your class with reading difficulties to read and understand the required materials?

| Suggestions | |
|-------------||

41. Are there adequate materials available to help alleviate student's reading problems? If No, what materials are needed?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
</tr>
<tr>
<td>NR</td>
<td>14</td>
</tr>
</tbody>
</table>

42. Do you have any data on your student's reading abilities? If so, specify the kind.

| Data | |
|------||

43. Do you use any diagnostic type tests to acquaint you with your students' reading strengths or weaknesses? If so, what do you use?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
</tr>
<tr>
<td>NR</td>
<td>14</td>
</tr>
</tbody>
</table>
APPENDIX D
APPENDIX D

Parent Reading Questionnaire

As you may know our school district has received $10,000 in federal (E.S.E.A. Title III) funds to study the reading needs of our secondary school students. As a part of this study a survey is being conducted among students, parents and teachers. The purpose of the survey is to gather information upon which decisions regarding the secondary reading program could be based. Will you please assist the school in this effort by taking a few minutes to respond to the following questionnaire items. Thank you.

**DO NOT IDENTIFY YOURSELF**

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Un-Agree</th>
<th>Decided</th>
<th>Dis-Agree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading is for learning but not for enjoyment</td>
<td>9</td>
<td>1</td>
<td>89</td>
<td>1</td>
</tr>
<tr>
<td>2. Money spent on books is well-spent.</td>
<td>92</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3. There is nothing to be gained from reading books</td>
<td>1</td>
<td>3</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>4. Books are a bore.</td>
<td>0</td>
<td>4</td>
<td>95</td>
<td>1</td>
</tr>
<tr>
<td>5. Reading is a good way to spend spare time.</td>
<td>92</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>6. Reading turns me on.</td>
<td>58</td>
<td>27</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>7. Books are not usually good enough to finish</td>
<td>1</td>
<td>16</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>8. Reading is rewarding to me.</td>
<td>87</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>9. Reading becomes boring after about an hour.</td>
<td>11</td>
<td>16</td>
<td>72</td>
<td>1</td>
</tr>
<tr>
<td>10. Most books are too long and dull.</td>
<td>5</td>
<td>17</td>
<td>77</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Number Responding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>No Response</td>
</tr>
<tr>
<td>11. Free reading does not teach anything.</td>
<td>1</td>
<td>3</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>12. There are many books which I hope to read.</td>
<td>87</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>13. Reading is something I can do without.</td>
<td>1</td>
<td>5</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>14. A certain amount of summer vacation should be set aside for reading.</td>
<td>79</td>
<td>14</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>15. Books make good presents.</td>
<td>89</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16. Reading is dull.</td>
<td>1</td>
<td>6</td>
<td>91</td>
<td>2</td>
</tr>
<tr>
<td>17. I read only when it is necessary.</td>
<td>5</td>
<td>5</td>
<td>89</td>
<td>1</td>
</tr>
<tr>
<td>18. I read to gain information.</td>
<td>91</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>19. I read for pleasure.</td>
<td>84</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>20. My child(ren) in the junior/senior high school has(have) adequate reading skills.</td>
<td>45</td>
<td>24</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>21. Reading is for intellectuals.</td>
<td>4</td>
<td>5</td>
<td>88</td>
<td>3</td>
</tr>
<tr>
<td>22. Reading is the most important school subject.</td>
<td>75</td>
<td>13</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>23. Reading is an elementary school subject.</td>
<td>68</td>
<td>1</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>24. Reading is a junior high school subject.</td>
<td>71</td>
<td>1</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>25. Reading is a senior high school subject.</td>
<td>72</td>
<td>4</td>
<td>20</td>
<td>4</td>
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<tr>
<td>Number Responding</td>
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<td>decided</td>
<td>Dis-agree</td>
<td>No Response</td>
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<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>26. I feel that I have adequate reading skills.</td>
<td>48</td>
<td>26</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>27. I would support the development of junior high school reading program.</td>
<td>91</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. I would support the development of a senior high school reading program.</td>
<td>85</td>
<td>9</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX E

Student Reading Questionnaire

Student ____________________  Sex _______________  Grade ______

SF Madrid Reading Questionnaire
Mark one of the following responses in Row A

If you plan to:

1. attend a technical school, mark . . . . . . . . . . 1
2. attend a junior college, mark . . . . . . . . . . 2
3. attend a four year college, mark . . . . . . . . . . 3
4. join the armed services, mark . . . . . . . . . . . 5
5. farm, mark . . . . . . . . . . . . . . . . . . . . . 6

For the Questions Below, use the following key in marking your response:

If you agree, mark . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . A
If you disagree, mark . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . D

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Reading turns me on.
7. Books are not usually good enough to finish.
8. Reading is rewarding to me.
9. Reading becomes boring after about an hour.
10. Most books are too long and dull.
11. Free reading does not teach anything.
12. There are many books which I hope to read.
13. Reading is something I can do without.
14. A certain amount of summer vacation should be set aside for reading.
15. Books make good presents.
16. Reading is dull.
17. I read only when it is necessary.
18. I read to gain information.
19. I read for pleasure.
20. I feel I have adequate reading skills.
21. Reading is for intellectuals.
22. Reading is the most important school subject.
23. Reading is an elementary school subject.
24. Reading is a junior high school subject.
25. Reading is a senior high school subject.
26. Reading is for grade grabbers.
27. I think a junior high school reading program would be a good thing.
28. I think a senior high school reading program would be a good thing.
29. Many kids in my classes have trouble with reading.
30. My academic success in school depends on my ability to read.
31. Reading is more difficult in some subjects than others.
32. If you cannot read, you cannot get good grades.
33. Most teachers help the kids in my classes who have trouble with reading.
34. I know how to use the library to find any information I need.
35. I think most of our textbooks are too hard to read.
36. I read in my spare time.
37. There should be more time for reading during the school day.

Question 20 - I feel I have adequate reading skills.

<table>
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<tr>
<th>Grade</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
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<td>73</td>
<td>14</td>
<td>12</td>
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<td>8</td>
<td>52</td>
<td>26</td>
<td>20</td>
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<tr>
<td>9</td>
<td>88</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>7</td>
<td>23</td>
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<td>11</td>
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<td>13</td>
<td>26</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>
APPENDIX F

Workable Reading Samples

Since you asked us . . . (and we are glad you did!)

WHAT THE TITLE III READING PROGRAM AT THE HIGH SCHOOL WAS DESIGNED TO ACCOMPLISH

1. Develop the junior and senior high school libraries
2. Emphasize recreational reading as a pleasurable activity
3. Improve secondary students' overall attitude toward reading
4. Improve secondary students' reading skill achievement
5. Improve secondary students' performance in subject areas by teaching them to apply reading skills
6. Improve secondary students' self concept
7. Increase teacher awareness of reading problem
8. Improve teacher proficiency in facilitating general and subject area reading

WHAT THE TITLE III READING SPECIALIST AT THE HIGH SCHOOL OFFERS CLASSROOM TEACHERS

1. Guidelines for material selection
2. Knowledge of available materials
3. Classroom assistance for small group work, for team teaching instructional units, or for developing games and motivational materials
4. Construction of content-related vocabulary exercises
5. Aid in developing alternate learning methods
6. Extra stimulation for the gifted student as well as extra help for the slower learner
7. Service as a teacher facilitator in any helpful way
WHAT THE TITLE III READING SPECIALIST OFFERS STUDENTS

1. Help in finding appropriate books for recreational reading
2. Individual help with classroom reading assignments
3. Corrective programs to increase reading skill achievement or efficient use of study skills (on a voluntary basis on the part of students)
4. Chances for improving reading rate
5. Tips for getting higher grades through better studying and test taking
6. Encouragement and friendship

so . . . .

If Title III can help you or if you can help Title III, hurry on down to the high school reading lab!
READING INTEREST SURVEY

1. How do you feel about reading?
   a. like it        b. just okay       c. dislike it

2. Have you read any good books lately? If so, what?

3. Approximately how much time do you spend reading each day? each week?

4. Approximately how much time each day are you allowed to read?
   At home
   At school

5. Do you read because you choose to or because it is required?

6. Do you read more when school is in session or during summer break? Explain.

7. What do you like to do in your free time?

8. When you read a book you are particularly interested in, do you feel you would like to read more about the same subject or another book by the same author?

9. Has a character in a book ever made an impression on you to the extent that it influenced a decision in your life? Explain.

10. Do you visit the library regularly or only when you are assigned reading that requires you to use the library? Explain.

11. Can you find things in the library quickly or do you feel lost?
12. Approximately how many books do you own?

13. What is the title of the best book which you have ever read?

14. What newspapers do you read regularly? What sections of the newspaper do you enjoy the most? (world news, national, local, editorials, sports, features, business, finance, comics)

15. Do you enjoy reading magazines? List the magazines you read regularly.

16. Can you read when the television or radio is on?

17. About how many hours a day do you watch television? What are your favorite TV programs?

18. What are your favorite music groups?

19. What subjects do you like best in school? Your least favorite subject?

20. Do you participate in any extracurricular activities? Which ones?

21. What sports do you like best?

22. What are the titles of the last few movies which you have seen?

23. What person, living or dead, do you admire most? Explain.

24. Of the following types of books which ones would you like to read for pleasure? (Put a check in front of those that interest you)

- football
- baseball
- basketball
- adventure
- animals
- historical novels
APPENDIX F--(continued)

<table>
<thead>
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<th>teenage problems</th>
<th>scientific experiments</th>
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<td>biographies-famous people</td>
<td>sports</td>
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<tr>
<td>autobiographies</td>
<td>cars</td>
</tr>
<tr>
<td>mystery</td>
<td>poetry</td>
</tr>
<tr>
<td>career stories</td>
<td>family life and conflicts</td>
</tr>
<tr>
<td>science fiction</td>
<td>westerns</td>
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<td>nature stories</td>
<td>war</td>
</tr>
<tr>
<td>romance</td>
<td>non-fiction</td>
</tr>
<tr>
<td>others?</td>
<td></td>
</tr>
</tbody>
</table>

25. Please complete the following statements:

Today I feel ____________________________________________

I hope that I can ____________________________________________

I get kind of depressed when __________________________________

Reading science ____________________________________________

I can't understand why ______________________________________

The thing I like best about reading is __________________________

Studying in school is _________________________________________

The hardest thing about reading is _____________________________

I would read more if _________________________________________

I'm happiest when _________________________________________

APPENDIX F—(continued)
READING LAB GUIDELINES

Welcome to your Reading Lab!! In order to have your work go smoothly, there are a few organizational guidelines you need to know:

1. Make sure you have okayed your lab time with ______ or ______ before you come for your first lab work.

2. Fill out a reading interest survey. Put it into your personal folder.

3. In a conference with ______, select the skill areas you want to work on and the materials that look best to you. (Set your purposes)

4. Your lab schedule and work will be put into a personal folder that will be kept in the lab. In this way you can keep track of your time and progress and your work will be waiting for you on your next visit. Make sure you have a student schedule sheet and a progress chart in your folder.

5. Each lab visit pick up your folder, find your work materials and work independently unless other arrangements have been made.

6. Every 2-3 lab sessions you will have a conference with ______ or ______ about the progress of your work. At this meeting decisions will be made as to new skills and materials to work on.

If you have any questions, do not hesitate to ask!

Reading improvement will take time and EFFORT. → The more you put 'into your lab work, the more improvement you will see. Remember we are here to help!
APPENDIX F--(continued)

SURVEYING YOUR TEXTBOOK

Take a few minutes to survey your textbook. Check the following items. Then fill in the answers.

1. What is the title? What do you suppose this text will cover? List your ideas.

2. How many pages are in the book?

3. Is the Table of Contents information helpful? Why?

4. Was the book written or revised recently? Why might this make a difference?

5. Study the heading plan of the book. Are there chapter headings? Main section headings? Subheadings for topics?

   Are the headings in different color and size of print? What do you think these differences are meant to signal to the reader?

6. Why are some chapters sectioned off into units in a textbook?

7. Are there pictures? maps? charts? Why are these included in your text?

8. Does each chapter have a summary? If there is a summary, is it at the beginning of the chapter, at the end, or both?

9. Are there questions at the end of each chapter? exercises? Why might it be helpful to read the questions at the end or beginning of the chapter before reading the chapter itself?

10. Is there a glossary? If so, what page? What does this textbook aid help you with?
APPENDIX F--(continued)

11. Are there appendixes? If so, what areas do they cover?

12. Is there an index? When would you use an index?

13. Choose any chapter in your textbook. Make a list of the subheads. Without reading the chapter, write a brief summary of what you think the chapter covers just from reading the subheads.
APPENDIX F--(continued)

SOME SIMPLY SUPER STRATEGIES FOR ADAPTING AWFULLY UNLIKEABLE TEXTBOOKS

Mary Elchhoff
Madrid High School

YOU HAVE IT--LEARN TO LIVE WITH IT!

1. Accent the positives. Make good use of your book's glossary, index, bold faced headings, and study questions. Check the teacher's manual for tips.

2. Discover the presentation pattern your authors use and make sure your kids are aware.

3. Generalize about where the main idea usually is in paragraphs and sections. Tell your kids where to look for it.

4. Share all your insights as to how your book works with your students. They do not know 99.44% of the time.

5. Encourage marginal notes or pencil underlining if it will help your students USE the book.

6. Use appropriate articles from the media to add or to replace parts of your book.

7. If you are lucky enough to have more than one book, let your students make some choices about which source they want to use for a certain unit.

8. Do not forget the good student. Collect some "Notable Nibbles" in a supplementary bibliography.

YOU SAY YOUR FEET ARE NOT LONGFELLows?
REWRITE ANYWAY!

9. Rewrite key documents or parts of original sources in the current teen vernacular.

10. Let a famous TV personality (Howard Cosell?) "interview" a key person in your subject area. Steer clear of biographical stuff and go for personality and humor. The kids can judge the historical accuracy of the portrayal.
APPENDIX F--(continued)

11. Let the class role play an important event or scene from a biography. Do not count on impromptu, however.

12. Select the important lines from a poem, story, or primary source. Have your kids read those with simple "fill ins" which explain what was left out.

13. Make a cartoon or caricature. (Tracing is allowed as necessary!) If you want to, let your students supply some appropriate words.

YOUR CLASS IS SPECIAL!

14. Reading your textbook is different than reading a novel or a book from another class. Make sure your kids know how.

15. Advise your students on the reading rate which is both efficient and practical for your textbook.

16. Teach necessary technical vocabulary. (No "Look 'em up" lists allowed.) Get the game spirit.

17. Show how common words are used differently in your subject area.

18. Devise a glossary for your textbook if the published one is too difficult, inadequate, or is not furnished.

19. Teach the prefixes and suffixes which are used often in your area so your students will become vocabulary-independent.

THE WAY YOU ASSIGN IT COUNTS TOO!

20. Try not to make the next reading assignment during the last 30 seconds of the period.

21. Make directed reading assignments which tell students what, why, and how long.

22. If necessary, choose selected paragraphs to be read and leave out what is less important.
23. Tell your kids ahead of time what they will be required to know.

24. Before they read, give students study aids like partially filled-in outlines and charts or statements based on the reading assignment to react to. The guides will help kids organize and pick out important ideas. (Questions are harder.)
APPENDIX F—(continued)

SECONDARY READING FOR EVERYONE

Madrid, Iowa's, High School Reading Program

WHAT THE READING PROGRAM AT THE HIGH SCHOOL WAS DESIGNED TO ACCOMPLISH

1. Develop the junior and senior high school libraries
2. Emphasize recreational reading as a pleasurable activity
3. Improve secondary students' overall attitude toward reading
4. Improve secondary students' reading skill achievement
5. Improve secondary students' performance in subject areas by teaching them to apply reading skills
6. Improve secondary students' self concept
7. Increase teacher awareness of reading problems
8. Improve teacher proficiency in facilitating general and subject area reading

WHAT THE READING SPECIALIST AT MADRID HIGH SCHOOL OFFERS CLASSROOM TEACHERS

1. Guidelines for material selection
2. Knowledge of available materials
3. Classroom assistance for small group work, for team teaching instructional units, or for developing games and motivational materials
4. Construction of content-related vocabulary exercises
5. Aid in developing alternate learning methods
6. Extra stimulation for the gifted student as well as extra help for the slower learner
7. Service as a teacher facilitator in any helpful way
APPENDIX F--(continued)

WHAT THE READING SPECIALIST OFFERS STUDENTS

1. Help in finding appropriate books for recreational reading

2. Individual help with classroom reading assignments

3. Corrective programs to increase reading skill achievement or efficient use of study skills (on a voluntary basis on the part of students)

4. Chances for improving reading rate

5. Tips for getting higher grades through better studying and test taking

6. Encouragement and friendship
APPENDIX F—(continued)

WHAT THE PARENTS SAID
(Parent Evaluation Form, 11-8-76)

More time in Jr. High should be put to reading.

Reading is for both enjoyment and learning.

There is always room for improvement, regardless of how proficient you may be in a skill.

I feel reading is very important as you carry it into your whole life - where some subjects go by the wayside after school is out. Do feel comprehending what you read is equally important!

If this is properly taught in elementary grades - high schools would not have to spend the time on it.

Reading skills are essential throughout life.

I believe a good reading program is important. You have to learn to read before you can do other things.

This program appeals to me because there are many children who have a hard time with reading skills.

Keep up the good work.

Reading is one of the nation's biggest downfalls. Too many people do not read enough after their second year of school.

Keep up the good work. Reading skills can always be improved upon.

Keep them Reading.

I do not find time to do the pleasure reading I want to do. If my reading skills were better, perhaps I would get more reading done. I feel reading is important even on the high school level.

I feel all people should have reading. Reading is the way everyone learns. If you cannot read, you cannot expect to learn. All subjects start with reading, and understanding.

Learning comes from reading.
I hereby contract the services of the reading specialist for the following period of time during which she will work with me in whatever way I see most valuable to incorporate reading into my subject area.

D:ates of Contract

Prep/Aid Periods

Services to be rendered:

Teacher

Subject

Date

Teacher/Reading Specialist Work Contract

I hereby contract the services of the reading specialist for the following period of time during which she will work with me in whatever way I see most valuable to incorporate reading into my subject area.

D:ates of Contract

Prep/Aid Periods

Services to be rendered:

Teacher

Subject
APPENDIX F--(continued)

Teacher-initiated Reading Activities
by Subject Area

August 1975 - January 1976

NOTE: Many of you asked for some idea of what other teachers have been doing in terms of reading-related activities within their own area. Here is a compilation of those content subjects and activities turned in to me. Borrow from them and add to them. I hope you will share others as you experiment.
Art

Vocabulary Exercises:

Vocabulary Handouts

Vocabulary on quizzes

Instructional Approach:

Sent Art I students to Reading Lab for help with writing paper

Sent Art I students to Reading Lab for help studying for quizzes and semester final

Semester final reviewed and administered orally in the Reading Lab for lower ability students

Materials:

Required 1 written report each Quarter from Art I and II or 1 report in conjunction with semester project
Vocabulary Exercises:

Word Finds

Vocabulary Work Sheets

Stress Vocabulary More

Language Master Cards on Vocabulary and Review Question Gave extra credit for those students that went into the Reading Lab to use these

Instructional Approach:

Assistance of Reading Specialist in class

Stress Vocabulary more

Independent Study
  Vocabulary
  Reaction Guides

Individualized Instruction

Change in approach (What can the students tell me about the subject)

Materials:

Reading Guides

Noun, Verb, Adjective Worksheets (extra help)

Proofreading Exercises (extra help and credit)
APPENDIX F—(continued)

English

Vocabulary Exercises:

Word Games:
- Magic Squares
- Pig
- Crosswords
- Anagrams
- Fill-in-the-missing letters
- Bingo using morphemes
- Word-column puzzles

Student-written crosswords and puzzles
Figuring out words solely through morpheme clues
Writing stories using as many morphemes as possible
Unit on morphemes

Context:
- Reading exercises using nonsense words to force students to figure out meanings
- Context clue worksheets

Dictionary:
- Scavenger Hunt (to review kinds of information in dictionaries)
- Exercises on when dictionary should be consulted
- Exercises in uses of diacritical markings

Periodical Timed Readings incorporating some of before-mentioned skills.

Vocabulary exercises given in all other classes rather than just grade level where I usually emphasize vocabulary.

Instructional Approach:

Released Class Time

Taped book (Lord of Flies)

Setting a purpose for reading before they begin their reading.

An hour of free reading time given per week (3 - 20 min. periods) and 4 book reports required per semester

Encouragement of students to participate in reading lab for extra credit (or substitute credit) should student be falling behind.

Student Referral
APPENDIX F--(continued)

English

Materials:

Multi-level Material for Reading Skills
Assignment Sheets
APPENDIX F—(continued)

READING SKILLS CHECKLIST

Reading Lab

Put a check in front of the skills you feel need work.

Decode unfamiliar words
Use context clues to help with the meanings of unfamiliar words
Use a prefix and suffix to understand unfamiliar words
Identify the root or base word
Sound out words
Divide words into syllables
Place and pronounce a primary and secondary accent
Understand how to use a pronunciation key

Find main idea of a paragraph
Find main idea of an article or chapter
Recognize important facts
Spot irrelevant detail
Identify the mood of a piece of writing
Distinguish between fact and opinion
Draw conclusions about what you read
Identify author’s purpose
Interpret sequence of events accurately
Predict an outcome of a story
Make generalizations about a series of statements
Interpret an author’s inferred meaning
Judge the accuracy of a statement
Make an analogy between something read and something known
Apply information to a new situation
Relate ideas to own experience
Retell information
Identify propaganda techniques such as halo effect, bandwagon effect, glittering generalities, testimonials, etcetera.

See relationships between two words, sentences, articles
Compare and contrast two or more statements you have read
Select key words from a passage
Understand material you hear only
Comprehend what you read orally
Form your own opinions from what you read

Organize material you read in a brief and understandable form
Recall what you read
Survey material before reading
Use the library to locate information
Use the dictionary easily
Make an outline
Analyze charts, graphs, maps, and tables
Take useful notes
Use textbook aids effectively - table of contents, index, glossary
Skim to get a preview of material
Follow directions
Read and understand assignments
Keep your attention on what you are reading
Motivate yourself to study
Retain information over a period of time
Use pictures as a valuable source of information
Use direction words as a clue to understanding a passage
Preview a chapter to set a purpose for reading
Organize your ideas into a well-written paper
Express opinions clearly and completely
Summarize a paragraph from a content textbook
Summarize an entire selection from a textbook

Read with sufficient speed
Vary rate according to purpose and difficulty
Skim to get the main ideas
Scan to find a certain fact

Easily find books of interest
Read with mind rather than with lips or subvocalize
Spell words correctly
APPENDIX F—(continued)

Teacher Observation of Student's Reading

Oral and Silent Reading

attention span
interest in subject
recall—oral/written
comprehension
  literal—main idea
  interpretive—author's purpose
  applied—judgment
analyze new words
ability to use context clues
sight vocabulary knowledge
  limited
  average
  extensive
expression
attendance to punctuation
substitutes words
makes insertions
omits words
mispronounces words
reading fluency
  smooth and flowing
  word-by-word
reading rate
  slow halting
  rushed
  adjust rate to purpose and difficulty
  skim for quick answer
  finish reading assignment
  finish tests

Hearing and Speech

questions must be repeated
seems confused
daydreams
faulty speech
voice—loud or soft
ignores verbal directions
language handicap

Vision

squinting
facial distortion when reading
holds book too close/too far
headaches
eyes tire when reading
frequent rubbing of eyes

Physical Characteristics

eyes
  fixations
  regressions
  movement patterns
lip movements
subvocalization
head movements
finger pointing
posture
### Teacher Observation of Student’s Reading

#### Student Interest/Attitude
- reading enjoyment
- reading preference
- variety of reading
- voluntary reading
- avoids reading
- outside interests
- What does he talk about?
- Free time?
- Draw? - What?

#### Social and Emotional Behavior
- procrastinates
- uncooperative
- anger easily
- cheats
- truant/tardy
- resents correction
- destructive
- overcritical
- irresponsible
- defiant
- belligerent
- vindictive
- steals
- dishonest
- irritable
- seeks attention
- overconscientious
- pessimistic
- unfriendly
- selfish
- depressed
- nervous
- shunned by others
- shy
- jealous
- unmotivated
- easily distracted

#### Study Skills
- organization
- notetaking
- supplies
- follow directions
- references
- self-directed work
- spelling
- test taking
- attendance to task
- concentration

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**BE EXPLICIT: STICK TO FACTS AND SIMPLE INTERPRETATION:**
JUDGMENTS SHOULD BE TENTATIVE

---

Kathy Steele
Reading Program
Madrid, Iowa
Directions for the diagnostic survey test are based on English literature textbook.

I. Use between 34-40 questions.

II. Use questions designed to measure the following reading skills in the proportions shown below.

A. Using parts of the books (3 questions in all)
   1. Table of Contents
   2. Index of Titles
   3. Glossary
   4. Biographical Data
   5. Introductory paragraph to story

B. Vocabulary needs
   1. Meaning (7-8 questions)
      a. General background of word meanings
         (1) select correct meaning from several meanings
         (2) antonyms, synonyms
      b. Contextual meanings
   2. Word recognition and attack (14-15 questions)
      a. Divide words into syllables
      b. Designate the accented syllable
      c. Note and give meaning of prefixes and suffixes
      d. Changing the part of speech of a word (noun to verb, adjective to adverb, et-cetera)

C. Comprehension (11-12 questions)
   1. Noting the main idea
   2. Recalling pertinent supporting details
   3. Drawing conclusions, inferences
   4. Noting the sequence of ideas

D. Reading rate. Have student note the time it takes for him to read the selection. Then, figure reading speed in words per minute.
   Example: Words in selection: 4000
   Time to read: 10 minutes

\[
\frac{4000}{10} \quad \text{equals} \quad 400 \text{ words per minute}
\]

Time may be recorded by student noting clock time for starting and stopping or by teacher recording time on blackboard every 30 seconds (1', 1'30'', 2', et-cetera)
APPENDIX F--(continued)

ENGLISH--INFORMAL READING INVENTORY

E. Skimming to locate information (2-5 questions) Using selection different from the one used for comprehension and speed purposes.

III. Choose a reading selection of not more than four pages.

IV. In administering the inventory:
   A. Explain the purpose of the inventory and the reading skills it is designed to measure. When the inventory is given, advise the student which skill is being measured.
   B. Questions on the use of the parts of a book are asked first. Students will use their books.
   C. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.
   D. Reading selection silently. Note and figure speed.
   E. Ask questions on vocabulary. Students will use book for questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions, and these should be written on the blackboard.
   F. Skimming. Use a new selection. Books will be used.

V. A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring a specific skill.

VI. This inventory, being administered to group, does not establish a grade level. Nonetheless, anyone scoring above 90 per cent may be considered to be reading material too easy for him. Anyone scoring below 65 per cent may be considered to be reading material too difficult for him. If the material is suitable, the scores should range between 70-90 per cent.
APPENDIX F--(continued)

SCIENCE--INFORMAL READING INVENTORY

Directions for the diagnostic survey test are based on any science textbook.

I. Use approximately 30 questions.

II. Write questions designed to measure the following reading skills in proportions as shown:

A. Using parts of the book (4 questions)
B. Using resource (library) materials (3 questions)
C. Using vocabulary (4 questions)
D. Noting the main idea (4 questions)
E. Noting pertinent supporting details (4 questions)
F. Following directions (3 questions)
G. Drawing conclusions (3 questions)
H. Applying theoretical information (3 questions)
I. Understanding formulas and equations (3 questions)

III. Choose a reading selection of not more than three pages.

IV. Have questions on skills C, D, E, G, and H - vocabulary, main ideas, details, conclusions, application - based on the reading selection. Items F and I may be based on this or another reading selection.

V. In administering the inventory:

A. Explain the purpose of the inventory and the reading skills the inventory is designed to measure. As the inventory is given, let the students know the skill being measured.
B. Read each question twice.
C. Write the page reference of each question on the blackboard as the question is read.

VI. A student is considered to be deficient in any of the skills if he gets more than one question under any of the skills wrong.
APPENDIX F--(continued)

Title III - Reading Project

Professional Library Bibliography


APPENDIX F--(continued)


International Reading Association Publications

Reading Journals:
The Reading Teacher - Elementary Reading
The Journal of Reading - Secondary Reading

Instructional Paperback Booklets:
Corrective Reading in the High School Classroom
Creative Reading for Gifted Learners
Reading and Career Education
Improving Reading in Science
Teachers, Tangibles, Techniques: Comprehension of
in Reading
Trends & Practices in Secondary Reading
New Horizons in Reading
Reading in the Content Fields: An Annotated
Bibliography
Making Sense; Reading Comprehension Improved
Through Categorizing
Syntax and Readability
Developing Study Skills in Secondary Schools