A CREATIVE PROJECT EXPLORING THE FEASIBILITY OF
ESTABLISHING A READING CLINIC IN MUNCIE, INDIANA

AN HONORS THESIS SUBMITTED TO
DR. JOAN WILLIAMS
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE HONORS
PROGRAM AT BALL STATE UNIVERSITY

BY
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BALL STATE UNIVERSITY
MUNCIE, INDIANA
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(Enclosures: Brochures and pamphlets from the Westside Learning Center and Ball State Reading Clinic, Diagnostic tests: Indiana Test of Basic Skills, Informal Reading Inventory, Cooper Listening Comprehension Test)
In this, the twentieth century, the citizens of the United States are guaranteed a chance to become educated through the public schools until they reach the age of 16. This fact can be interpreted in many ways. The usual interpretation takes the stand that nine months of classes held five days a week under the direction and guidance of a college trained instructor automatically results in the fulfillment of any requirements connotated by the law of free education for all. However, studies and observations have proven that this is not the way it works for many, many people. The basis for all academic learning is the ability to read. General reading comprehension is significantly related to all content subjects - 50 to 90 per cent of all studies in typical high school classes require reading. And yet, a study by Austin, Bush and Huebner found approximately 16 percent of the children in grades one to nine are in need of special help in reading. Those who need the help are those whose reading power is less than their general learning power. A definition of literacy, or reading competency given by Sarah C. Gudschinsky is:

That person is literate who, in a language that he speaks, can read and understand anything he would have understood if it had been spoken to him; and who can write, so that it can be read, anything that he can say.

Another study by the federal government has concluded that seven million school youngsters have severe reading problems. These problems are apparently not being corrected in the course of the usual academic curriculum as the SAT verbal test scores
attained by high school seniors applying for college have dropped 7 percent in the last 10 years. It is estimated that right now one-half the population will fall below grade level, approximately one-fifth will fall one year below, one-fifth two years below and so on. A survey by the Louis Harris organization found that in 1971 close to 19 million Americans over the age of 16 have difficulty coping with minimal measures of literacy such as application forms, insurance forms, drivers' license applications and other everyday occurrences that ask the person involved to read. The Pacific Telephone and Telegraph Company annually interviews tens of thousands of high school graduates for jobs, and of all those who apply, 40 percent are turned down because they can't read or write at the 8th grade level.

The figures stated thus far show that there is a definite need for a certain percentage of the population to have an additional avenue of education open to them that will reinforce the reading skills taught in the public schools. Throughout the nation there is an awakening awareness of this and various alternatives are being offered.

Currently in Muncie, Indiana, there are a few choices available to the student who needs and wants extra help with his reading. One place a student can turn is to Ball State University. There is a reading clinic open to the public that has the facilities to serve a few students at a time. This clinic will diagnose and prescribe tutoring practices for those with the most severe reading problems. However, because of the lack of personnel this clinic is very limited in its availability to
any but the most urgent problems.

Ball State also offers the services of the JVS volunteers. These are students who volunteer their time and energies to help others with their academic problems. While the concept of tutor may be upheld in this arrangement, the biggest liability to this program is the idea that most tutors are undergraduates who are just learning many of the teaching techniques themselves. And while their intentions are honorable, their lack of knowledge does not do the job that could be done by better qualified personnel.

Most of the local school corporations have in their employ a person trained specifically to work with reading. These people do not have regular classroom duties, but work solely with the students who need extra help in learning the reading techniques. Again, the liability here is that one teacher and possibly two aides are responsible for a hundred or more students. The sheer number of students prohibits the reading teacher from accomplishing all that she'd like to accomplish. In addition to this, often one teacher is responsible for all the students in an entire school corporation so she must spend much time traveling from building to building carting her supplies with her as she goes.

The only other alternative currently available to Muncie students is the private tutor who comes to the student's home and teaches for approximately one hour a week. Some of the local schools have the names of people they are aware have done tutoring in the past and will make the names available to the parents of the student; but there is no centralized location that a parent or student can call and ask for a specific kind
of tutor. Whether a tutor is located through the newspaper, through the word of a friend, or through the school there is no standardized price for the services offered and the prices range from $5.00 an hour average all the way up to $14.00 an hour.

This then is the purpose of this project - to describe and analyze the feasibility of establishing a reading clinic in Muncie that would be a commercial venture, and yet would serve as a community service. These plans hold the dreams of one beginning teacher as she searches to find the route of a pilgrimage best suited to fulfill her visions of her destiny.
Footnotes


2Ibid.


5Vance Packard, "Are We Becoming a Nation of Illiterates?," Reader's Digest, CIV (April, 1974), 81-85.

6Ibid.


8Vance Packard, "Are We Becoming a Nation of Illiterates?," Reader's Digest, CIV (April, 1974), 81-85.

9Ibid.
Bibliography


In an effort to formulate good sound teaching methods to be employed in the Reading Clubhouse I decided a good way to get ideas was to visit another clinic that had already been established for some time and see how it is run. On Feb. 12, 1976, I visited the Westside Learning Center on Monarch Drive in Indianapolis. This learning center is one of five owned by Dr. Marvin Hbbert, a dean at IU-PUI. There are 2 centers in Indianapolis, one in Marion, one in Elkhart and one in Frankfort.

I talked with the director, a young special education teacher. She explained that the come to them through two sources, referral by their school or parent response to advertising. They advertise by sending literature to every principal within 20 miles of their location; they have a tea twice a year for all the teachers in that same area and provide student demonstrations of all their teaching techniques; and they use the yellow pages of the phone book.

When a student enrolls in their classes he has a choice of help in reading, language arts, math or study skills. An adult can receive help in preparing for a GED test, in reading, English, math, science and electronics, foreign languages, study skills, college skills, medicine and health, secretarial skills, computers, or management development (specific classes in each subject area are listed in a brochure included at the back of this project). The elementary and middle school students make up the majority of the students.

On the first day of attendance an elementary student is given the standard California Test of Basic Skills as a means of
diagnosing what specific areas need to be worked on and giving an idea of what level to begin instruction. Each student comes for 1\frac{1}{2} hours twice a week or a total of three hours per week. The fees range from $20 to $25 per week depending on the amount of individual instruction needed. The emphasis is placed on a one to one teaching relationship with never more than four students per teacher per session. The center employs three certified teachers.

The center is open from 10:00 until 8:00 six days a week with most of the students coming between 2:30 and 5:00. Each student has a strictly confidential file that is used only by the center’s staff. The center does not provide any psychological testing or counseling. However, the staff does keep the student’s classroom teacher informed of progress made and techniques being used so that both educational factors in the student’s life can be reinforced by one another.

The actual teaching of reading is based on a phonetic approach. Children are taught key words to associate with vowel sounds; they are exposed to continuous exercises aimed at establishing consonant sounds; and they do a great deal of practice exercises using other work attack skills. Each student practices most of his session, either through workbook pages, silent reading or working on teaching machines. The center uses the Craig reader for students at the 4th level or up. It works on comprehension, vocabulary and can be used for speed reading. They also use the Welch auto tutors. These are films on many subjects that are followed by multiple choice questions to test the student’s ability to pick out facts, infer meanings and remember audio visual materials.
After 30 hours of instruction the student is given another form of the California Test of Basic Skills as a progress test. The results of this test is then reported to the parent and recommendations are made. The average length of time involved in the tutoring is six months. Although, because it is such an individualized situation, each student's needs are different and students' have stayed in their program for a year or more.

My own reactions to the clinic are mixed. To a degree it is what I've visualized, but it's so much more superficial than I would like a good clinic to be. While the director does have a degree in special education, she seemed to be more interested in combing her hair and presenting an image than in caring that the students actually benefit from their instruction. While I was there two students came in and her first question to them was, "Did your Mom give you a check to bring?"; not even a hello. I had expressed the fact that I was not in a hurry, yet she didn't take time to communicate with these two students at all. She just said, "Get your workbooks and I'll be there pretty soon."

The facilities are very nice. There are two study rooms with individual cubicles and a director's office. There are several machines, so many students can be using them at once. The decor is quite attractive—child-oriented murals and poems on the walls. The building is a new office complex and the center is surrounded by beauty shops, drug stores and other businesses.

When I asked specific questions about materials or teaching techniques I was never given precise, definite answers. I got the impression that I, as a student, probably have more of a background in the specifics of teaching reading than the director
of the center has. I was referred to general workbook pages, general reading books, and once was even told, "I've only been here since September, so I don't know that."

I realize that I tend to be an idealist and expect top performance from people who claim to be professionals in their field; but even allowing for overenthusiasm, I think this center has been designed strictly for its commercial value, despite the fact that the director claims it barely breaks even. The big value I received from the visit to the center was the opportunity to see a framework that I hope to fill out with more specific, concrete individual teaching.
I placed this ad in the Daily News. It ran for three days, Jan. 27, 28, and 29, and received no response at all. I think this lack of response further verifies the need for a well publicized, easily accessible means for students to receive help at the time that they most need it. Ball State is the nucleus of academic activity in Muncie; and when there is no response from anyone associated with it, that is a good indication of the general attitude of educators in the area who are not personally confronted with a specific problem.
Goals of the Reading Club

The information in the following pages has been gathered with the intention of someday in the future actually establishing a reading tutorial service similar to the one outlined in this project. At this point in time I do not have the experience or detailed knowledge necessary to completely supply all the background that will be vital to make this club a success, but the goals will remain the same; and the basic framework will not change; only the quality of instruction will improve as time provides experiences to learn and broaden my own scope of responsibilities.

The goals of the club will be to diagnose reading problems, to work on methods to help the individual student better understand the tools necessary to good reading, and to promote a positive attitude toward reading, not only for academic purposes, but also for enjoyment.

Hopefully the club will be open to any who wish to partake of the services. In order to stay open there will have to be a minimum amount of money coming regularly, but there will be ways that students who can not afford the services will be able to get them. There will be scholarships (to erase the stigma of charity), the possibility of a member of the family helping in making games or in other ways to help pay for the sessions; and if no other way is available, there will be a few openings for students at a rate they can pay without depriving the family of necessities.
Staff

To begin with the staff will consist of three licensed elementary teachers, at least one of whom will have a masters degree specializing in the diagnosing and teaching of reading problems. The teacher with the masters degree will do all the diagnosing and serve as a consultant to the other teachers.

The members of the staff will be chosen partially because of their academic requirements, but mainly on their attitudes and enthusiasm for the purpose of the club. Children learn best when they are relaxed and under a limited amount of pressure. A teacher with a positive attitude can make the difference between a student's wanting to learn and a student's fighting against learning.

A staff member must have a basic belief in the necessity of each child knowing how to read to the best of his ability and be dedicated to devoting all her creative energies to this end during working hours.

The clinic will be open from 1:00 to 8:00 Monday thru Friday, and 9:00 to 5:00 on Saturday with the hours staggered so that all teachers will be there during the busy times, but only one will be there during the quiet times, such as 1:00 to 3:00 on the weekdays.

Each staff member will be expected to teach, to make learning materials, to stay current in professional matters through attendance of classes and workshops and through books and magazines, to be neat and clean, to present a professional image to the public, to be empathetic to both students and their families, and to help with general clean-up duties around the club.
Financial Statement

The primary goal of the Reading Club is to upgrade opportunities for students of public schools who have reading difficulties. This goal, no matter how sincere, can not be accomplished unless the business operation is successful in a financial way. In other words, the club will have to be a profitable operation. To determine how many students the club will require, and the cost to each student, one must first know what the expenses will be. To determine the expenses, one must first know the number of students. Therefore, like any other business venture, the income and expenses will have to be estimated. The operation projection will be based on initial expense - with proposed pay off of loan principal in five years, recurring expenses, and projected income. The expenses are listed on tables in the following pages. The initial expenses total $6295.20; the recurring expenses per month total $3025.00. The estimates will vary slightly. However, based on these figures, the principal of the initial expense may be paid out of the profits within five years. This will be a factor in determining cost per student for the service. Based on the expenditures listed on the tables, the club must have thirty students at $25.00 per week to operate as a financially stable business.
## Initial Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building deposit</td>
<td>$230.00</td>
</tr>
<tr>
<td>Desk</td>
<td>104.95*</td>
</tr>
<tr>
<td>Four chairs</td>
<td>79.80*</td>
</tr>
<tr>
<td>Typewriter</td>
<td>244.50#</td>
</tr>
<tr>
<td>2 filing cabinets</td>
<td>143.90*</td>
</tr>
<tr>
<td>Coat rack</td>
<td>25.95*</td>
</tr>
<tr>
<td>4 portable partitions</td>
<td>399.80*</td>
</tr>
<tr>
<td>Book cases</td>
<td>115.00@</td>
</tr>
<tr>
<td>3' x 4' table</td>
<td>28.95*</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>580.00</td>
</tr>
<tr>
<td>Forty chairs s/desk flap</td>
<td>1200.00&amp;</td>
</tr>
<tr>
<td>Study cubicles</td>
<td>80.00e</td>
</tr>
<tr>
<td>Chalk board w/stand</td>
<td>47.95*</td>
</tr>
<tr>
<td>Maps</td>
<td>100.00e</td>
</tr>
<tr>
<td>Films, film strips, reading strips, slides</td>
<td>-500.00e</td>
</tr>
<tr>
<td>Ten tape recorders</td>
<td>249.50*</td>
</tr>
<tr>
<td>2 reading machines</td>
<td>560.00&amp;</td>
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<tr>
<td>One slide projector</td>
<td>174.95z</td>
</tr>
<tr>
<td>One movie projector</td>
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</tr>
<tr>
<td>Books</td>
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</tr>
<tr>
<td>Miscellaneous supplies</td>
<td>250.00e</td>
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</tbody>
</table>

$6295.00 total

*=Fidelity products, Inc.*  
#= Richter-Phillips  
@= K-Mart  
&= School Suppliers  
e= estimate  
ε= Roberts Distributors
Recurring Expenses - monthly

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tr>
<td>Building rent</td>
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</tr>
<tr>
<td>Staff</td>
<td>2400.00</td>
</tr>
<tr>
<td>Phone service</td>
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</tr>
<tr>
<td>Electrical Service</td>
<td>40.00</td>
</tr>
<tr>
<td>Heating</td>
<td>55.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>50.00</td>
</tr>
<tr>
<td>Advertising</td>
<td>50.00</td>
</tr>
<tr>
<td>Supply maintenance</td>
<td>30.00</td>
</tr>
<tr>
<td>Book and Material Maintenance</td>
<td>100.00</td>
</tr>
<tr>
<td>Water and sewage costs</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3025.00</strong></td>
</tr>
</tbody>
</table>

These expenses are strictly estimates. The rent and utility estimates were obtained from a real estate agent at Buck Realty.
After establishing a proposed financial statement I contacted Bob Harvey, assistant vice-president and manager of the Tillotson branch of Industrial Trust and Savings Bank, and talked to him about the possibility of the bank loaning the money it would take to begin the club. He said that when a bank considers the possibility of loaning money to a new business it considers the benefit the business would be to the community, to the bank, and to the owner. If the person who is applying for the loan can convince the officials of the bank that the business would be an asset to all three areas, the bank would need a detailed description of proposed expenses and income, a complete history of financial credit of the applicant and a pledge of personal assets or guaranty. The personal assets could include real estate equity, insurance equity, stocks and bonds, or a passbook savings account. The guaranty could be a parent or friend who would promise to pay back the loan if the business failed or it could be a small business loan through the government. This is a time consuming way to get the money. First the applicant has to convince the government of the feasibility of the business venture, and then the government promises the bank it will pay back 80 to 90% of the loan if the business fails.

If the applicant receives the money for the first clinic and then finds it successful enough to open another clinic like it in a neighboring area, the bank will look at the success record of the first clinic and use that as the basis for loaning money for the second one, and so on.
Public Relations

The success of the "Reading Club" will depend greatly on public relations. With the very best in facilities and equipment, and an excellent staff for instruction, there must still be students. With the great percentage of students who are experiencing reading difficulties, there is certainly no lack of raw material. The problem then, is to get this raw material to the Reading Club.

The name Reading Club was selected with a purpose in mind. Children are taught in almost every facet of life to avoid failure at almost any cost. Of course success is more welcome than failure, and everyone desires to be successful. However, with all the experiences there are in life, every person has difficulty in some area. Children who have failed, for one reason, or another, to achieve proper reading skills need not suffer embarrassment by admitting that they must be a part of a remedial reading program. The Reading Club can be handled in a way to make each child feel comfortable in talking of the club and in attending classes. Each child will learn not only to read well, but to enjoy reading. With the proper materials, each child will find an area of interest. Once a child has done this, the instructional sessions will be much more pleasant.

Since the club does not require attendance by law, the child must be met more on his level and be convinced that it is a worthwhile effort.

The public relations begin in the club with the student. When the club is ready to open, each school in the surrounding area will be visited by the staff. The staff can then present to individual teachers the benefits available through the Reading Club. After approval from the school board, superintendent, and principal the
will be encouraged to visit the Reading Club where they may experience first hand the teaching methods of the club. When the teachers are convinced that students with reading problems can benefit from the club they hopefully will recommend the service to parents. Any good teacher will readily recognize the importance of skillful reading to all avenues of study, and therefore, recognize the contribution the club can make. Convincing the members of the public school system will require a great deal of effort and proof of the ability of the club. This then, is a primary factor of public relations.

The club will, as a part of public relations, support school activities. Although contributions will need to be limited because of the expense factor, the club will support schools by advertising in yearbooks and sports programs.

Other advertising media include the yellow pages, school board magazines, newspaper articles, brochures, pamphlets, and possibly occasional radio commercials.

Public relations has to be flexible. As the club grows the amount of advertising necessary will vary, however, these are the areas that will be explored as the club gets on its feet.
Building, Equipment and Materials

To be successful in the operation of the Reading Club, the building, equipment and materials must be appropriate. The building will need to be located centrally to the area that is to be served - probably the west and north edges of Muncie. There will need to be sufficient parking available to make transporting students convenient for parents. The building size requirement will change with the growth of the school. This is a primary requirement in selecting the first location. The beginning size will be a four room building or office suite. The rooms can vary in size; but the ideal sizes are a 10 x 10 reception area to accommodate the receptionist and business office, two rooms 14 x 16 to be used as classrooms and a 14 x 16 to be used as a lending library.

The classrooms will be arranged for use as either group study or individual study. These two rooms will need portable partitions to make them more versatile. The constant change in the number of students and their various needs will determine whether or not the students would need to be in two, three, or four separate classrooms. The portable partitions may be used to convert the two classrooms into four smaller instructional areas. The two rooms will need to be flexible to allow each student as much privacy as possible for his practice work. This can be accomplished by building cubicles around the outer walls of these rooms. This will allow each student maximum opportunities for concentration and comprehension. These two rooms will need a well developed electrical system with outlets available to each cubicle to allow each student to work in privacy with different machines available.

The library will be operated on the premise that the members of the club
each have full access to all the materials available there. It will be organized as a regular library in that the books will be catalogued according to the library of Congress classification. There will be a card catalogue, and books and materials may be checked out by the members for a week at a time. There will be reference materials to aid in the teaching of the study skills; there will be high-interest/low vocabulary books to stimulate outside reading; there will be books for adults discussing reading problems and techniques that the parents may use to help their children; and finally, there will be many, many games - most of them teacher made - to help the students learn while they play. Samples of some of the games available are described at the end of this project.

The selection of the building, as with the selection of materials and equipment, will be made with the intention of getting the most for the money. Expense will be a great determining factor in the success of the reading club.
Diagnosis

Diagnosis will begin with the administration of the Indiana Test of Basic Skills. This test measures a student's skills in word analysis, comprehension, and study skills. It is best to be given individually, although tasks 10 and 13 can be given to more than one student at a time. The word attack skills are tested specifically in tasks 3-14 and the results of these give a very plain outline of what phonetic skills need to be studied in detail.

Next the Informal Reading Inventory will be administered. This is a structured way to discover a student's reading level. It helps the teacher identify the student's three reading levels - independent, instructional, and frustration, identify the student's strengths and weaknesses in word attack skills and comprehension, and identify the student's level of listening comprehension. This test is given in two parts, oral and silent. For both, the student must begin at a point where he can read with ease. This is estimated by looking at the results of standardized tests if available. If not available, use the word list as a means to determine a place to start. It is much better to begin at the beginning and move up so that the student can experience the feeling of success than it is to begin at a too advanced level and have the student experience failure.

Each student's interests and attitudes can be discovered through casual interviews and discussions or through the use of the Gallian Incomplete sentences and the interest inventory.

And finally, if the staff decides it serves a useful purpose, each student's inherent capacity for reading can be checked through the Cooper Listening Comprehension Test. This test is a series of graded stories followed by comprehension questions. The instructor reads each story and the possible choices for answers and the student circles the answer he
thinks best answers the question. 

Because the club's entire purpose for operation is based on the opportunity to serve each student on an individual basis, much of the diagnosing will be done and revised with each session. As the instructors become better acquainted with each student, they will be able to form opinions and discover facts that will help them teach each student in a way that will benefit him most. For instance, if a child's main interest is sports, the lessons can use sports' games and materials to serve as a motivational force.

(Information based on class notes and experiences obtained in the Ball State reading course ED 430)
(Copies of the mentioned tests are in the back of the folder.)
Teaching Strategies

The teaching strategies will follow the basic teach-practice-apply steps outlined in the Ball State reading classes. The word recognition skills will be taught based on the phonetic approach to word attack. The particular skills taught will depend on the needs of each student as determined through the diagnostic tests. The possibilities open to instruction are outlined in Arthur W. Heilmans, *Phonics in Proper Perspective*, with the following outline being taken from page 23.

1. Auditory-visual discrimination

2. Teaching consonant sounds
   a) Initial consonants
   b) Consonant digraphs (sh, wh, th, ch)
   c) Consonant blends (br, cl, str, etc.)
   d) Substituting initial consonant sounds
   e) Sounding consonants at end of words
   f) Consonant digraphs (nk, ng, ck, qu)
   g) Consonant irregularities
   h) Silent consonants
   i) Sight-word list – non-phonetic spellings
   j) Contractions

3. Teaching vowel sounds
   a) Short vowel sounds
   b) Long vowel sounds
   c) Teaching long and short sounds together
   d) Exceptions to vowel rules taught
   e) Diphthongs
   f) Sounds of oo and oo

4. Syllabication
   a) Rules
   b) Prefixes and suffixes
   c) Compound words
   d) Doubling final consonants
   e) Accent

Each teacher will have no more than four students at one time and will emphasize the concept of individualization. Each student will have two lessons a week for an hour and a half each. These lessons will be divided into three parts - word recognition, comprehension and study skills. During the word recognition time the student's natural curiosity and ability to
see patterns will be used to let him see rules and verbalize them himself with a minimum of coaching from the teacher. If at all possible she will serve more as a guide at this time. She will prepare the materials ahead of time and then present them with the idea of them being explicit enough for the student to discover the generality on his own. Once he has discovered the rule, he will use games and fun kinds of paper and pencil activities to practice that same skill so that it can become a part of his permanent reading knowledge. Finally he will read to apply the skill he has just been practicing. There will be a special emphasis on the application part of the instruction as a skill in isolation does not help the student, it is the application of that skill that will serve him outside the club.

The comprehension skills include the following skills listed in the Reading Module Series compiled by J. David Cooper, Dorothy A. Pringle, Peggy Ramstad and Edna Warncke:

1. Meaning vocabulary
   a) Context clues
   b) Multiple meanings
   c) Synonyms
   d) Antonyms
   e) Homonyms
   f) Homographs
   g) Structural analysis
      base words
      root words
      affixes
      prefixes
      suffix
      inflectional endings
      compound words
      contractions

2. Literal comprehension
   a) Recognition/recall of detail
   b) Recognition/recall of main idea
   c) Recognition/recall of sequential order
   d) Recognition/recall of comparisons
   e) Recognition/recall of cause and effect
   f) Recognition/recall of character traits
   g) Oral reading
      pitch
      juncture
   h) Following directions
      Experimenting
performing assembling

3. Inferential comprehension
   a) Supporting details
   b) Main Idea
   c) Sequence
   d) Comparisons
   e) Cause and Effect
   f) Character traits
   g) Predicting outcomes
   h) Figurative language
      hyperbole
      simile
      metaphor
      satire
      personification
      onomatopoeia
      euphemism
   i) alliteration
   j) Analogy
   k) Malapropism
   l) Stress

4. Critical reading/thinking comprehension
   a) Reality vs. fantasy
   b) Fact vs. opinion
   c) Adequacy and validity
   d) Appropriateness
   e) Worth, desirability and acceptability
   f) Aesthetic impact
      emotional response
      visual images
      identity

Comprehension is the most difficult skill to teach because it is a concept rather than a black and white rule that can be written out and memorized. To teach it the student must be give material that is written at his independent or possibly instructional reading level. It must be over material that the student has the background to understand and doesn't introduce a whole new idea or vocabulary. Before the student does any reading, the skill to be taught should be introduced at the listening level. Then when the student is comfortable at this level he can be moved into a limited reading situation where he follows along with the teacher doing the actual reading, with both of them picking out words or phrases that help determine the information necessary to fulfill the objectives of the skill
being taught. Only then does the student do the actual reading by himself, and then it should be done silently before any reading by him can be oral. After he has read and can answer questions based on the skill he is working on, he may begin practice exercises that will help solidify the concepts in his thought processes. And finally, he must apply the skill taught through a reading application exercise; the applications of skills may be combined with the word recognition skills at this point if desired.

The study skills include the use of reference materials such as maps, charts, newspapers, encyclopedias, book parts, graphs, atlases, almanacs, and any other materials that are necessary to obtain specific information about a specific topic.

The main body of these skills will be taught in the library where the student can have the actual thing he is talking about to look at and experiment with. For example, to teach the importance of a table of contents, the teacher may get several books and show the student that each has a table of contents and then let the student discover what information is listed in each one and look in other books to see if they all have one. Once the importance is established, then the student can do practice exercises to help him remember just what the table of contents is and what it tells the reader about the book. And finally he can apply this skill to locate certain chapters that the teacher has planned ahead of time.

Regardless of what skill is being taught, the emphasis will be on the needs of the individual student with each student progressing at his own rate. There will be personal interaction stressed between the student and the teacher. There will be a big effort to make the time spent at the club educationally rewarding and the kind of experience that the student will enjoy enough to want to come back to each session.
Miscellaneous information

Each student will be asked to have both a hearing and vision test before he begins classes at the club. There will be a folder set up for each child that will contain the results of these examinations, the results of the diagnostic tests, any pertinent health problems, any pertinent personality quirks, and an evaluation sheet written up at least once a month by his instructor.

The club will work with the classroom teacher by keeping her informed of the skills being studied and the progress noted. All contact will remain at a strictly professional level observing absolute confidentiality.

Language experiences will be provided as a part of the instructional process. Sometimes these may take the form of a field trip or a party to celebrate a holiday.

Any student who doesn’t meet his financial obligations will be asked not to come again. Any student who does not derive any benefit from our method of instruction will be advised of the situation and we will suggest that we can not fulfill our end of the agreement. Because our teachers will not be trained counselors, any student whose constant misbehavior interferes with other students will be asked not to come again. Any library materials that are destroyed will be replaced by the one responsible for the destruction.
Samples of Games Available in Library

Bingo Games:
Divide a paper in sixteen parts. A different consonant or blend is printed on each square. It may represent either initial, final, or middle consonants depending upon what is being studied. Vowels, vowel digraphs, sight words, or new vocabulary words may also be used. The instructor pronounces a word using the skill the card is designed for, if the card contains a word using the same combination as the word pronounced he may cover that square with a marker. When 4 across, 4 down or 4 diagonally are covered the child yells Bingo!

(Reading Activities, Annabelle Gould and Warren Schollaert, p. 9)

Fish:
Make 30 to 60 cards, including two cards for each word. Deal four cards to each child and place the rest of the pack face down on the table. The first player asks the next player if he has a certain word which matches one in his own hand. If the child asked has the card, he must give it up. When a child succeeds in making a pair, he gets another turn to ask. If the child asked does not have the word, he tells the one who asked to fish. The game proceeds until the pack is used, and the winner is the one with the most pairs. Any time a child runs out of cards he may draw three more from the stack. Hands should never include more than six cards at a time. When this happens the child with too many cards may put one of his cards back in the stack. If a child does not know a word in his hand, he may ask for help but must give up his turn and wait until his next turn to ask for that word. This is risky as someone else might need that card and ask for it first, so players are challenged to make sure they learn words as they are presented in the reading group. Good use of Dolch words.

(Reading Activities, Annabelle Gould and Warren Schollaert, p. 11)

Practice initial consonants and blends:
Prepare a set of cards listing eight different word endings. Prepare another set of small squares with beginning consonants and blends. Turn the small squares upside down on the table and mix up. Each player chooses one in turn and makes as many words from the word endings as he can. When he can make no more or when he misses one, the next player to the left will draw and repeat. The player having the most to his credit at the end of 5 draws wins. Mix beginnings and choose new ending card for the next game.

(Reading Skills, Bernard Kingsly, p. 14)

Sentence Puzzles:
Cut up the stories and or paragraphs into sentences and paste each sentence on a small rectangular piece of paper. Place one story or paragraph in an envelope. Let the children assemble the stories in logical order. Beginners can use cartoons from newspapers.

(Locating and Correcting Reading Difficulties, Eldon E. Ekwall, p. 84)
**TUTORING LESSON PLAN**

**TUTOR** D. Stephens  
**STUDENT**  
**DATE** Feb 5, 1976

<table>
<thead>
<tr>
<th>Skill or Area Developed</th>
<th>Expected Outcome</th>
<th>Procedures</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>final 'e' rule</td>
<td>Student will be able to read and pronounce 10 sight words without the final 'e' then add e and read and pronounce new sight word, i.e. cap, cape</td>
<td>T. Teacher will pronounce list of words written on sheet so student can read along—words will have short vowel sounds—read a list that is next to it with all letters the same except final e has been added—long vowel sound—I ask student if he can tell what changed the vowel sound to long?—if yes go to practice step, if unable to verbalize, do some examples together—show word with short vowel sound and let student add e—what is new word? what vowel sound do you hear? what did you do that changed the vowel sound? verbalize generalization. P.I. Student will use typewriter to type correct answer to worksheet-type motivation. Able to do</td>
<td>Good Progress — worked especially well Excellent Student able to verbalize generalization.</td>
</tr>
</tbody>
</table>
# Tutoring Lesson Plan

**Tutor:** D. Stephens  
**Student:** Jeff Hendricks  
**Date:** Feb 5, 1976

<table>
<thead>
<tr>
<th>Skill or Area Developed</th>
<th>Expected Outcome</th>
<th>Procedures</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Compound Words           |                  | Student will be able to name the individual words used to form 5 compound words. | That will fit in blank—pick from 3 choices.  
Teacher will present SRA pictures depicting compound words.  
Teacher will repeat names of 5 pictures—ask Student to name next 5.  
Show written sight words that are compound to Student—let him read—discover that are 2 words put together to form new word.  
P. 1. Student will do worksheet matching words to pictures. | able to do          |

**Evaluation:** Very good! able to do
<table>
<thead>
<tr>
<th>Skill or Area Developed</th>
<th>Expected Outcome</th>
<th>Procedures</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
|                         |                  | Choosing 1st part of word from column A and 2nd from Column B.  
2. Student will do worksheet.  
Underlining compound word in each sentence, then write 2 words that make compound.  
1. Student will read paragraph and answer questions:  
a. What flavor was the frog? (strawberry)  
b. The frog liked cherry flavored what? (ladybugs)  
c. The story begins—Once upon a — (time)  
d. What way did the frog get to the bottom of the pond? (dive) | able to do | student has very good memory for factual information—I have some difficulty actually getting him to read silently, but once I get him going he does very well |
Ind. Test of Basic Skills

**FULL RECORD II**

**WORD-ATTACK SKILLS**

**SUMMARY OF STRENGTHS AND WEAKNESSES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>D. Stephens</td>
</tr>
</tbody>
</table>

**VOCABULARY**

**TASK 3.** Sight vocabulary

**RECOGNITION OF ALPHA JET LETTERS**

**TASK 4.** Selecting Letter's Names

**TASK 5.** Naming letters

**TASK 6.** Matching Words

**RECOGNITION OF CONSONANT AND VOWEL SOUNDS**

**TASK 7.** Consonants

**TASK 8.** Blends and Jigraphs

**TASK 9.** Vowels in Initial Position

**Vowels in Medial Position**

**TASK 10.** Visual Clues to Vowel Sounds

**TASK 11.** Recognition of Common Endings

**TASK 12.** Auditory Discrimination of Syllables

**TASK 13.** Visual Discrimination of Syllables

**TASK 14.** Pronouncing and Blending Syllables

**INSTRUCTIONAL LEVEL:**

<table>
<thead>
<tr>
<th>Letters missed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed: Short a, e, i, o, u</td>
</tr>
<tr>
<td>Long a, e, i, o, u</td>
</tr>
</tbody>
</table>

**KINDS OF ERRORS:**

<table>
<thead>
<tr>
<th>Errors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blends with r, t, n, or p</td>
</tr>
</tbody>
</table>

**SOUNDS**

<table>
<thead>
<tr>
<th>Letters missed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed: Short a, e, i, o, u</td>
</tr>
<tr>
<td>Long a, e, i, o, u</td>
</tr>
</tbody>
</table>

**SOME TIMES MADE VOWELS IN MEDIAL POSITION LONG IN OPEN SYLLABLE**

**STRUCTURAL ANALYSIS AND SYNTHESIS**

**TASK 11.** Recognition of Common Endings

<table>
<thead>
<tr>
<th>Missed: s, ing, ed, er est, ly, es, en</th>
</tr>
</thead>
</table>

**TASK 12.** Auditory Discrimination of Syllables

**TASK 13.** Visual Discrimination of Syllables

**TASK 14.** Pronouncing and Blending Syllables

**DIFFICULTY WITH:**

<table>
<thead>
<tr>
<th>Long vowels, syllables end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short vowels, ing in le</td>
</tr>
<tr>
<td>Prefixes, soft c and s</td>
</tr>
<tr>
<td>Suffixes, -thon, -ese</td>
</tr>
<tr>
<td>r as vowel, blends of controller, syllables</td>
</tr>
</tbody>
</table>

**DATE:** Jan 9, 1976
### TASK 3. SIGHT VOCABULARY
(Pupil reads from Pupil Booklet. Teacher records errors on this page.)

<table>
<thead>
<tr>
<th>A (Pre-pri)</th>
<th>B (Primer)</th>
<th>C (1²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
<td>am</td>
<td>afraid</td>
</tr>
<tr>
<td>know</td>
<td>bag</td>
<td>any</td>
</tr>
<tr>
<td>three</td>
<td>cake</td>
<td>ball</td>
</tr>
<tr>
<td>run</td>
<td>find</td>
<td>began</td>
</tr>
<tr>
<td>too</td>
<td>gone</td>
<td>chair</td>
</tr>
<tr>
<td>we</td>
<td>help</td>
<td>door</td>
</tr>
<tr>
<td>come</td>
<td>hurry</td>
<td>feet</td>
</tr>
<tr>
<td>are</td>
<td>man</td>
<td>girl</td>
</tr>
<tr>
<td>house</td>
<td>might</td>
<td>hide</td>
</tr>
<tr>
<td>like</td>
<td>over</td>
<td>laugh</td>
</tr>
<tr>
<td>no</td>
<td>ride</td>
<td>more</td>
</tr>
<tr>
<td>make</td>
<td>some</td>
<td>together</td>
</tr>
<tr>
<td>said</td>
<td>when</td>
<td>under</td>
</tr>
<tr>
<td>this</td>
<td>street</td>
<td>wagon</td>
</tr>
<tr>
<td>your</td>
<td>yes</td>
<td>why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D (2¹)</th>
<th>E (2²)</th>
<th>F (3¹)</th>
</tr>
</thead>
<tbody>
<tr>
<td>along</td>
<td>afternoon</td>
<td>answer</td>
</tr>
<tr>
<td>balloon</td>
<td>bright</td>
<td>bee</td>
</tr>
<tr>
<td>best</td>
<td>coat</td>
<td>body</td>
</tr>
<tr>
<td>carry</td>
<td>drive</td>
<td>circle</td>
</tr>
<tr>
<td>corner</td>
<td>feel</td>
<td>dollar</td>
</tr>
<tr>
<td>does</td>
<td>great</td>
<td>fasten</td>
</tr>
<tr>
<td>enough</td>
<td>held</td>
<td>goes</td>
</tr>
<tr>
<td>every</td>
<td>listen</td>
<td>knee</td>
</tr>
<tr>
<td>friend</td>
<td>mouse</td>
<td>lift</td>
</tr>
<tr>
<td>gave</td>
<td>paper</td>
<td>month</td>
</tr>
<tr>
<td>hard</td>
<td>remember</td>
<td>perhaps</td>
</tr>
<tr>
<td>knew</td>
<td>second</td>
<td>rich</td>
</tr>
<tr>
<td>nothing</td>
<td>travel</td>
<td>sprinkle</td>
</tr>
<tr>
<td>still</td>
<td>wide</td>
<td>coward</td>
</tr>
<tr>
<td>woman</td>
<td>word</td>
<td>whisper</td>
</tr>
</tbody>
</table>

**Analysis of errors:**

**Other observations:**
TASK 4. ABILITY TO SELECT LETTERS NAMED (Pupil records his answers on this page.)

1. m p r b n
2. W h a d c
3. t s d u g
4. o b o x c
5. w r m j g
6. B K L R D
7. M L P I J
8. I H K W
9. J E C S
10. F H W N

Letters not recognized:

Other observations:

TASK 5. ABILITY TO NAME LETTERS (Pupils reads from PUPIL BOOKLET. Teacher records errors on this page.)

1. D N G H O
2. V B C A W
3. X P R K M
4. L J I F Y
5. Q E U T S
6. b e f d h
7. g r s n l
8. a c j k n
9. p x o y v
10. i t w q z

Letters not known:

Other observations:
TASK 6. MATCHING OF WORDS, UPPER AND LOWER CASE FORMS (Pupil records his answers on this page.)

Sample
Come Call
call come
cat  Cat

Sample
See  See
Sit  So
so  set

1
Here  Hot
hot  here
him  his

2
boy  baby
Baby  boy
Bull  ball

3
drive  Does
does  Drive
Dime  dime

4
ice  Its
ink  plays
play  ink

5
ran  man
red  rose
Rose  Red

6
Never  ever
near  Neck
Neck  Near

Analysis of errors:
missed lit-set

Other observations:
**TASK 7. IDENTIFICATION OF CONSONANT SOUNDS** (Pupil records his answers on this page.)

<p>| | | | | | | | | | | | |</p>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>7.</td>
<td></td>
<td>13.</td>
<td></td>
<td>14.</td>
<td></td>
<td>15.</td>
<td></td>
<td>16.</td>
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<td>2.</td>
<td></td>
<td>8.</td>
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<td>3.</td>
<td></td>
<td>9.</td>
<td></td>
<td>17.</td>
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<td>18.</td>
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<tr>
<td>4.</td>
<td></td>
<td>10.</td>
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<td>5.</td>
<td></td>
<td>11.</td>
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<tr>
<td>6.</td>
<td></td>
<td>12.</td>
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</table>

Pupil cannot identify the following consonants:

Other observations:

**TASK 8. BLENDS** (Pupil records his answers on this page.)

<p>| | | | | | | | | | | | |</p>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>4.</td>
<td></td>
<td>7.</td>
<td></td>
<td>3.</td>
<td></td>
<td>9.</td>
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<td>10.</td>
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<tr>
<td>2.</td>
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<td>5.</td>
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<td>3.</td>
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<td>6.</td>
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</tbody>
</table>

Pupil cannot identify the following blends and digraphs:

Other observations:

**TASK 9. VOWEL IN INITIAL POSITION** (Pupil records his answers on page.)

<p>| | | | | | | | | | | | |</p>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>4.</td>
<td></td>
<td>7.</td>
<td></td>
<td>10.</td>
<td></td>
<td>3.</td>
<td></td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>X</td>
<td>5.</td>
<td>X</td>
<td>8.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>6.</td>
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</tr>
</tbody>
</table>

Pupil cannot identify these short vowels: 

U, I

Pupil cannot identify these long vowels: 

U

Other observations:
VOWEL IN MEDIAL POSITION (Pupil records his answers on this page.)

1. e
2. e
3. u
4. i
5. o
6. a
7. i
8. e
9. a (u)
10. o

Pupil cannot identify these short vowels:

Pupil cannot identify these long vowels:

Other observations:

TASK 10. VISUAL CLUES TO VOWEL SOUNDS (Teacher records pupil's response)

Pupil Response: Reason for long vowel:
1. brad [brɑd] (double e)
2. creed 
3. pip
4. oaf [ɔf] (two vowels together)
5. husk [hausk] (final e)
6. fate
7. whet [wheat]
8. hi
9. shod [ʃəd] (two vowels together or final e)
10. stay

Pupil does not recognize these clues to long vowels:
- two vowels together

Other observations:
- Seems to rely heavily on sight words rather than on clues and rules - when asked for rules looks quite bewildered
TASK 11. RECOGNITION OF COMMON ENDINGS (Pupil records his answers on this page.)

1. sleeps 5. sharpest
2. flying 6. gladly
3. crossed 7. lunches
4. softer 8. fallen

Pupil does not recognize these endings:
- en

Other observations:

TASK 12. AUDITORY DISCRIMINATION OF SYLLABLES (Pupil records his answers on this page.)

1. 
2. 3 (2) (gladly)
3. 
4. 

Pupil can or cannot hear the division into syllables:
- generally can hear syllables

Other observations:

TASK 13. VISUAL DISCRIMINATION OF SYLLABLES (Pupil marks syllable divisions on this page. Teacher records pupil's reason for dividing each.)

Sample: in/to

Pupil's reason for dividing:
1. vessel [pupil said he didn't]
2. target
3. hotel [divides where it sounds like it should be divided]
4. direct
5. preacher
6. smother
7. eagle
8. bridle
9. replacement
10. unseemingly
Pupil does not use visual clues as described in Rule 1, 2, 3, 4, 5
(Check those not used.)

Other observations:

TASK 14. PRONOUNCING AND BLENDING SYLLABLES

(Pupil reads from Pupil Booklet. Teacher circles below all syllables in which errors are made. Indicate by yes or no if syllables are correctly blended to form word.)

un grate ful 15 1 13  re load ed 16 2 10
letter ing 5 20 11  ex cep tion complet
ging er ly hard 17 27 14  ar thri tis
strug gle strong 21 3 7  ar g an ic in ar g an tic
ple ple 6 23  a mount a mort 18 28

Analysis of syllable errors:

Long vowels: 1-2-4
Short vowels: 5-6-7-8-9
Suffixes: 10-11-12-13-14
Prefixes: 15-16-17-18-19
R as vowel controller: 20-21-22
Syllable ending in -ed: 23-24-
Soft c and g: 25-26-27
Diphthong: 28

Can pupil blend syllables to form words?

much difficulty

Other observations:

Some difficulty may have been caused by his nervousness. He would see that the word before him was a long unfamiliar one and assume that he couldn't read it. He also seems to be very unfamiliar with specific rules and tries to tackle everything "by ear".
**FORM C**
**INVENTORY RECORD**

**Student's Name: [Redacted]**  
Grade: 3  
Ages (Chronological): 9 yrs., mos.

**Date:** January 1976  
School: [Redacted]  
Administered by: D. Stephens

### GRADE PART I PART II & ORAL ESTIMATED LEVELS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PART I</th>
<th>PART II &amp; ORAL</th>
<th>ESTIMATED LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td></td>
<td></td>
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### Check consistent WORD COGNITION ERRORS (Parts I, II, and III)

- Consonant sounds (e.g., p,b, etc.)
- Digraphs (e.g., th, ch, etc.)
- Compound words (e.g., bl, sm, etc.)
- Endings (e.g., ed, ing)
- Contractions

**GRADE**

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### Check consistent COMPREHENSION ERRORS (Part II - Questions)

- Fact question (F)
- Inference question (I)
- Vocabulary question (V)
- "Word caller" (reads words without associating meaning)
- Poor memory or recall
- Unable to utilize visual images while reading
- Good memory

**Summary of Specific Needs:**

He seems to have an intuitive understanding of comprehension skills. He can answer questions even when()mizing many words. He needs work on word attack skills, oral reading, not hesitation, short vowel sounds, and syllableation rules. Most urgent.
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Teacher note: As soon as the child misses five words in any column-stop Part I. Begin oral paragraphs. Part II, (Form C), at highest level in which child recognized all 20 words.

Inventory Record, Form C (optional), Part I

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**Teacher note:** As soon as the child misses five words in any column — stop Part I. Begin oral paragraphs, Part II, (Form C), at highest level in which child recognized all 20 words.

**Inventory Record, Form C (optional), Part I**

85
MOTIVATION: This story tells about children who went fishing. Read this story to find out what happened.

**FISHING**

"A fish! A fish," said Joe. "Help me get it, Pam. It's a big one. It wants to get away. We can get it."

**COMPREHENSION CHECK**

(F) 1. Who are the children in the story? (Boo and Pam)

(F) 2. What did Joe do? (caught or hooked a fish)

(F) 3. What did Joe want? (help, catch the fish, etc.)

(F) 4. How did the children feel? (excited, happy, etc.)

(F) 5. What size was the fish that Joe caught? (big)

Scoring Guide: Pre-Primer

WR Errors: IND, INH, INST 1-2, FRUST 3+

COP Errors: INH, INST 1-2, FRUST 2-3

**FORM C, PART II - Level H (24 words)**

MOTIVATION: Did you ever go to a fast (automatic) car wash? Read this story to find out what Tony thought he saw.

**THE FAST C. WASH**

It was car cleaning day. Mr. Green and Tony went to the car wash. Tony said, "It's raining!" Mr. Green laughed. "But it is raining," Tony liked the car wash.

**COMPREHENSION CHECK**

(F) 1. What did Mr. Green and Tony do? (Took car to car wash)

(F) 2. What did Tony think was used to wash the car? (Rain)

(F) 3. What was used to wash the car? (water, soap, brushes, etc.)

(F) 4. About how old is Tony? (any answer indicating a young child)

(F) 5. What did Tony think of the car wash? (He liked it)

Scoring Guide: Primer

WR Errors: INH, INST 2, FRUST 3+

COP Errors: INH, INST 1-2, FRUST 2-3

It is recommended that the "language" of the Inventory be adapted to conform to the age of the child being tested.

Inventory Record, Form C, Part II
GRASSHOPPERS

Grasshoppers come from eggs.

They have four long wings and six legs.

Some grasshoppers live on the ground, others live in trees.

All grasshoppers can jump and fly.

They fly high in the air.

They jump, fly and play.

Most grasshoppers are green, black or brown.

Score Guide:  First

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**MOTIVATION:** This story is about an interesting insect called a grasshopper. Read to find out more about this kind of insect.
MOTIVATION: This story is about sports and games. Read it to see which kind of sport these boys like to play.

SPORTS AND GAMES

Jill and Jack like to play ball. They play kickball and football at school. Jill and Jack want to play on a baseball team. Next spring they will join a Little League team. Jack wants to be a pitcher. Jill wants to play second base. The boys will have fun!

COMPREHENSION CHECK

(F) 1. ______ One game the boys in this story like to play at school.
(Kickball or football)

(F) 2. ______ What kind of a team do the boys want to play on?
(Baseball team)

(I) 3. ______ Why do you think the boys will have fun? (They will get to do what they want to.)

(F) 4. ______ When will the boys join the Little League?
(In the spring, next spring)

(F) 5. ______ What position does Jack want to play on the team? (Pitcher)

Scoring Guide: Second

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NOTIVATION: We're always trying to learn more about birds because birds are interesting creatures. Read to learn more about birds.

BIRDS

Baby birds are interesting. They sleep, eat and grow up in nests. In bird families, the baby that opens his mouth the biggest and makes the most noise gets the most food. He may not be the largest bird, but he is the loudest.

Birds drink by taking a little sip of water. Then they hold their heads high. This lets the water run down their throats.

When birds go to sleep at night, they hook their claws around a tree branch. The strong little claws never loosen their grip, no matter how soundly they sleep.

COMPREHENSION CHECK

1. Which baby bird gets the most food? (the loudest one)

2. What must birds do in order to drink water? (Take a sip and tip the head back)

3. What does the word "sip" mean? (Drink a little at a time)

4. Where do baby birds grow up? (in the nest)

5. What do you think happens to the quietest baby bird? (He doesn't get much to eat; he might die, etc.)

Scoring Guide: Third

WR Errors COMP Errors
IND 2 IND 0-1
INST 5 INST 1½-2
FRUST 10 FRUST 2½
FORM C, PART II--Level 4 (104 words)

MOTIVATION: Baseball is one of the top sports in America. Read to learn more about this great sport.

A GREAT AMERICAN SPORT

The history of baseball shows that the game has changed a great deal since it was first played. In 1839, Abner Doubleday set up the rules for playing a baseball game.

Later on, uniforms appeared. The players wore long pants, a fancy white shirt and a straw hat. The umpire wore a long coat, a tall silk hat and carried a cane. Rakes, ax handles and tree branches were used as bats.

The first World Series was played in 1903. Baseball fans wanted to see the top teams from the two major leagues play. The winners would be the champions of the baseball world.

COMPREHENSION CHECK

(F) 1. What year were the rules set up for baseball? (1839)

(F) 2. Several things were used as baseball bats, name two. (Rakes or ax handles, tree branches)

(V) 3. What does the word "champion" mean? (The winner of first place, the best team)

(F) 4. What were the first player uniforms like? (Beggys, pants, fancy shirt, straw hat)

(I) 5. What does the umpire do during a baseball game? (Calls the plays, puts players out, etc.)

Scoring Guide: Fourth

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Inventory Record, Form C (optional), Part II
MOTIVATION: Have you ever seen a Praying Mantis? It's goggle-eyed and has long legs. Read this selection to find out more about this insect.

THE PRAYING MANTIS

The Praying Mantis is a gardener's helper. The large insect eats many smaller insects that ruin plants. The type of Praying Mantis we see was brought to America from Europe.

The Praying Mantis is actually a cousin of the grasshopper and cricket. The male is somewhat smaller than his female partner. Unlike the cricket, it does not make a merry noise. It waits silently on a leaf or a stem in search of prey.

The Praying Mantis is different from other insects in one way. Most insects turn their entire bodies to see behind them. The Praying Mantis can remain in one spot and watch everything because its eyes rotate in a variety of directions.

COMPREHENSION CHECK

1. How does the Praying Mantis help gardeners? (Eats smaller insects which ruin plants)

2. Can you name one cousin of the Praying Mantis? (Grasshopper or cricket)

3. The story used the words, "in search of prey," what does this mean? (Looking for food, hunting, etc.)

4. Which is smaller, the male or female Praying Mantis? (Male)

5. What do you think makes the Praying Mantis successful in catching small insects? (Unique eye function, or they are green and sit on green leaves, etc.)

Scoring Guide: Fifth

WR Errors
1:16 2
1:15 6
FRUST 11+

COMP Errors
1:10 0-1
1:14 1-2
FRUST 2+
FORM C, PART II (113 words)

MOTIVATION: This story tells how some animals in the woods are able to escape from danger. Read to see what animal this story is about and one of the ways it escapes danger.

SENTINELS IN THE FOREST

Many wild creatures that travel with their own kind know by instinct how to protect the group. One of them acts as a sentinel.

Hidden by the branches of a low-hanging tree, I once watched two white-tailed deer feeding in a meadow. At first, my interest was held by their beauty. But soon I noticed something which was quite unusual: they were taking turns at feeding. While one was calmly cropping grass, unafraid and at ease, the other—with head high, eyes sweeping the sea marsh and sensitive nostrils "feeling" the air—stood on guard against enemies. Not for a moment, during the half hour I spied upon them, did they stop their teamwork.

COMPREHENSION CHECK

1. Where was the author as he watched the deer? (Hidden by branches of a low-hanging tree)

2. What is a sentinel? (one who stands guard)

3. Why was the deer who was eating at ease and not afraid? (Knew the sentinel was standing guard.)

4. What does sensitive nostrils "feeling" the air mean? (Had a keen sense of smell and was smelling the air for a scent of any enemy)

5. What does "cropping grass" mean in this story? (Eating the grass.)

Scoring Guide: Sixth

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Inventory Record, Form C (optional), Part II
FORM C, LEVEL 7 (151 words)

MOTIVATION: Modern airports have become large complex travel centers. Read to find out more about modern airports.

MODERN AIRPORTS

In the earliest days if aviation, there was no need for airports. The light wood-and-cloth airplanes could take off and land in any level, open field.

In contrast to these simple airfields, the modern airport is almost a city in itself. There are many buildings and services for the conveniences and comfort of the passengers.

Waiting rooms, restaurants, barber-shops, post offices, banks, souvenir shops, florists, and even bowling alleys are likely to be located at the airport.

But the heart of the airport is still the area where the planes take off and land—the runways. Jet planes require very long runways—sometimes as much as two miles in length. Runways are paved with concrete to withstand the impact of planes weighing up to 152 tons hitting the ground at speeds between 100 and 150 miles per hour. Taxiways link the runways with each other and with terminal buildings.

Inventory Record, Form C (optional), Part II
MOTIVATION: The author seems to have strong opinions about American Sports Cars. What are they?

SPORTS CARS

To most laymen, a sport car is simply (V) 1. a vehicle with a flashy, streamlined body decorated with plenty of chrome. Such a vehicle, however, might easily be everything (F) 2. that an actual sport car should not be. It is the engineering features that the untrained eye does not observe which distinguish the true sport car from the bloated overchromed and highly colored dream cars that cruise along the American freeways on weekend afternoons.

The meticulously engineered features of a genuine sport car are those observed on the road rather than those idolized in the parking lots of country clubs. That which ordinarily is referred to as an American sport car would not be permitted to enter a European road race, because it would be too unsaf e both for its own operator and for the other participants in a race.

For another thing, it would be ridic uously outclassed for acceleration and road-ability under conditions of such competitive driving.

COMPREHENSION CHECK

1. What does the author mean by the word laymen? (A person un trained in a specific field or area?)
2. How do most Americans picture Sport Cars? (Fla shy, decorated body, etc.)
3. The American Sport Car, usually found on our highways, would not be permitted in European road races, why? (Unsafe, not well engineered, etc.)
4. What does meticulously mean? (Extremely careful about details)
5. What is the author's opinion of people who call flashy cars Sport Cars? (They are incorrect, misguided, etc.)

Inventory Record, Form C (optional), Part II
**Spelling Survey, Form C, Part III**

1. Pronounce each word.
2. Use each word in a sentence.
3. Pronounce the word again.

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**TEACHER NOTE**: Discontinue when the child makes 5 spelling errors in any one level.
INFORMAL LISTENING COMPREHENSION TEST

Examiner's Manual

J. David Cooper
Lee Ann Cooper
Ball State University
Revised, 1975
INTRODUCTION

Listening comprehension may be used as a measure of a reader's capacity or potential for reading. The highest level where a student can listen and answer 75% of the questions asked over a story is defined as his listening comprehension level or reading capacity level.

This test is designed with two purposes in mind:

1. to give the classroom teacher a group procedure to assess a student's listening level.

2. to give the classroom teacher a group procedure to use to determine an estimate of a student's reading capacity.

The Informal Listening Comprehension Test may be used as a group or individual test. It has been used with several thousand children as a group test over a six year period and has been found useful to the teacher for the purposes cited above. The directions for administration presented in this manual are for group procedures; these can be easily changed to suit the needs for individual administration.

The comprehension questions used for each story are designed to measure literal listening comprehension. The number of questions used with the procedure indicated has been found to be appropriate for the purposes of this test.

It should be kept in mind at all times that the INFORMAL LISTENING COMPREHENSION TEST is an informal test designed to give an estimate of the student's listening level. The test is not standardized and does not compare a student with other students. The directions given to students may be altered to make them more understandable, if necessary.

The INFORMAL LISTENING COMPREHENSION TEST may be used with students at any level where such a measure is needed or desired. The test is probably most useful to elementary, middle school or junior high teachers.

The difficulty level of each story has been determined using the appropriate readability formula. This information is presented in the section on readability. The level of the stories indicates the grade level difficulty of the story, i.e. Level One = first grade, Level Two = second grade, etc....
ADMINISTERING THE TEST

General Procedures

1. Start with the Level One story and read each story and questions aloud. Read each story once and each question and the choices twice.

2. Read all twelve stories to the entire group. (In cases where the teacher can tell that the stories are too difficult for students stop the testing for those individuals. If the teacher feels that all twelve stories are too much for the particular group, he can use the rule of thumb of reading three levels beyond the grade placement of the group. Example - Grade 2, read Levels 1-5. This procedure still gives the teacher an estimate of the listening abilities of the group but is likely to miss some students who have more advanced skills.)

3. Read each story in a natural tone of voice. The manner and speed in which stories are read can influence a student's performance.

4. The amount of time required for the reading of all twelve stories is approximately 40 minutes. The testing may be divided into two parts but it is generally better to do it all in one session.

Specific Procedures

1. Pass out a separate Pupil Answer Booklet for each student. Have the Name, Grade and Date information completed.

2. Explain to students that this is a test to see how well they can listen and remember. It is not necessary to be able to read in order to do well on this test.

3. Say to students: I am going to read you some stories. When you are finished I will ask you some questions. Listen carefully and try to remember what the story was about.

4. Say to students: The first story I am going to read is a sample story. Listen carefully. When I am finished I will ask you some questions. Keep your answer booklet turned face down on your desk while I read.
Sample Story

Chimps are the smartest animals in the world. They can learn to do almost anything. In one big city zoo there are 24 chimps. This zoo is in St. Louis. The chimps in this zoo wear clothes. They drive little cars. They like to play tag.

The chimps love people. And people love to come and watch the chimps. What a show those animals put on! One day two chimps in the zoo were playing with three lion cubs. They were all playing with an old broom. The lion cubs got the broom. But the chimps wanted it. Do you know what they did? One chimp pulled the tails of the lion cubs. He pulled so hard that the lions dropped the broom. Then the other chimp took the broom. He jumped high into a tree. The lion cubs could not get their broom back!

5. When you have finished reading the story say to students: Turn your answer booklet over and open to page 3. Mark the one best answer to each question that I read. Do not mark your answer until I have read all of the choices.

Read each question and all choices twice.

Sample Story Questions

* The asterisk indicates the correct answer.

1. What are the smartest animals in the world?
   a) lions  b) tigers  c) *chimps

2. What did the chimps do to get the broom?
   a) hit the lion cubs  b) *pulled the cubs' tails  c) bit the cubs' ears

3. What did the chimps want from the lion cubs?
   a) a car  b) *a broom  c) clothes

4. What did the chimps do when the people came to watch them?
   a) *put on a show  b) hid in the cage  c) went to sleep

6. Continue reading the remainder of the stories using this procedure. Be sure that student's turn their answer booklet face down while you are reading the stories.
LISTENING TEST STORIES

Level One

Story

Do you know who Scott Carpenter is? He went around the world three times in space. Everything went fine. "How pretty the stars are," Scott said to himself. "The world looks like a ball."

Soon Scott came back from space. He came down in the ocean. But not where he wanted to. Scott looked around. The ocean looked big. "Where are the ships to meet me?" he asked.

All at once a man's head came out of the water! Then another head came up. "Hello!" the men said.

"Hello," said Scott. "I am glad to see you. How did the men find me so fast?"

"We fly fast," one man said. "Ships are too slow. But here comes a ship now. It will pick you up."

Questions

1. What did Scott Carpenter say the world looks like when you are up in space?
   a) a big box  b) an egg  c) a ball

2. When Scott landed in the ocean what did he do first?
   a) *look around  b) call for help  c) go to sleep

3. How did Scott Carpenter feel when he saw the man's head pop up?
   a) tired  b) angry  c) *glad

4. The flyers said that ships were
   a) fast  b) too big  c) *too slow

Level Two

Story

"Oh, hello, Freddie," said Sue. "Will you please look after my duck?" Then Sue ran into the school.

Soon the boys and girls came out. The boys had airplanes and trains. The girls had big dolls and little dolls. They all had something for the mothers and fathers to see.

Freddie looked at all the toys. But he did not look after the little yellow duck.
Questions

1. What did Sue ask Freddie to do?
   a) get the toys   b) *watch her duck   c) get her mother

2. Where did Sue go?
   a) home   b) *to school   c) to play

3. Who had airplanes and trains?
   a) girls   b) Freddy   c) *boys

4. Who came to see the toys?
   a) boys and girls   b) Freddy   c) *mothers and fathers

Level Three

Story

In each village on the cliffs there was a large meeting room. To enter this room, too, the Indians had to climb onto the roof and descend through an opening.

Inside the round meeting room, a fire of juniper logs burned in the middle of the floor. Beside the fire sat the wise men of the tribe. They sang songs and told stories.

Around the walls sat children of all ages. They listened eagerly to the wise men.

The men told stories to explain why the world is the way it is. They explained the thunder and the moon and the stars. They explained the animals, too, and told why each one was different - some wild, some gentle.

Questions

1. What did the wise men do?
   a) made ladders   b) *told stories   c) went away

2. Who listened to the stories?
   a) *children   b) hunters   c) women

3. Where did the wise men meet?
   a) *in the meeting room   b) in a tent   c) outside

4. What did the Indian children learn about animals?
   a) what they were made   b) why they are hunted   c) *why each one is different
Level Four

Story

The Haunted Farm

They would whisper to one another on their way home from a corn-husking or a quilting bee, "Did you pass the McDonald farm tonight?"

"Of course not!" would be the reply.

"I did," one bolder than the rest would say. The people would crowd around the bold one. Then the whispering would become more excited than ever. They would talk about the stones that flew into the McDonalds' windows with no one to throw them. How the dog would not go into the house, but lay shivering outside. How all the crops on the farm died, and the cow's milk dried up.

It was true. Everything that the neighbors whispered about John McDonald's farm was true.

Questions

1. Where were the people in this story coming from?
   a) town   b) McDonalds   c) *a corn-husking

2. Who passed McDonald's on the way home?
   a) all the people   b) *the bolder one   c) none of the people

3. What flew into McDonald's windows?
   a) *stones   b) birds   c) planes

4. What died on McDonald's farm?
   a) dogs   b) *crops   c) cows
The greatest river in the world lies in South America, running thousands of miles across Brazil to the sea. From the time of its discovery to the present day, strange tales have been told of the mighty Amazon.

These tales began with the naming of the river many years ago.

One of the early Spanish explorers thought that the long haired native men he saw there were women, and he was surprised to find them fierce fighters, as well. He had heard in his own country many tales of strange, warlike women who were called Amazons. And so he named the South American river the Amazon.

No other river in the world carries so much water as the Amazon. It gathers the waters from half of South America and sends them in a great yellow flood out to sea. It is so deep that heavy ocean liners can travel it for two thousand miles.

Questions

1. Through which country does the Amazon flow?
   a) United States    b) Peru    c) *Brazil

2. Who named the river?
   a) natives    b) *a Spanish explorer    c) warlike women

3. Who were the Amazons?
   a) *warlike women    b) long haired natives    c) men from Spain

4. What does the Amazon carry more of than any other river in the world?
   a) ships    b) *water    c) explorers
Take a tube, sealed at one end. Put into it a charge of something that will explode. As the blast blows out the open end at the back, the tube jumps forward. The gases made by the exploding charge push against the walls of the tube in all directions. Since they cannot get out forward, the tube runs away and leaves them behind. That's a rocket.

The Chinese found this out about the year 1200, when they invented gunpowder. That first gunpowder was very poor, as far as exploding power went. It burned slowly instead of going off all at once with a bang. So when it was placed in tubes, the tubes moved forward, carrying some of the unburned powder instead of blowing up.

And the Chinese had invented rockets!

Questions
1. What shape is a rocket?
   a) square   b) diamond shaped   c) *tube like
2. What was used for fuel in the first rockets?
   a) wood   b) *gunpowder   c) gasoline
3. What pushes against the walls of the rocket?
   a) *gases   b) tubes   c) metal
4. Who invented the rocket?
   a) Russians   b) *Chinese   c) explorers
Animals who hibernate do so because of a decreased food supply. Hibernation is an attempt to live through the winter on a small amount of food. Food may be stored within the animal's body; or, may be stored near the animal where it can be reached easily. To save this food as long as possible, changes occur within the animal's body. Less oxygen is needed and breathing is slow, the heart beat is faint, and the body temperature is only slightly higher than that of the animal's winter quarters. Animals awake from hibernation with spring and its changes in temperature and humidity.

Questions

1. Why do animals hibernate?
   a) to rest until spring  b) because of the snow  c) decreased food supply

2. What happens to the animals breathing?
   a) slows down  b) speeds up  c) stops completely

3. Why do changes occur within the animal's body?
   a) to help him sleep  b) to save food  c) to raise the body temperature

4. What changes in the spring to make the animals wake up?
   a) air pressure and sunlight  b) temperature and heart rate  c) temperature and humidity
Level Eight

Story

KNOTS THAT BUILT AN EMPIRE

Knot diaries were kept by Yakima Indian women to remember the important things that happened during their lives. Some were strings up to thirty-five feet long, with weeks marked in groups of seven knots, and with other knots between for the events they wished to recall.

The Iroquois Indians kept records of tribal legends and history by means of knotted strings and arrangements of light and dark bands. Certain men of the tribe were assigned to memorize the full meaning represented by each string. They became somewhat like living libraries able to recite important happenings of the past whenever they were called to finger these cords of memory.

Questions

1. What kind of diaries did the Yakima Indians keep?
   a) books    b) stone tablets    c) *knot

2. How many knots represented a week?
   a) six     b) *seven     c) eight

3. Who had to memorize the full meaning of each string of knots?
   a) *men     b) women     c) children

4. How long were some of the strings?
   a) ten feet    b) fifteen feet    c) *thirty five feet
Level Nine

Story

KING COBRA!

One morning I received a telephone call from one of the older animal dealers, whose disordered, gloomy places are fast disappearing. The man was excited and urged me to hurry down: he had two big king cobras loose. We wanted to buy a pair of these creatures, but I didn’t relish the job of capturing them. Nevertheless the head keeper and I started down. We carried a large fiber satchel, in which were two deep burlap bags, and a staff with a noose at the end.

The king cobra holds the palm as the largest and most active of all poisonous serpents. It grows to be fifteen feet long and is built like a great whip. From its size and extremely deadly venom, it is by far the most formidable of any serpent.

Questions

1. Who had the cobras’ for sale?
   a) the zoo       b) *an old animal dealer       c) a bag salesman

2. What was going to be used to capture the cobras?
   a) *burlap bags   b) guns       c) whips

3. How long does the cobra grow to be?
   a) five feet      b) ten feet      c) *fifteen feet

4. What is deadly about the cobra?
   a) *venom        b) size        c) fangs
Level Ten

Story

When we say "cavemen", we usually think of primitive men living in caves and drawing crude pictures on their cave walls. But there are modern cavemen, known as "spelunkers", who explore caves for information and fun. Cave scientists, speleologists, have counted almost 12,000 caves in the United States. They are found in every state except Rhode Island and some experts estimate that there are 50,000 yet to be found. Whether professional or amateur, cavemen know that exploration takes care: darkness, slippery rocks, seemingly bottomless pits, even flash floods increase the danger. Once away from the hand rails and smooth paths of commercial caverns, spelunkers may need the equipment and skill of mountain climbers.

Questions

1. What do spelunkers do?
   a) draw crude pictures  b) dig tunnels  c) *explore caves

2. Why do spelunkers explore caves?
   a) *for information  b) for money and equipment  c) to find gold and diamonds

3. In which state are there no caves?
   a) Kentucky  b) *Rhode Island  c) California

4. What do you need to explore caves?
   a) cars and carts  b) *skill and care  c) darkness and flash floods
Level Eleven

Story

Ancient Egyptians, in their concern for a life after death, built tombs, statues and temples along their source of life, the River Nile. For centuries, these engineering marvels stood silently gazing at the endless cycle of flood and drought. Modern Egyptians who value the river's water as did their ancestors have attempted to control the Nile, but with each new dam, the threat of drowning these priceless archeological treasures has increased. Those in the path of water from creation of the Aswan High Dam swarmed with engineers and technicians bent upon their salvation within an infinitesimal fifteen year period. Many countries, banded together through a United Nations agency, accepted responsibility for moving the relics, or building dikes around them. Included in the number of monumental undertakings was the colossal task of moving the six-story high statues carved into the face of a cliff at Abu Simbel.

Questions

1. What have modern Egyptians done to try to control the River Nile?
   a) built tunnels       b) *built dams       c) built temples

2. What was done to try to save the relics?
   a) *move them or       b) move them to       c) nothing could
      built dikes         another country     be done to
      around them

3. What was endangered with each attempt to control the Nile?
   a) crops             b) modern cities       c) *ancient
                    c) relics

4. Through what organization did countries work to try to save the Egyptian relics?
   a) Red Cross         b) *United Nations      c) Foreign
                       Legion
Although there are almost a million known insects only a few thousand are aquatic, but they are noted for the variety of ways they found to adapt to a liquid environment including brakish ponds, hot springs, brine, and even crude oil. Some of the devices used are similar to the snorkel, the aqualung, and jet propulsion. The mosquito larva has a snorkel type breathing tube with flaps that open at the surface and close when the insect submerges. The whirligig beetle carries a bubble of air beneath the surface that works like an aqualung: a 20 minute supply of air may be made to last for 36 hours. The nymph of the dragonfly uses gills to demonstrate jet propulsion: by taking in water and expelling it rapidly, the nymph can dart away from danger.

Questions

1. What can aquatic insects do?
   a) drink crude oil       b) *adapt to a liquid       c) glow in the dark

2. Which adapting device is like a breathing tube?
   a) *snorkel               b) aqualung                c) gills

3. What does the nymph use to demonstrate jet propulsion?
   a) snorkel                b) wings                  c) *gills

4. Which insect uses an air bubble like an aqualung?
   a) nymph                 b) *whirligig beetle       c) mosquito larva
SCORING THE TEST

1. Use the answer key given with each story in this manual to check the tests.

2. Record the number of answers correct for each story on page 2 of the Pupil Answer Booklet.

3. Record the percentage of items correct on each story.

4. Study the pattern of percentages. The highest level where the student got 75% of the answers correct is considered his listening level. This point is determined by locating the point where the student drops below 75% for two or more consecutive paragraphs. It has been found that this helps account for guessing or lack of interest in a particular story.

Example

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Listening Level: 7

5. Record the listening level on the front of the Pupil Answer Booklet.

READABILITY LEVELS

The readability levels for each story were determined using either The Spache Readability Formula or The Dale-Chall Readability Formula. The obtained scores for each story are given below.
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**ACKNOWLEDGEMENTS**

The stories for this test were adapted or taken from the following sources:

1. Betts Informal Reading Inventory, old edition, mimeographed.
2. Reader's Digest Skill Builders, Readers Digest Educational Division, 1959.