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# A survey of oral reading errors and suitability of instructional materials in Grades II and III

Gould, C. E.
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Thesis

# A Survey of Oral Reading Errors and Suitability of ~~of~~ Instructional Materials in Grades II and III

Submitted by

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(B. Ed. Plymouth Teachers College,
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In partial fulfillment of the requirements
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## Chapter I

### Statement of the Problem

The purpose of this study was:

(1) To make a survey of the types of Oral Reading Errors made by children of the second and third grades.

(2) To determine the suitability of text books at grade levels for individuals.

(3) To note the suitability and adaptability of assignment to childrens individual needs.

If reading errors can be identified from these grade levels and remedied at their appearance, many of the failures of later reading may be reduced.

Many experts in the reading field agree that most children can learn to read if they are provided with the right kind of instruction at the right time with the right material.

Durrell[1] says "almost all problems in reading can be traced to a poor beginning with difficulties increasing as the child progresses through the grades," while Betts[2]

1. Durrell, D. Donald, The Improvement of Basic Reading Abilities, World Book Company, 1940, p. 279.

2. Betts, Emmett A., Prevention and Correction of Reading Difficulties, Row Peterson & Co., New York, 1936, p. 52.

maintains poor teaching is the chief cause of retardation in reading.

Gates[3] says in general it is significant that most authorities in reading disabilities believe that failure to detect a pupils mistakes, misunderstandings, blockings, and gaps in his development and the like may lead to more or less serious troubles.

Swanson[4] found that oral errors which most definitely differentiated poor from good silent readers were substitution, repetition, and omissions.

Oral reading has many important aspects in the primary grades and also plays an important part in life outside of school.

Stone[5] says that "in the primary stage of reading development, oral reading has an important value in addition to its value as an intermediary in attaching meaning and printed or written symbols.

3. Gates - 36th Yearbook Part I. Public School Publishing Co., Bloomington, Illinois, 1937, p. 402.

4. Swanson, Donald E., Common Elements of Silent & Oral Reading, Psychological Monograph, Psy. Rev. Co., Trenton, N. J., 1937, p. 46-47.

5. Stone, C. R., Silent and Oral Reading, Houghton Mifflin Co., New York, 1926, P. 33.

Durrell[6] states "that oral reading is of special importance at any level for children with reading difficulties. He says this is because faulty habits and confusions become immediately apparent in oral reading in a way to reveal reasons for a childs lack of progress and difficulties in comprehension.

Several diagnostic studies have been made to determine types of errors and their frequency at various grade levels.

Duffy[7] tested 87 third grade pupils to determine the types and frequency of some of the outstanding errors. Listed in the order of frequency, some of the outstanding difficulties were, ignoring of punctuation, 49%, ignoring of wrong pronunciation, 47%, errors on easier words, 38%. Inaccurate guessing at words was noted, 41%, inadequate sight vocabulary in 34% of the group and 32% lacking in word mastery skill. All of these errors were noted on the higher as well as the lower intelligence level.

At the fourth grade level, Burns[8] found that 46% of

6. Durrell, op. cit., p. 9-115.

7. Duffy, G. B., A Diagnostic Study of Reading Difficulties in a Third Grade, Unpublished Master's Thesis, B. U., School of Education, 1934.

8. Burns, Barbara, A Diagnostic Study of Reading Difficulties in Fourth Grade, Unpublished Master's Thesis, B. U., School of Education, 1938.

the 143 pupils tested made errors on easier words, 44% habitually repeated words, 33% had inadequate phrasing, 29% lacked word-mastery skill, and 28% of the group had inadequate sight vocabularies.

Betts[9] discovered in his diagnostic study on the fifth grade level that every pupil showed some word recognition difficulty.

In Daniels[10] study to discover the reliability of certain informal reading tests she used a check list of errors to discover whether or not a check list of errors accompanying a test could be reliably diagnostic. She found a lack of uniformity in the check list of errors, when checked by different examiners.

Daw[11] in checking oral reading errors of 100 pupils in the fourth and fifth grade levels found that fewer fifth grade pupils made errors as compared to third and fourth grade pupils. The outstanding error which he found was inadequate word-mastery skill.

9. Betts, Reading Problems at Intermedial Grade Level.

10. Daniels, Katherine H., An Evaluation of a Certain Informal Reading Test, Unpublished Master's Thesis, B. U. School of Education, 1940.

11. Daw, Seward Emerson, "The Persistence of Errors in Oral Reading in Grades Four and Five" Journal of Educational Research, October, 1938, pp. 32, 81, 90.

Pearson[12] found that the outstanding error in the group of second grade children which she tested to be word-by-word reading or 46% of the 250 people tested.

The next difficulty of highest frequency was lack of ability in word analysis with 44% failing. She also found that 40% of the pupils made errors on easier words, which usually occurred in the paragraph that was difficult for them.

McGrath[13] tabulated all the errors of twenty-five recitations in first grade reading and found that so far as the recognition of words is concerned the errors were classified under six headings: non-recognition, total mispronunciation, partial mispronunciation, omissions, substitution, and insertion.

Zirbes[14] says that 80 words per minute is approximated

12. Pearson, A. R., Diagnostic Study of Oral Reading Difficulties in Second Grade, Unpublished Master's Thesis, B. U. School of Education, 1942.

13. McGrath, Jane Louise, "An Experimental Study in First Grade Reading," Unpublished Master's Thesis, Dept. of Education, Univ. of Chicago, 1919, Gray Summary of Investigation Relating to Reading.

14. Zirbes, Laura, "Diagnostic Measurement as a Basis for Procedure," Elementary School Journal, XVIII, March 1918, pp. 512-522.

in oral reading to make silent reading effective.

This survey was attempted to find out the kind of the errors which children of the second and third grade made and to find the suitability of the instructional material used in these grades.

## Chapter II

### Plan and procedure

The purpose of this study was to determine the errors made in oral reading and the suitability of material used at grade levels for individuals.

This study was conducted in Grades II and III of three different schools in New Hampshire. There were 100 children involved in the study, representing three different small communities.

The communities shall be known as A, B, and C. Community A was the largest town represented in the study with a ranging economic status from day laborers to professional people. Communities B and C were both small agricultural towns with the economic status of the inhabitants being in the lower income group.

Two tests were given in this survey, one was an informal test from the child's text, the other the first five paragraphs of the first oral reading test from the Durrell Analysis of Reading Difficulty.

The informal test was given to determine the child's rate of speed. In administering this test each child brought his own reading book to the examiner and was individually tested on material which he had not previously read.

Each child read orally from this selection for 2 minutes. If he hesitated more than 5 seconds on a word he was told the word. The types of errors made were checked on the individual check list of errors. When the child had finished reading from the book, his comprehension of the material read was checked by informal questions.

The next test, was the oral reading test from the Durrell Analysis of Reading Difficulty. This was given to determine the child's reading grade level. Directions were followed as they appear in the Manual of Directions on page 5. The child was given a paragraph to read. If two or more errors were made in this paragraph, the preceding one was read. It was continued downward until he read a paragraph without errors and he continued reading harder paragraphs until seven or more errors were made in 2 minutes reading time. Both time of reading and errors made were recorded.

Table I page 9 shows the Individual Check Sheet used and the first five paragraphs of the oral reading test from the Durrell Analysis of Reading Difficulty. The list of errors were compiled from the Durrell [1] Analysis of Reading Difficulty and from Daniels [2] An Evaluation of Certain Informal Reading Tests.

1. Durrell, Donald D., "Oral Reading Check List of Difficulties 5", Durrell Analysis of Reading Difficulty.

2, Daniels, Katherine H., Evaluation of Certain Informal Reading Tests, Unpublished Master's Thesis, BlU. School of Education, 1940.

## Individual Check Sheet

Name _____ Date _____

School _____ Grade _____

Age - M.A. - C.A. _____ Sex _____

Book _____ Grade level _____

Passage read _____ Time _____ Rate _____

No. of Words _____ No. of Errors _____

### CHECK LIST OF ERRORS

| | Phrase Reading | | General Reading Habits |
|---|---|---|---|
| | Word by Word | | Head movements, marked, slight |
| | Inadequate phrasing | | Loses place easily |
| | Incorrect phrasing | | Uses finger as pointer |
| | Voice | | Holds book to close |
| | Strained high pitched | | Frowns, shows signs of tenseness |
| | Monotonous tone | | Poor Posture |
| | Volume too loud | | Effort, attention low |
| | Poor enunciation in all reading | | Easily distracted |
| | Poor enunciation of difficult reading | | Low sight vocabulary |
| | Habitual repitition of words | | Word-analysis poor |
| | Habitual addition of words | | Will not try difficult words |
| | Omits words | | Has no method of word analysis |
| | Marked insecurity evident | | Guesses at unknown words from context |
| | Comprehension | | Remarks |
| | Unaided recall scanty | | |
| | Poorly organized recall | | |
| | Inaccurate memories | | |
| | Response labored, - slow | | |
| | Avoids use of new words | | |

## ORAL READING

1. Time ..... Number of Reading Errors .....

Muff is a little yellow kitten.
She drinks milk.
She sleeps on a chair.
She does not like to get wet.

_____1. What color was the kitten?
_____2. What does she drink?
_____3. Where does she sleep?
_____4. Why doesn't Muff like to go out on rainy days?

2. Time ..... Number of Reading Errors .....

A little black dog ran away from home. He played with two big dogs. They ran away from him. It began to rain. He went under a tree. He wanted to go home, but he did not know the way. He saw a boy he knew. The boy took him home.

_____1. Who ran away from home?
_____2. How many other dogs did he play with?
_____3. Why did the dog go under the tree?
_____4. What did the dog want then?
_____5. Whom did he see?
_____6. How did he get home?

3. Time ..... Number of Reading Errors .....

Six boys put up a tent by the side of the river. They took things to eat with them. When the sun went down, they went into the tent to sleep. In the night a cow came and began to eat grass around the tent. The boys were afraid. They thought it was a bear.

_____1. How many boys went camping?
_____2. Where did they put up their tent?
_____3. What did they take with them besides their tent?
_____4. What did the boys do when the sun went down?
_____5. What came around their tent in the night?
_____6. What was the cow doing?
_____7. What did the boys think the cow was?

4. Time ..... Number of Reading Errors.....

Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men on it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

_____1. Where does Henry go in summer?
_____2. What happened near his house?
_____3. What kind of boat was it?
_____4. What did the boat hit?
_____5. How fast did the water come in?
_____6. How many men were on the boat?

5. Time ..... Number of Reading Errors.....

In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of a boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

_____1. What did Robert Fulton do in this story?
_____2. What kind of boat was it?
_____3. What river was the trip made on?
_____4. How far did the boat go?
_____5. How fast did it go?
_____6. Who did not like the boat?
_____7. What were the fishermen afraid would happen?

Table 2

Chronological Age Distribution

| Age | 6-11<br>7-1 | 7-2<br>7-6 | 7-7<br>7-11 | 8-0<br>8-4 | 8-5<br>8-9 | 8-10<br>9-2 | 9-3<br>9-7 | 9-8<br>10-0 | Total |
|---|---|---|---|---|---|---|---|---|---|
| Gr.II | 3 | 3 | 18 | 11 | 4 | 5 | 1 | 3 | 48 |
| % | 6.3 | 6.3 | 37.5 | 22.9 | 83.3 | 10.4 | 2.1 | 6.3 | |
| Age | 8-0<br>8-4 | 8-5<br>8-9 | 8-10<br>9-2 | 9-3<br>9-7 | 9-8<br>10-0 | 10-1<br>10-4 | 10-5<br>10-9 | 10-10<br>11-0 | |
| Gr.III | 5 | 14 | 22 | 6 | 5 | | | | 52 |
| % | 9.6 | 26.9 | 42.3 | 11.5 | 9.6 | | | | |

Table II indicated the chronological age range from 6 years and 11 months to 10 years and 0 months, a spread of 3 years and 1 month in the second grades.

In grade three the ages range from 8 years and 0 months to 10 years and 0 months or a range of only 2 years.

As one of the primary purposes of this study was to find the suitability of materials used in the classroom, Table III shows the distribution of texts used in grades two and three - ranging in the second grade classes from level I to level 3. While in grade three the texts ranged from a second grade level to a fourth grade level. Since reference will be made to this table again it is included on page 10.

Table 3

Distribution of Texts Grade III

| Level of Book | Text Used | A | B | C |
|---|---|---|---|---|
| 3 | Streets and Roads | 15 | | |
| 3 | If I Were Going | 19 | 7 | |
| 3 | Children of The Pines | | | 7 |
| 2 | Friendly Village | | 3 | |
| 4 | More Adventures | | 1 | |

Distribution of Texts Grade II

In Three Schools

| Level of Book | Text Used | A | B | C |
|---|---|---|---|---|
| 1 | Rides and Slides | | 2 | |
| 1 | Fun with Dick & Jane | 1 | | |
| 2 | Friendly Village | 3 | 9 | |
| 2 | The Winston Readers | | | 4 |
| 2 | More Friends and Neighbors | 8 | | |
| 1 | Our New Friends | 1 | | |
| 2 | Friends and Neighbors | 2 | | |
| 2 | Laidlaw Basic Series | 2 | | |
| 2 | Fact & Story Readers | 1 | | |
| 1 | Our New Friends | 2 | | |
| 3 | Story Hour Readers | | | 3 |
| 3 | Children of the Pines | | | 1 |

# Chapter III

## Analysis of the Data

The data were organized under the following headings:

1. Types of errors made by 100 children of the second and third grades.
2. Suitability of instructional material.
3. Range of reading ability in individual classrooms.

1. Reading Errors.

In Table 4 on page 14 we find the total distribution and percentage of errors as measured by an informal reading test and the Durrell Analysis of Reading Difficulty.

As all data were secured by the writer it was influenced to some extent by the adequacy of her testing. The errors were noted and checked on each child. This was done to find the frequency of oral reading errors at these grade levels and to find whether the materials being used in the daily assignments were suitable for each individual.

There were two pupils in Grades II and five pupils in Grades III who made no errors.

The outstanding errors for grades II were;

| | |
|---|---|
| inadequate phrasing | 62.5% |
| avoids use of new words | 52.1% |
| word by word reading | 50.0% |
| word analysis poor | 47.9% |
| will not try difficult words | 45.8% |

The outstanding errors for Grades III were;

| | |
|---|---|
| avoids use of new words | 55.8% |
| inadequate phrasing | 44.2% |
| poorly organized recall | 44.2% |
| word analysis poor | 42.3% |
| word by word reading | 34.6% |
| will not try difficult words | 32.7% |

The two least common errors made were, effort and attention low in grades II with 2.1% of pupils evidencing the error, and, using a finger as a pointer in Grades III with 1.9% of pupils showing the error.

The high frequency of inadequate phrasing and word by word reading, especially in the second grade can probably be accounted for by the fact that seldom do pupils read orally before having had an opportunity for previous study.

As the testing took place privately in a quite room, there was chance for little distraction which would seem to account for the low percentage of that difficulty. The pupils seemed to have little training in organized recall. They also seemed unable to analyze new words.

Table 4.

Total Distribution of Errors in Oral Reading

Total Number of Errors Gr. II 340 Gr. III 264

Average Number of Errors per Pupil _____

| Types of Errors | No. of Pupils showing difficulty Grade 2 | No. of Pupils showing difficulty Grade 3 | Percentage pupils having errors 2nd. | 3rd. |
|---|---|---|---|---|
| Phrase Reading | | | | |
| Word by Word | 24 | 18 | 50.0 | 34.6 |
| Inadequate phrasing | 30 | 23 | 62.5 | 44.2 |
| Incorrect phrasing Voice | 15 | 6 | 31.3 | 11.5 |
| Strained high pitched | 3 | 3 | 6.3 | 5.8 |
| Monotonous tone | 6 | 1 | 12.5 | 19.2 |
| Volume too loud | 3 | | 6.3 | |
| Poor enunciation in all reading | | 3 | | 5.8 |
| Poor enunciation of difficult reading | 2 | | 4.2 | |
| Habitual repitition of words | 14 | 14 | 29.2 | 26.9 |
| Habitual addition of words | 4 | 3 | 8.3 | 5.8 |
| Omits words | 7 | 6 | 14.6 | 11.5 |
| Marked insecurity evident | 8 | 2 | 16.7 | 3.8 |
| Comprehension | | | | |
| Unaided recall scanty | 17 | 14 | 35.4 | 26.9 |
| Poorly organized recall | 19 | 23 | 39.6 | 44.2 |
| Inaccurate memories | 13 | 9 | 27.1 | 15.4 |
| Response labored, - slow | 17 | 11 | 35.4 | 21.2 |
| Avoids use of new words | 25 | 29 | 52.1 | 55.8 |
| General Reading Habits | | | | |
| Head movements, marked, slight | 8 | 9 | 16.7 | 15.4 |
| Loses place easily | 6 | | 12.5 | |
| Uses finger as pointer | 3 | 1 | 6.3 | 1.9 |
| Holds book to close | 6 | 6 | 12.5 | 11.5 |

| | | | | |
|---|---|---|---|---|
| Frowns, shows signs of tenseness | 4 | 3 | 8.3 | 5.8 |
| Poor posture | 16 | 7 | 33.3 | 13.5 |
| Effort, attention low | 1 | | 2.1 | |
| Easily distracted | 2 | | 4.2 | |
| Low sight vocabulary | 13 | 8 | 27.1 | 15.4 |
| Word-analysis poor | 23 | 22 | 47.9 | 42.3 |
| Will not try difficult words | 22 | 17 | 45.8 | 32.7 |
| Has no method of word analysis | 19 | 12 | 39.6 | 23.1 |
| Guesses at unknown words from context | 10 | 14 | 20.8 | 26.9 |

Table 5 on pages 17, 18 show graphically the precentages of errors made for grades II and III as tabulated.

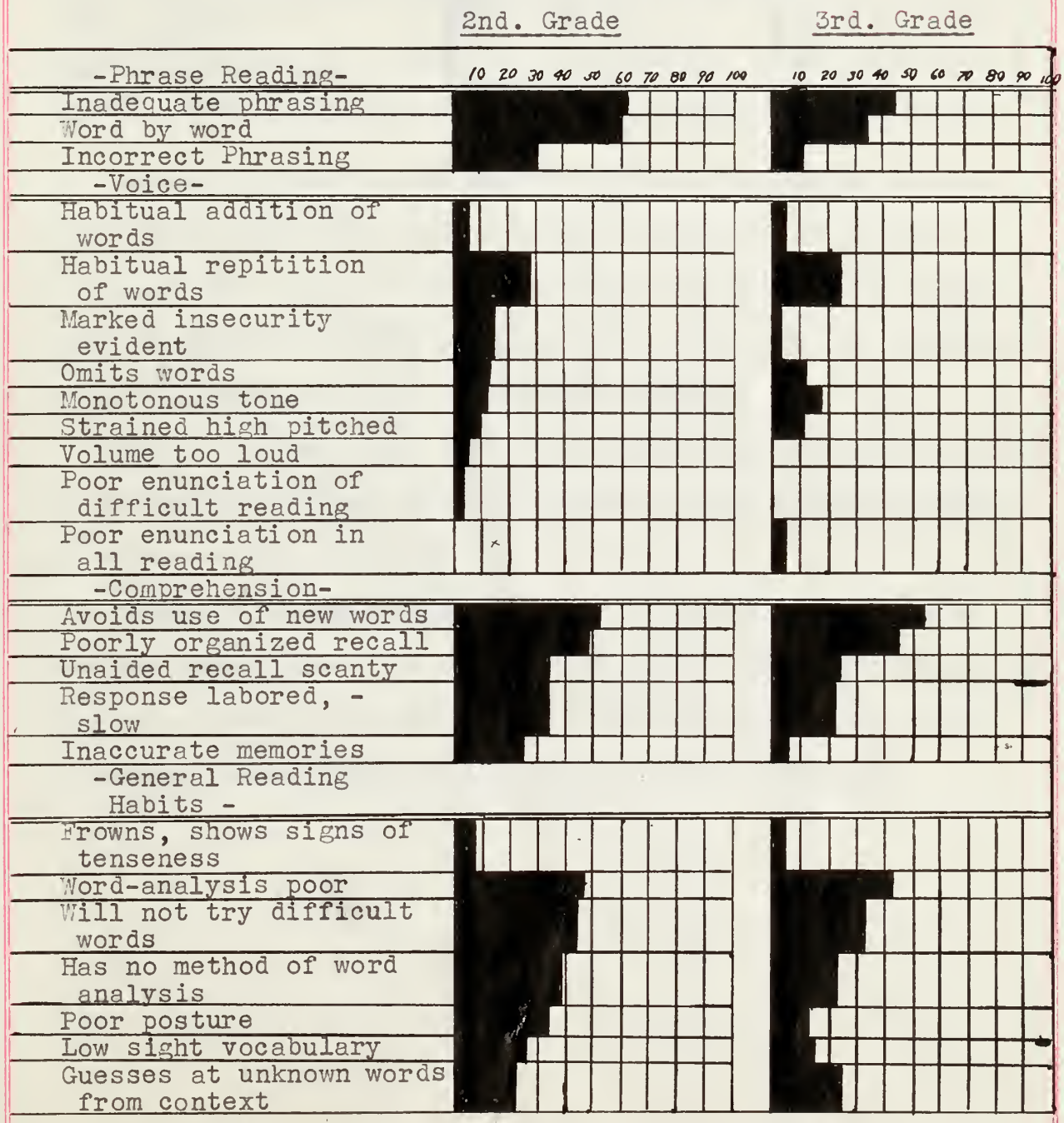
Tables 6 and 7 on pages 18, 19 shows the errors made on the Oral Reading Test from the Durrell Analysis of Reading Difficulty.

Paragraph 3 was designated as the reading grade level for second grade. The highest number of errors made in the second grade were 13 which were made on paragraph 2. There were fifteen people who made errors below paragraph 3, twenty-two people made errors at paragraph 3 and eleven who made no errors at the respective level.

Table 7 shows the errors for Grade III. Paragraph 4 was indicated as the grade level of reading for grade three. Seven was the highest number of errors made below paragraph 4 with various numbers of errors. Forty-four people made errors at their grade level paragraph.

Table 5

Percentage of Pupils Having Errors



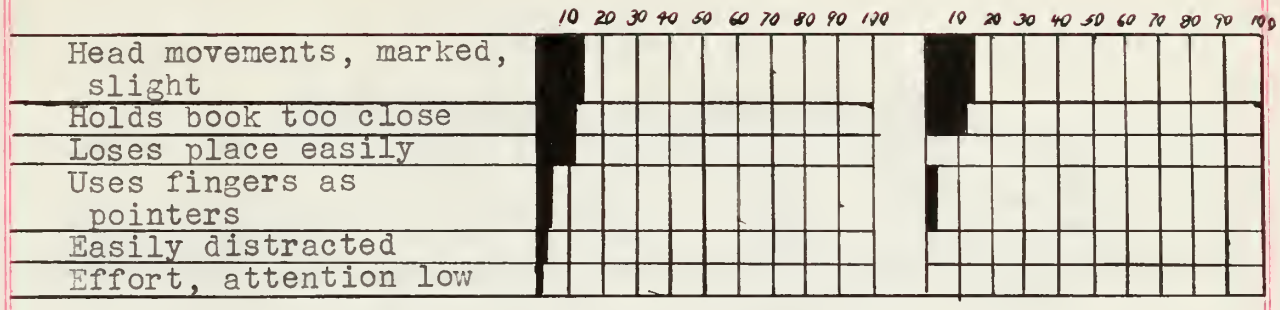



Table 8 gives the Per Cent of Errors for Grades II and III. These per cents were arranged from less than 5 % to more than 33%. If more than one error was made or more than word was wrong in twenty running words, the work was considered too difficult for the respective children.

As can be seen from Table 8 in both Grades II and III more of the pupils had less than 5% errors or were reading material suitable to their ability.

Grade II showed a wider variation with a few people in each per cent group. But, Grade III shows that forty out of the fifty-two third grade pupils had less than 5 % errors, with eleven having more than 5% and one with more than 10%.

Table 6.

Table of Errors for Grade II Level

| | 1. | 2. | 3. | 4. | 5. |
|---|---|---|---|---|---|
| No. of Errors | 21 | 51 | 54 | 72 | 80 |
| 14 | | | | | |
| 13 | | 25.5 | | | |
| 12 | | | | | |
| 11 | | | | | |
| 10 | 47.6 | 19.6 | | | |
| 9 | | 17.6 | 16.7 | | |
| 8 | | 15.7 | 14.8 | | |
| 7 | | | 12.9 | | |
| 6 | | 11.7 | 11.1 | | |
| 5 | 23.8 | 9.8 | 9.25 | | |
| 4 | | 7.8 | 7.4 | | |
| 3 | | | 5.6 | | |
| 2 | | | 3.7 | | |
| 1 | | | 1.9 | | |
| 0 | | | 0.0 | | |

Number 3 is Grade Level - others show below grade level - could not read at grade level.

The underlined numbers indicate the paragraphs.

Table 7.

Table of Errors for Grade III Level

| | 1. | 2. | 3. | 4. | 5. |
|---|---|---|---|---|---|
| No. of Errors | 21 | 51 | 54 | 72 | 80 |
| 14 | | | | | |
| 13 | | | | | |
| 12 | | | | | |
| 11 | | | | | |
| 10 | | | | | |
| 9 | | | | | |
| 8 | | | | | |
| 7 | | 13.7 | | 9.7 | |
| 6 | | | | 8.3 | |
| 5 | | | 9.25 | 6.9 | |
| 4 | | 7.8 | | 5.6 | |
| 3 | | | | 4.2 | |
| 2 | | | | 2.8 | |
| 1 | | 2.0 | 1.9 | 1.4 | |
| 0 | | | 0.0 | 0.0 | |

Number 4 is Grade Level - others show below - could not read at Grade Level.

The underlined numbers indicate the paragraphs.

Table 8.

Table Showing Per Cent of Errors

| Grade | No. of Pupils | Less than 5% | More than 5% | More than 10% | More than 20% | More than 25% | More than 33% |
|---|---|---|---|---|---|---|---|
| II | 48 | 18 | 14 | 12 | 1 | 1 | 2 |
| III | 52 | 40 | 11 | 1 | | | |
| TOTAL | 100 | | | | | | |

Table 9.

Suitability of Instructional Material

| Judged by Speed of Reading | Grade II. | Grade III. |
|---|---|---|
| Reading at Grade Level | 72.9 | 53.9 |
| Two or More Years too Difficult | | |
| One or More Years too Difficult | 22.9 | 40.4 |
| Two or More Years too Easy | | |
| One or More Years too Easy | 4.2 | 5.8 |

2. Suitability of Instructional Material.

Table 9 shows us the percentage of pupils reading at the various levels as judged by the speed of reading in Grades two and three.

The oral reading rate for Grade II is 80 words per minute, and for Grade III 110 words per minute. The people were allowed a 30 word deviation and was credited upon that basis.

As can be seen from the chart in both grades the percentages of people reading at grade level was high.

There were only a few people reading material too easy for them as based on speed, but there was a high percentage of people who were reading material too difficult compared to

Table 10.

Suitability of Instructional Material

| Judged by Level of Text vs. Level of Test | Grade II. | Grade III. |
|---|---|---|
| Reading of Grade Level | 68.8 | 57.7 |
| Two or More Years too Difficult | | |
| One Year or More Too Difficult | 10.4 | 17.3 |
| Two or More Years too Easy | | |
| One or More Years too Easy | 20.8 | 25.0 |

their rate of speed.

This may indicate that much training was being given in observing the growth in the fundamental skills with little attention to the speed.

It was interesting to note the different range of percentage of people as in Table 10 where the suitability of the material was judged by the level of the text vs. the level of the test compared to Table 9.

In both Grades II and III the highest percentage of pupils were reading at their grade level. But approximately a fifth in Grade II and a fourth in Grade III of the children were reading material too easy for them. And the lowest

Table 11.

Range of Reading Ability in Individual Classrooms

Grade III

Suitability of Materials in Separate Classrooms

| Text vs. Test | A. | B. | C. |
|---|---|---|---|
| Reading at Grade Level | 60.6 | 85.7 | 33.3 |
| Two or More Years too Difficult | | | |
| One or More Years too Difficult | 39.0 | 14.2 | 41.7 |
| Two or More Years too Easy | | | |
| One or More Years too Easy | 30.3 | | 25.0 |

percentage of them were reading material one or more years too difficult.

This data at this point would seem to indicate that the majority of the children in Grades II and III of the particular schools tested were getting suitable material.

3. Range of Reading Ability In Individual Classrooms.

It was interesting to see how the individual classrooms, designated as A, B, C, differed. Classroom A is the largest group with C, being next in number and B, the smallest. Classroom A has many advantages which B, and C can not afford, but the adaptation of materials at hand is evident, when table 11 is carefully studied.

Table 11.

Range of Reading Ability in Individual Classrooms

Grade II

Suitability of Materials in Separate Classrooms

| Text vs. Test | A. | B. | C. |
|---|---|---|---|
| Reading at Grade Level | 60.0 | 85.7 | 81.8 |
| Two or More Years too Difficult | | | |
| One or More Years too Difficult | 12.3 | | 9.09 |
| Two or More Years too Easy | | | |
| One or More Years too Easy | 26.7 | 14.2 | 9.09 |

In Grade II, Classroom A shows 60%, reading at grade level, B, 85.7%, C, 81.8%.

A, and C, have 12.3% and 9.09% respectively reading one or more years too difficult material. They all show a percentage of pupils reading one or more years too easy material, with A having 26.7%, B, 14.2%, and C, 9.09%.

Grade III shows that A and B had the largest percentage of people reading at grade level while C showed 41.7% reading too difficult material.

A, had 39% reading too difficult material, and B, 14.2% too difficult material. A, and C, having 30.3% and 25% repectively reading one or more years too easy material.

From this data it would seem that the material is being adjusted to meet the childs needs in the majority of cases but that Classroom B, and C needs special adaptation in Grade III.

Table 3, page 11 shows the wide variety of text books used at various grade levels may help in accounting for the tendency of adequateness of instructional material.

# Chapter IV.

## Summary

Purpose of the Study.

The purpose of this study was:

1. To make a survey of the types of oral reading errors made by children of the second and third grades.

2. To determine the suitability of text books at grade levels for individuals.

3. To note the suitability and adaptability of material in Individual Classrooms.

Procedure.

Two tests were given 100 pupils of second and third grade levels in three small towns.

The first test given was an informal test taken from the childs own reader of that days assignment.

The second test was the first five paragraph from the first Oral Reading test from the Durrell Analysis of Reading Difficulty.

The resultant data were analyzed for the distribution of the reading errors, for oral, reading rate, and for the suitability of the material for particular grade levels of the children, and to determine whether the days assignments were being adjusted to meet each childs needs.

Summary of Findings

1. Errors in Oral Reading appeared in the following order of frequency.

| Grade II | Per Cent |
|---|---|
| Inadequate Phrasing | 62.5% |
| Avoids use of New Words | 52.1% |
| Word by Word reading | 50.0% |
| Word-Analysis poor | 47.9% |
| Will not try difficult words | 45.8% |
| No method of Word Analysis | 39.6% |
| Poorly organized recall | 39.6% |
| Response labored, slow | 35.4% |
| Unaided recall scanty | 35.4% |
| Poor posture | 33.3% |
| Inaccurate phrasing | 31.0% |
| Habitual repitition of words | 29.2% |
| Inaccurate Memories | 27.1% |
| Low sight vocabulary | 27.1% |
| Guesses at unknown words from context | 20.8% |
| Marked insecurity evident | 16.7% |
| Head movements, marked, slight | 16.7% |
| Omits words | 14.6% |
| Monotonous tone | 12.5% |
| Loses place easily | 12.5% |
| Holds book too close | 12.5% |
| Habitual addition of words | 8.3% |
| Frowns, shows signs of tenseness | 8.3% |
| Strained, high pitched voice | 6.3% |
| Volume too loud | 6.3% |
| Uses finger as pointer | 6.3% |
| Poor enunciation of difficult reading | 4.2% |
| Easily distracted | 4.2% |
| Effort and attention low | 2.1% |

| Grade III | Per Cent |
|---|---|
| Avoids use of New Words | 55.8% |
| Inadequate phrasing | 44.2% |
| Poorly organized recall | 44.2% |
| Word-Analysis poor | 42.3% |
| Word-by-word reading | 34.6% |
| Will not try difficult words | 32.7% |

| | |
|---|---|
| Habitual repitition of words | 26.9% |
| Unaided recall scanty | 26.9% |
| Guesses at unknown words from context | 26.9% |
| Has no method of word analysis | 23.1% |
| Response labored, slow | 21.2% |
| Monotonous tone | 19.2% |
| Inaccurate Memories | 15.4% |
| Head movements | 15.4% |
| Low sigh vocabulary | 15.4% |
| Poor Posture | 13.5% |
| Inaccurate phrasing | 11.5% |
| Omits Words | 11.5% |
| Holds book too close | 11.5% |
| Strained, high pitched | 5.8% |
| Poor enunciation in difficult reading | 5.8% |
| Habitual addition of Words | 5.8% |
| Frowns, shows signs of tenseness | 5.8% |
| Marked insecurity evident | 3.8% |
| Uses finger as pointer | 1.9% |

2. Suitability of Text Books at grade levels for individuals was noted as follows:

| | Grade 2 | Grade 3 |
|---|---|---|
| Reading at grade level | 68.8% | 57.7% |
| One year or more too difficult | 10.5% | 17.3% |
| One or more years too easy | 20.8% | 25.0% |

3. Suitability of Materials used in separate Classrooms:

| | A. | B. | C. |
|---|---|---|---|
| Reading at Grade Level | 60.0% | 85.7% | 81.8% |
| One or more Years too difficult | 12.3% | | 9.09% |
| One or More Years too Easy | 26.7% | 14.2% | 9.09% |

Since many of the oral reading errors occur because of

poorly adjusted material to individual needs, suitable materials for given grade levels might tend to reduce the various types of errors.

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