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An evaluation of the effectiveness of specific training in word analysis skills through team learning in grade four

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Sindoni, V. G.
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Thesis

AN EVALUATION OF THE EFFECTIVENESS OF SPECIFIC TRAINING IN WORD
ANALYSIS SKILLS THROUGH TEAM LEARNING IN GRADE FOUR

Submitted by

Virginia G. Sindoni
(A.B., Mount Holyoke, 1954)

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the Degree of Master of Education

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First Reader: Dr. B. Alice Crossley
Professor of Education

Second Reader: Dr. Frederic L. Callahan
Assistant Professor of Education

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CHAPTER I

INTRODUCTION

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The Problem.-- The teaching of word analysis skills becomes increasingly important in the middle grades where the child meets an increasing number of polysyllabic words outside the controlled basal reading vocabulary of the primary grades. It is the lack of these skills that causes so many reading difficulties when the child is confronted with the more difficult vocabulary encountered in science, social studies and other areas. Some children are completely helpless at the sight of an unfamiliar word. If the child is to become an efficient independent reader, he must be taught a method of attacking these words.

The Importance of This Study.-- All basal reading programs include word attack skills in a balanced program. These skills, however, are scattered throughout the reading manual and workbooks so that the children who are weak in structural and phonetic analysis do not get enough practice if the teacher relies on these exercises alone.

The writer has undertaken this study in order to construct a systematic set of exercises which will include a review of the principles of word attack skills of the primary grades and their application in more complex vocabulary.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH RELATED TO WORD ANALYSIS

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Introduction.-- In order to become a successful independent reader a child must develop skill in word recognition. Until a reader has developed the ability to work out the pronunciation of new and strange printed words, he is limited to reading material containing only those words which are in his sight vocabulary---those whose forms he has memorized. A child reaches the stage where independence in recognition is necessary early in the first grade when he attempts to read material with unfamiliar printed words. The words to be recognized are in the child's listening and speaking vocabularies; when he pronounces them successfully he associates meaning with them. Word recognition therefore deals with words which are known to the child by sound but not by sight.

It is now an accepted fact that there are several aids which are useful in word recognition. A reader will use a combination of these when confronted with a word that he does not recognize. Among these aids are context clues, configuration of words, word analysis, and the dictionary. The summary of the literature and research in this chapter is concerned mainly with word analysis as an aid to word recognition.

Word Analysis Skills in the Intermediate Grades.-- Reading authorities agree that the teaching of word analysis skills in the intermediate grades is an important and necessary part of the reading program. It is in the middle grades that the child encounters a great many words outside the basic reading vocabulary in his science, social studies, and independent reading; he must be taught a method of attacking unfamiliar words in order to gain independence in reading.

Hildreth ^{1/} states that every pupil in the intermediate grades needs to know how to sound out words in order to attack independently an increasing number of new words. This will not solve all the difficulties, but it will produce more independent readers.

McKee ^{2/} makes this statement concerning the teaching of word attack skills:

"Children in the fourth, fifth, and sixth grades need special help in developing ability to recognize words quickly and accurately to understand their meaning in the context in which they are met...."

In the intermediate grades, modern reading programs place much emphasis on the development of word attack skills and abilities. Every child needs systematic training in attacking new words through analysis---structural and phonetic."

Gray ^{3/} says that attempts to promote efficient reading habits without developing independent word attack have not proven successful. Various methods of word attack are essential and must be taught.

1/ Gertrude Hildreth, Teaching Reading, Henry Holt Company, New York, 1959, p. 482.

2/ Margaret McKee, "Word Perception in the Middle Grades," Controversial Issues in Reading, A Report of the Twelfth Annual Conference and Course on Reading, University of Pittsburgh, 1956, pp. 70-75.

3/ William S. Gray, "Word Perception," Basic Instruction in Reading in Elementary and High Schools, Supplementary Educational Monographs, Number 65, University of Chicago Press, October, 1948, pp. 118-119.

Austin ^{1/} suggests that each middle grade teacher should be thoroughly familiar with word recognition techniques that have been introduced at the primary levels in order to carry out a developmental program in word perception. Structural analysis skills must be included in the intermediate grade program. Since many of the unfamiliar words are polysyllabic the ability to recognize structural clues is necessary. The development of phonetic analysis skills gives the child one additional means of word attack. These abilities should be regarded as integral parts of a broad program in teaching children to gain independence in word recognition.

In emphasizing the importance of word analysis Dolch ^{2/} states that the skills learned in the primary grades must be reviewed in grade four and after.

Yoakum ^{3/} agrees that there be the continued development in the middle grades of the skills learned in the earlier grades and there be the introduction of new skills made necessary by the increasing complexity of the materials as the child progresses.

^{1/} Mary C. Austin, "Techniques in Dealing with Word Difficulties in the Middle and Upper Grades," Classroom Techniques in Improving Reading, Supplementary Monographs, Number 69, University of Chicago Press, Chicago, 1949, pp. 63-66.

^{2/} Edward W. Dolch, Teaching Primary Reading, Garrard Press, Champaign, Illinois, 1950, pp. 315-318.

^{3/} Gerald A. Yoakum, Basal Reading Instruction, McGraw-Hill Book Company, Inc., New York, 1955, pp. 147-148.

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Durrell ^{1/} makes this statement about the value of word analysis

activities:

" Word analysis activities have a high place in the intermediate-grade reading and spelling programs. When third-grade ability in reading is reached, the pupil is still a long way from the accuracy and fluency in word analysis required for sight-vocabulary growth. While word meaning problems are recognized by all teachers in the intermediate grades, actually the average reader is more greatly handicapped by his inadequacy in word-analysis skills than by word-meaning limitations. Instruction in word analysis is of even greater importance in the intermediate grades than in primary grades. The carefully controlled vocabulary that appears in primary readers is largely abandoned; the intermediate grade child encounters an endless succession of words he has not read before. If he is to be successful in reading, he must be very rapid and accurate in word analysis."

The preceding opinions indicate that many educators agree that some type of word analysis instruction is essential in the intermediate grades in order to help the child develop independence in his reading. This instruction should be part of a continuous developmental program carried on in the elementary schools and thereafter. In order to acquire the word skills necessary in the intermediate grades, the child must make use of those skills taught in the primary grades.

Basic Word Analysis Skills.-- Basic word analysis skills begin in the primary grades with simple elements and are developed in the intermediate grades with more complex elements as the word patterns become increasingly difficult.

^{1/} Donald D. Durrell, Improving Reading Instruction, World Book Company, New York, 1956, pp. 266-267.

In outlining a sequential development of reading skills in grades one to six Hill ^{1/} states:

"Essential to independence in reading ability is the development of adequate word attack skills. Of these skills, word analysis will be used to illustrate further the concept of sequential development. Prerequisite to instruction in and use of word analysis skills is sufficient mastery by the pupil of auditory and visual discrimination skills. Word analysis includes both phonetic and structural analysis. Basically, phonetic analysis involves associating sound with symbols. The pupil analyzes and finds letters or groups of letters to help him pronounce a word. Structural analysis involves analyzing a word, a familiar prefix or suffix to identify or recognize a new word. This word analysis is based on sound, form, and meaning of words."

Word Perception.--- Word recognition depends on skill in word perception. The first experience that children have with words in the early stages of beginning to read is recognizing words as wholes---by their general configuration, length, and striking characteristics. From the first the child is taught to differentiate words by noticing the features which distinguish them from each other. He memorizes the word forms until he can recognize them automatically and in this manner he builds up his sight vocabulary.

Concerning the sight method of learning vocabulary McKee ^{2/} states:

"In the first stage of instruction in beginning reading, the teacher will use the sight method exclusively in helping the pupil to identify each word. In his first contact with a

^{1/} Edwin H. Hill, "A Sequential Development of Reading Skills in Grades One to Six," Organizing Reading Programs in the Schools, A Report of the Eleventh Annual Conference on Reading, University of Pittsburgh, The Boxwood Press, Pittsburgh, 1955, p. 39.

^{2/} Paul McKee, The Teaching of Reading in the Elementary School, Houghton Mifflin Company, New York, 1948, p. 199.

given word, the child will look at the form of the word as the teacher tells him the pronunciation for which that form stands. The pupil's hearing of the familiar pronunciation will force him to recall the familiar meaning. Then by looking at the form, supposedly as a unit, and at the same time thinking or speaking the pronunciation and thinking the meaning, the child will associate the pronunciation and the meaning with the form. Subsequently, by repeating this association of form, pronunciation, and meaning again and again and again in interesting reading matter, the pupil will identify the word so thoroughly that he will be able to recognize it readily in various settings.

But the sight method will be used exclusively for only a short time. Very soon the teacher will begin to teach phonetic elements and structural elements which are contained in familiar words already learned by sight and which are needed for identifying independently strange words to be met in subsequent reading."

^{1/}
Gray, also, advises that after a small sight vocabulary has been established it be used as a basis for instruction in the word analysis skills. He adds:

"To give children real power in word perception, we must see that they master a sight vocabulary and we must also teach them how to attack new words in various ways. They must learn to combine meaning and word-form clues with a more detailed analysis of structural and phonetic elements in a word...."

Auditory and Visual Discrimination.-- Research has shown that success in beginning reading depends on acquiring skills in auditory and visual discrimination of word elements which is the earliest phase of word analysis abilities. Visual discrimination is the ability to distinguish between the forms of words; auditory discrimination is the ability to distinguish between the different sounds in words.

^{1/} William S. Gray, On Their Own in Reading, Scott Foresman and Company, New York, 1948, p. 52.

Durrell ^{1/} reports that research in relation to children who learn to read readily as compared to those who have difficulty has shown that reading success depends on a variety of background abilities. The ability to read improves markedly when they are taught. Two background abilities important to beginning reading are visual and auditory discrimination of word elements.

Murphy ^{2/} experimented in grade one with a series of lessons on auditory and visual discrimination of sounds to find the relation to reading achievement. Three experimental groups and one control group participated. One experimental group received training in auditory discrimination, the second in visual discrimination, and the third in both. The control group received no special training. When the groups were tested it was found that all experimental groups were superior to the control group in reading achievement; the combined auditory and visual group made the greatest gains of all.

Crossley, ^{3/} in a study to determine the value of lantern slides in teaching auditory and visual discrimination, found a significant correlation between auditory discrimination and word reading, sentence reading, and paragraph reading.

1/ Op. cit., pp. 41-42.

2/ Helen A. Murphy, An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination in Beginning Reading, Unpublished Doctoral Dissertation, Boston University School of Education, Boston, 1943.

3/ Beatrice Alice Crossley, An Evaluation of the Effect of Lantern Slides on Auditory and Visual Discrimination of Word Elements, Unpublished Doctoral Dissertation, Boston University School of Education, Boston, 1953.

Structural Analysis.-- After the beginning reader has developed skill in visual and auditory discrimination and has acquired a small sight vocabulary, he is ready for instruction in attacking words independently through analysis---structural and phonetic.

Gray ^{1/} believes that the two are interrelated and must often be combined in attacking a word. Structural analysis would then precede phonetic analysis in the word-attack process. Explaining why this is so, he states:

"To see how this is true, let us assume that the child has derived from the context a meaning clue for an unfamiliar printed word. He must next scrutinize the word symbol for clues to its spoken counterpart. Before he can "sound out the word" (analyze it phonetically), he must make a visual survey of the whole word. As he studies the word form, he looks for meaningful units in it; these units may be the root word, a prefix, or a suffix. And he looks for pronunciation units---that is, the syllables of which the word is made up. If through visual scrutiny he identifies a root word as a meaningful unit, or if he identifies syllables as pronunciation units, he has analyzed the structural pattern of the word and is equipped to proceed with "sounding it out"."

Phonetic Analysis.-- If the child is to develop independence in attacking new words he must acquire skill in applying phonetic as well as structural analysis to new word forms. Skillful application of phonetic analysis will enable the child to pronounce many words the first time he sees them in print. Since the word is in the child's speaking and listening vocabularies, he immediately associates meaning with it and checks his analysis by making sure that the word he has solved fits the context of the material he is reading.

^{1/} On Their Own in Reading, op. cit., p. 75.

Phonics, an Aid to Word Recognition.--- Through the years the value of phonics has been debated and many teaching methods have been employed. Most reading authorities agree that some kind of phonics is necessary to every reading program. It is the method by which it is taught and the way it is put into use that can make phonics ineffective. Phonics is necessary as long as it does not become an end in itself in the teaching of reading. It must be combined with other techniques for word attack in order to be efficient. Phonics gives the child a method of attacking an unfamiliar word but it does not work with every child in every situation. It must be used with context and word meaning. An overemphasis on phonics will produce verbalizers; mere calling of words is not reading.

Emphasizing caution in too much phonics, Betts ^{1/} comments that over the years the advocates of phonics and phonetics have been guilty of two fallacies. First, they have advocated the use of their system as the exclusive approach to word identification and have ruled out other aids. Secondly, they have been so involved with the mechanics of examining word forms that they have completely neglected comprehension. He continues that there are "...a significant number of studies to demonstrate the limitations of phonics as an aid to word identification. Furthermore there are ample case studies to demonstrate the deleterious effects on comprehension of an overemphasis on phonics."

^{1/} Emmett Albert Betts, "Phonics Practical Considerations Based on Research," Elementary English (October, 1956), p.359.

In discussing the shift in the teaching of phonics Hildreth ^{1/}
 notes the following:

"Teaching sounding in reading as a process of analysis derives its validity from the fact that sounding is not an end in itself but it is an aid to word recognition. Phonics facts are not to be learned as a separate skill (saying isolated sounds of sight of letters) but are to be learned for use in working out unfamiliar words met in reading....The fundamental change that has come about in teaching phonics for reading is, then, the shift from beginning with sounds which are blended to build up words to teaching recognition of recurring phonetic elements within the framework of meaningful words. The child becomes acquainted with words separately and in simple sentences; his attention is directed toward the sound and pronunciation of word elements; then he receives practice in identifying the same elements in new words."

Rogers ^{2/} points out that phonics is not a method for teaching reading but it is a skill for attacking new words. It is one of several methods a child employs in unlocking the meaning of an unknown word. Other word recognition skills include learning sight words (just by the way it looks), inferring meaning from context, using picture clues, syllabication, structural analysis, and the dictionary. Phonics is a help only when the new word is in the child's hearing and meaning vocabulary. A child skilled in the use of phonics may be able to pronounce an unfamiliar word, but he has not read it unless he understands what it means.

^{1/} Gertrude H. Hildreth, "New Methods for Old in Teaching Phonics," Elementary School Journal (May, 1957), 57:436-437.

^{2/} John R. Rogers, "Phonics Again," Elementary School Journal (March, 1958), 58:444-446.

Kottmeyer ^{1/} feels that a knowledge of phonics gives a child confidence that he has a means of unlocking unfamiliar words. If the child has to rely on only configuration and context, he either recognizes the word or he is helpless. When he has letter sounding to fall back on, he can always try to help himself.

Tiffin and McKinnis ^{2/} investigated the relationship between reading ability and phonic ability and found a correlation. They concluded that "...a program of reading instruction which, does not, by direct or indirect instruction, yield a mastery of the principles of phonics is not accomplishing its full purpose."

In a study of grade two children, Harrington ^{3/} found a positive correlation in determining the relationship of word analysis abilities (auditory discrimination, visual discrimination, and phonetic ability) to reading achievement.

Rudisill ^{4/} investigated the interrelations of functional phonic knowledge, reading achievement, spelling achievement, and mental age

1/ William Kottmeyer, Handbook for Remedial Reading, Webster Publishing Company, St. Louis, 1947, p. 77.

2/ Joseph Tiffin and Mary McKinnis, "Phonic Ability: The Measurement and Relation to Reading Ability," School and Society (February, 1940), 51:190-193.

3/ Sister Mary James Harrington, Relation of Certain Word Analysis Abilities to the Reading Achievement of Grade Two Children, Unpublished Doctoral Dissertation, Boston University, Boston, 1953.

4/ Mabel Rudisill, "Interrelations of Functional Phonic Knowledge, Reading, Spelling, and Mental Age," Elementary School Journal (February, 1957), 57:264-267.

among children in grade three. She reports the following:

"The results strengthen the accumulating evidence that functional phonic knowledge makes a substantial contribution to achievement in reading and spelling...if the results of phonics teaching are to function in reading and spelling, the teaching procedures must be such as to cause the sounds of letters and of combinations of letters to be heard and used in normal word pronunciation. This may not occur if the phonic training is applied to letters and letter combinations in isolation."

^{1/} Yoakum is in agreement with Rudisell when he states that phonics should not be taught in isolated drill but as a functional tool in unlocking new words.

It is the functional application of phonics therefore that makes this skill an efficient part of the word analysis skills taught in a continuous developmental reading program.

A Balanced Program.-- In any word analysis program provisions should be made for adapting the instruction to the abilities and needs of the children. A teacher must keep in mind that there are differences in the rate of learning and that there are individual children who fail to profit from certain types of instruction. In a developmental reading program the word analysis skills developed in the primary grades need to be continued in the middle grades and new skills need to be introduced to help the child gain independence in basic word recognition skills. There are many methods of approach in teaching the skills needed in the intermediate grades. Each teacher must consider the

^{1/} Gerald A. Yoakum, Basal Reading Instruction, McGraw Hill Company, New York, 1955, p. 140.

pupils in her class when deciding what to teach, when to teach, and how to teach these skills. Following are some statements from reading authorities concerning the basic skills of word analysis that need to be taught.

Sullivan ^{1/} advises teaching the child to use phonetics to recognize words that he knows when spoken. He should be taught to analyze the word visually before he attempts to sound it. Visual analysis should precede sounding so the child can isolate usable word elements. He should be taught to inspect the word rapidly, thoroughly, and systematically from left to right.

Durrell ^{2/} expresses his opinion about the teaching of word analysis as follows:

"There are many different levels and types of word analysis and many different methods of approach in teaching the skills involved. A complete program would include ear training to give the child skill in attending to the auditory elements of words, visual training for the recognition of the visual elements that accompany word sound, and, above all, provision for independent use of the skills."

Among the chief skills needed for using phonics in reading Hildreth ^{3/} includes these:

1/ Helen Blair Sullivan, "Development of Word Recognition," Abstracted by John Thomas McDermott, Current Problems of Reading Instruction, Seventh Annual Conference on Reading, University of Pittsburgh Press, Pittsburgh, 1951, pp. 100-102.

2/ Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-Hudson, New York, 1940, p. 198.

3/ Gertrude Hildreth, Teaching Reading, Henry Holt Company, New York, 1959, p. 335.

1. Learning to analyze words by identifying familiar elements in new words.
2. Building a stock of letter sounds, phonograms, and common syllables.
3. Learning to blend sounds in words for pronunciation clues.
4. Forming the habit of reading through words accurately from left to right.
5. Combining partial sounding clues with context clues automatically in fluent silent reading.

Later she adds that by grade three children begin to work with syllables. Pupils need to be taught to recognize syllables, to break longer words into syllables, and to pronounce syllables.

McCullough ^{1/} emphasizes versatility in word attack to acquire independence:

"A child then should be encouraged in all aspects of word analysis. He should be watchful for appearance of familiar parts, from early observation of a known word within an unknown word, and singular and plural endings, to the later study of prefixes and suffixes....Syllabication is another phase of word form solution which can be begun in a small way with shorter known compounds."

She adds that a child should be taught to use context clues to meaning to check the solution of a word.

Among the analytic capabilities in word identification Bond ^{2/} and Wagner include these:

1. The ability to visually analyze words into usable segments
2. Knowledge of a large number of visual, structural, and phonetic word elements

^{1/} Constance M. McCullough, "Broadening Experiences Through Reading in the Elementary School," The Elementary English Review (March, 1946), 23:101-107.

^{2/} Guy L. Bond and Eva B. Wagner, Teaching the Child to Read, The MacMillan Company, New York, 1960, p. 183.

3. The ability to synthesize the word parts into word wholes for smooth pronunciation or visual recognition.

^{1/}
Dolch gives the following steps in learning sounds:

1. Single consonant sounds
2. Consonant digraphs
3. Short sounds of vowels
4. Long sounds of vowels
5. Final e rule
6. Double vowels
7. Diphthongs
8. Soft c and g
9. Number of syllables
10. Division into syllables

^{2/}
Elsewhere Dolch discusses the needs of the child in grade four.

Here the child meets many more unfamiliar words; many of these are monosyllables and if the child has a good primary grade phonics he can attack these in the usual way. They child must be taught to attack the polysyllables. The teaching is divided into three distinct parts.

1. Compound words
2. Root words with endings, prefixes, or suffixes
3. True polysyllables
 - a. main problem of word recognition in middle grades
 - b. usually have no familiar parts
 - c. taught by dividing into syllables
 1. need to decide where to divide
 2. vowel sound
 3. accent

Gray sets forth these general skills basic to both structural and phonetic analysis:

^{1/} Edward W. Dolch, Teaching Primary Reading, The Garrard Press, Champaign, Illinois, 1941, p. 219.

^{2/} Edward W. Dolch, Problems in Reading, The Garrard Press, Champaign, Illinois, 1948, pp. 58-64.

1. Scrutiny of word form to:
 - a. Identify root words, prefixes, suffixes, or endings as visual units in words.
 - b. Determine the number of vowel letters and the number of consonant letters that follow each vowel element.
 - c. Identify visual clues that aid in determining the vowel sound in syllables.
 - d. Identify visual clues that aid in determining the accented syllable in words. ^{1/}
2. Use of meaning clues to check analysis.

When the child has acquired the basic skills and major understandings essential for word analysis, he will continue to grow in reading power by applying these skills to longer and more complex patterns of words. Later he will develop skill in using the dictionary as an aid to word perception and this tool will enable him for the first time to unlock words that are unfamiliar in sound and meaning as well as in form.

Harrison ^{2/} expresses her feeling that the most significant basic reading skills are those which make possible the independent pronunciation of strange words met in any reading situation. A well-balanced program for word recognition includes:

1. Training in the use of context for determining what strange words are.
2. Training in phonetic analysis
3. Training in structural analysis
4. Developing the ability to use a composite of two or more of these means of getting at pronunciation when two or more means are helpful.

^{1/} William S. Gray, On Their Own in Reading, Scott Foresman and Company, Chicago, 1948, p. 224-225.

^{2/} Lucille M. Harrison, "Developing Readiness for Word Recognition," Elementary English Review (March, 1946), 25:122.

Bond and Wagner are in agreement with Harrison that a child must have at his command many techniques for word recognition. He must have the ability to adapt his repertory of techniques to the word being recognized, They include these principles for teaching word recognition:^{1/}

1. Adjust instruction in word-recognition techniques to the individual.
2. The more analytical types of word-recognition techniques should not be undertaken until after the child is aware of the meaningful nature of reading, has established the habit of recognizing words as whole words, and has built a small sight-vocabulary.
3. Teach the ability to locate a new word-recognition element in known words before applying the use of that element in identifying new words.
4. Always teach word-recognition in meaningful material.
5. Teach word-recognition in situations where it is important to the child to recognize the word.
6. Be sure that the child knows the meaning of the words he is trying to identify or has the background necessary to derive their meaning.
7. Avoid isolated drill and artificial teaching devices.
8. Build the habit of inspecting words rapidly, thoroughly, and systematically from left to right.
9. Teach the child to analyze the word visually before he attempts to sound it.
10. Develop the habit of noticing similarities and differences among words.
11. Teach word recognition in material that is at the child's reading level.

^{1/} Op. cit., p. 198.

After evaluating different techniques for teaching word recognition Mills ^{1/} concluded that different children learn to recognize words more efficiently by different teaching methods and no one method is best for all children. The classroom teacher must be aware of these individual differences when he applies group instruction techniques.

The literature and research reviewed in this chapter offers evidence that word analysis skills are essential to a well-balanced reading program. Although the experts do not always agree on methods of procedure and basic skills to be included, there is agreement that the classroom teacher must teach different techniques of word recognition, provide for individual differences, and adapt the instruction to the needs of the children.

^{1/} Robert E. Mills, "An Evaluation of Techniques for Teaching Word Recognition," Elementary School Journal (January, 1956), 56:221-225.

CHAPTER III

CONSTRUCTION OF MATERIALS AND PLAN OF STUDY

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CONSTRUCTION OF MATERIALS AND PLAN OF STUDY

Type of Exercises.-- The purpose of this study was to construct and evaluate a set of exercises designed to develop word analysis skills and improve general reading ability in grade four. This study was conducted in a community in suburban Boston in three fourth grade classrooms. Seventy-four pupils participated in the experiment.

It was determined that the exercises would be self-directing, self-correcting, and would provide for individual rates of progress. The exercises were printed on forty-eight cards. The children worked together in pairs, followed the directions on the top of each card, corrected their own written exercises, and completed the set as rapidly as they were able. The best readers went through the set more rapidly and helped the teacher check the other children.

The exercises were designed to teach the children a method of attacking unfamiliar words by making them more aware of pronounceable phonetic and structural elements within words. It was hoped that by having the children work in pairs reading out loud to each other they would learn to listen for as well as look for the phonetic and structural elements being taught.

Selection of the Vocabulary.-- The vocabulary for the exercises was selected from several sources: fourth grade basal reading and

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social studies books, Murphy's ^{1/} "Spontaneous Speaking Vocabularies of Children in Primary Grades," and Durrell's ^{2/} lists for fourth grade word study. It was expected that many of the words would not be in the sight vocabulary of the average reader and would therefore provide opportunity for independent word attack.

The cards contained lists of words or sentences to be read orally. About one-third of the cards included a written exercise. The vocabulary contained common structural and phonetic elements that the children had met in the primary grades. These included the following:

1. short sounds of vowels
2. long sounds of vowels
3. vowels followed by r
4. oo; oi, oy; ow, ou; aw, au
5. consonant blends with r, l, and s
6. sh, ch, wh, th
7. endings -s, ed, ing
8. prefixes re-, dis-, un-, im-
9. suffixes -ly, -ful, -ish, -er, -ness, -tion, -ous, -able

The elements were first used in monosyllables and then in polysyllables. The elements introduced in the beginning of the set of exercises were utilized throughout. The exercises are included in the appendix of this thesis.

Administration of Initial Tests.-- Before beginning the set of exercises, the children were given three tests: the Otis Mental

^{1/} Helen A. Murphy, "The Spontaneous Speaking Vocabularies of Children in Primary Grades," Journal of Education. (December, 1957), Volume 140.

^{2/} Donald D. Durrell, Improving Reading Instruction, World Book Company, New York, 1956, pp. 367-392, 274-278.

Abilities Test, Form As; the Durrell-Sullivan Intermediate Reading Achievement Test, Form A; and the Boston University Word Pronunciation Test, Form A.^{1/}

Procedure.-- The teacher divided the class into pairs more or less according to reading ability. Compatibility and work habits were also considered in pairing the children. They worked for about fifteen minutes each day completing as many exercises as they were able within that time. Extra time was provided in the beginning for the best readers so they could work ahead and be checkers for the other pupils. It was suggested to the teacher that she could have all the pupils working at one time or in smaller groups for different fifteen minute periods during the day.

Directions to the Pupil.-- Each card in the set was self-directing. Following are the directions given to the pupils to explain the general method of procedure:

This set of exercises will help you to recognize and pronounce unfamiliar words that you may meet in your reading. You will do each card with a partner. You will take turns reading the words out loud and doing the written exercises. If neither of you can pronounce a word ask your teacher or a helper.

Follow the directions at the top of the card. For some cards there is no writing needed. When you can read all the words on the card go to the person the teacher has assigned to you and he will listen

^{1/} Donald D. Durrell, Improving Reading Instruction, World Book Company, New York, 1956, p. 393-394.

while you read the words. If you know how to pronounce all the words on a card, you may go on with the next one. Keep your own record sheet to show which cards you have finished.

If there is a written exercise to do, both partners will complete a paper. When the written exercise is finished get the check sheet and correct the answers. Then go to your helper and he will listen to you read.

Administration of the Final Tests.-- As each pupil finished the set of cards, he was given Form B of the Boston University Word Pronunciation Test. At the end of eight weeks when all the children had completed the set, Form B of the Durrell-Sullivan Intermediate Reading Achievement Test was administered. From the initial and final tests the gain in reading achievement and word pronunciation was noted. The following chapters include an analysis of the data from these tests and the conclusions drawn from the study.

CHAPTER IV

ANALYSIS OF DATA

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The purpose of this study was to construct and evaluate a set of exercises designed to develop word analysis skills and improve general reading ability in grade four. The exercises were constructed to allow the children to work together in pairs and to provide for individual rates of progress.

The children were tested at the beginning of the experiment and again at the conclusion to compare the gains made in the following:

1. Reading Achievement
 - a. Paragraph Meaning
 - b. Word Meaning
2. Word Pronunciation

The data were analyzed and summarized in the following tables.

Table 1. Chronological Ages of Experimental Group

Type	Number	Range	Mean	S.D.
C.A.	74	9-2--11-10	9-10.6	6.83

Table 1. shows a mean chronological age of 9-10.6 and a standard deviation of 6.83.

Table 2. Intelligence Quotients of Experimental Group

Type	Number	Range	Mean	S.D.
I.Q.	74	82-131	108.76	9.24

Table 2. shows a mean I.Q. of 108.76 and a standard deviation of 9.24.

Table 3. Comparison of Reading Achievement, Initial-Final

Test	N.	Mean	S.D.	S.E.m	Dif.	S.E.d	C.R.
Initial	74	63.69	16.85	1.96	4.67	2.74	1.70
Final	74	68.36	16.50	1.92			

Table 3. shows a mean score of 63.69 on the initial test and 68.36 on the final test a gain of 4.67 points. The critical ratio was 1.70 which is not statistically significant.

Table 4. Comparison of Gains in Word Meaning

Test	N.	Mean	S.D.	S.E.m	Dif.	S.E.d	C.R.
Initial	74	39.71	10.10	1.17	2.30	1.57	1.46
Final	74	42.00	9.05	1.05			

Table 4. shows that the mean score was 39.71 on the initial test and 42.00 on the final test, a gain of 2.30 points. The critical ratio was 1.46 which is not statistically significant.

Table 5. Comparison of Gains in Paragraph Meaning

Test	N.	Mean	S.D.	S.E.m	Dif.	S.E.d	C.R.
Initial	74	23.28	7.25	0.84			
Final	74	26.73	8.73	1.02	3.45	1.13	2.634

Table 5. shows that the mean score was 23.28 on the initial test and 26.73 on the final test, a gain of 3.45 points. The critical ratio was 2.634, which is statistically significant at the .01 level.

Table 6. Comparison of Gains in Word Pronunciation

Test	N.	Mean	S.D.	S.E.m	Dif.	S.E.d	C.R.
Initial	74	30.78	19.56	2.28			
Final	74	47.95	27.62	3.21	17.17	3.94	4.36

Table 6. shows that the mean score was 30.78 on the initial test and 47.95 on the final test in word pronunciation, a gain of 17.17. The critical ratio was 4.36 which is statistically significant at the .01 level.

CHAPTER V

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

This study was conducted to develop word analysis skills as an aid to word recognition through the utilization of a set of exercises designed to teach the children a method of independent word attack. The exercises were self-directing, self-correcting, and provided for individual rates of progress. The children were divided into teams of two according to ability and completed the exercises as rapidly as they were able. Seventy-four children in three fourth grade classrooms participated in this study.

The children were given a word pronunciation test and a reading achievement test before and after the use of the exercises. The data from these tests were analyzed and the following conclusions drawn:

1. The children had a mean chronological age of 9 years and 10.6 months which is not unusual in March of the fourth grade.
2. The average I.Q. for the groups was 108.76 which shows that on the whole it was a slightly better than average population.
3. The gain on the Durrell-Sullivan Reading Test was 4.67 which yielded a critical ratio of 1.70 and was not statistically significant.
4. On the word meaning section of the reading test the gain was 2.30 which yielded a critical ratio of 1.46 which was not

statistically significant.

5. Comparing the gains on the paragraph meaning section of of the reading test, the difference was 3.45 which gave a critical ratio of 2.63 which was statistically significant at the .01 level.

6. The Durrell Word Pronunciation Test showed the greatest gains made by the children. The difference was 17.17 which yielded a critical ratio of 4.36 which was statistically significant at the .01 level.

Implication.-- The children made significant gains in paragraph meaning because they were able to pronounce more words and using this ability with the help of contextual clues were able to attain a greater score.

Short a Vowel Sound

1

Take turns with your partner pronouncing the following words aloud. They all have a short a vowel sound as the a in cat.

tags	spanks	map	sacks
class	cab	drag	ant
brass	shacks	gasp	plank
ramp	fan	lamp	sank
crabs	lap	grasp	slash
sap	tank	lass	damp
cash	crank	cast	latch
trash	tax	cramp	blank

Short i Vowel Sound

2

Take turns with your partner pronouncing the following words aloud. They all contain the short i vowel sound as the i in big.

ship	whip	list	mill
stiff	thin	sick	sink
drip	till	lips	quilts
film	crib	switch	lit
ditch	squint	pit	mixed
wick	risk	slim	cliff
mist	hissed	skill	wisp

Now try these words.

damp	drift	grab	hint
crash	flip	gang	hitch
strap	brand	grip	stack
split	raft	staff	hint
imp	flash	itch	brag

Short u Vowel Sound

Take turns with your partner pronouncing the following words. They all contain the short u sound as the u in cup.

sprung	flung	crust	scrub
shut	fuss	hush	rust
stunt	dusk	dull	rut
dump	bunk	cuds	strut
clump	bulb	slush	buck
skunk	gulls	luck	bluff
spun	rug	club	crutch

Now try these words.

rack	pinch	pants	skull
stump	stunt	pitch	plank
spill	tax	sunk	stung
clip	stuff	blast	thrill
yam	badge	trim	bulb

Short e Vowel Sound

Take turns with your partner pronouncing the following words. They all contain the short e sound as the e in bed.

bet	cents	chest	west
check	mend	shelf	less
rent	press	shed	melt
test	deck	lend	net
swept	sped	belt	fled
sense	ledge	wedge	pledge
fetch	rent	dent	yelp

Now try these words.

munch	dull	lid	chin
bid	drill	quill	scratch
cell	blunt	wax	clam
jet	blast	plum	lens
depth	twist	clank	kneelt

Short o Vowel Sound

5

Take turns with your partner pronouncing the following words.
They all contain the short o sound as the o in not.

socks	sob	loft	cost
jobs	moss	rod	flop
crops	shock	plop	flock
golf	stock	rot	prompt
rob	drop	job	boss
cob	dock	knock	cod
fond	frost	moss	trot

Now try these words.

sod	chips	bunk	flap
brisk	crops	swung	slept
gaps	ditch	plot	twig
clap	limp	mesh	thongs
match	crisp	stem	cuff

Review of Short Sounds

6

Take turns with your partner pronouncing the following pairs of words.
Listen for the difference in sound when the vowel is changed.

ran run	sang sung	bell bill	peck pick
bag bug	clang clung	red rid	deck Dick
bad bud	ham hum	well will	hem him
stab stub	stack stuck	rag rug	stamp stump
cap cup	bat but	tent tint	pen pin
clamp clump	slash slush	spell spill	fleck flick
sprang sprung	back buck	tell till	pet pit
rat rut	bank bunk	damp dump	hash hush
string strung strong		lamp limp lump	
trick track truck		chip chap chop	
big bag bug bog beg		rub rib rob	

Review of Short Vowel Sounds

7

Rule: When a word contains only one vowel and it is at the beginning or in the middle of a word, it usually has the short sound.

Take turns with your partner reading the following sentences.

1. The robber fled into the midst of the crowd.
2. The movie actress was clad in mink.
3. At dusk we could see a glint of light in the distance.
4. A link in the chain snapped.
5. I heard the horse munch its oats.
6. Lack of food made him hungry as he trudged homeward.
7. The worker put the cloth into the vat of red dye.
8. A throng of visitors stopped at the display of Indian crafts.
9. Those grubs will change into insects before long.
10. Sam received a gash in his shin from the sharp nail.

Review of Short Vowel Sounds

8

Take turns with your partner in completing the following exercises. Each of you number a paper from 1-15. Copy the words below on your paper. Then change the vowel and make two more words. The first one is done for you.

- | | | | |
|----------|---------|------|------|
| 1. rang | 1. rang | ring | rung |
| 2. click | | | |
| 3. last | | | |
| 4. bad | | | |
| 5. limp | | | |
| 6. slop | | | |
| 7. ram | | | |
| 8. bug | | | |
| 9. truck | | | |
| 10. swim | | | |
| 11. tick | | | |
| 12. ham | | | |
| 13. lick | | | |
| 14. lost | | | |
| 15. sing | | | |

Review of Short Vowel Sounds 2-syllable words 9

Take turns with your partner pronouncing the following words.
They contain short vowel sounds.

crackling crack ling	gully gul ly	fossil fos sil
snuggle snug gle	whinny whin ny	lumber lum ber
object ob ject	crafty craft y	utter ut ter
handle han dle	vexing vex ing	rumble rum ble
hobby hob by	attempt at tempt	dimness dim ness
locket lock et	mutter mut ter	tempting tempt ing
suggest sug gest	intend in tend	buckle buck le
stammer stam mer	vanish van ish	confess con fess
success suc cess	enchant en chant	shuffling shuffling
cricket crick et	mumble mum ble	pebbles peb bles
timber tim ber	cactus cac tus	lever lev er
insect in sect	panic pan ic	illness ill ness

Review of Short Vowel Sounds 10

Take turns with your partner pronouncing the following words.
Many of the syllables contain the short vowel sound.

intent in tent	distance dis tance	chipmunk chip munk
distant dis tant	tunnel tun nel	tablet tab let
solid sol id	snuggle snug gle	trumpeter trum pet er
bandit ban dit	accident ac ci dent	telegraph tel e graph
settle set tle	expecting ex pect ing	sensible sen-si ble
shivering shiv er ing	tinsel tin sel	principal prin ci pal
cabin cab in	balance bal ance	kidnap kid nap
galloping gal lop ing	whimpering whim per ing	immense im mense
difference dif fer ence	kennel ken nel	infant in fant
musket mus ket	splendid splen did	halibut hal i but
successful suc cess ful	astonishing a ston ish ing	cabinet cab in et
umbrella um brell a	jacket jack et	cleverness clev er ness

Long Vowel Sounds

11.

Take turns with your partner pronouncing the following words.
Each word contains a long vowel sound.

Rule: When two vowels come together the first vowel says its name
and the second vowel is silent.

train	coat	seek	groan
speed	gain	soaking	beams
screen	chain	beets	glee
jail	meal	cheat	streak
steam	coach	leak	loan
coax	meech	trail	waist
creep	grain	loaf	seam
sneak	strain	heap	creak
squeal	team	wheel	yeast
flee	foam	vain	plead

Long Vowel Sounds

12

Take turns with your partner pronouncing the following words.
Each word contains a long vowel sound.

Rule: When there are two vowels in a word and the second one is a final e,
the first vowel says its name and the final e is silent.

broke	wrote	wipe	wire
square	bike	state	shame
pride	wade	crane	graze
stole	pale	slice	share
chore	price	scrape	flakes
amaze	dike	stale	baste
lame	rage	rude	scale
trace	blade	cove	crate
bribe	rare	shave	scare
tile	twine	vote	scrape

Comparing Long and Short Vowel Sounds

13

Take turns with your partner pronouncing the following pairs of words. Listen to the difference between the long and the short sound.

can cane	hop hope	plan plane	pin pine
us use	spin spine	fin fine	hat hate
cut cute	bit bite	tub tube	twin twine
dim dime	pal pale	van vane	Sam same
mop mope	man mane	kit kite	pan pane
strip stripe	tap tape	shin shine	rid ride
mat mate	hid hide	win wine	plum plume
quit quite	fad fade	rat rate	scrap scrape

Long Vowel Sounds 2-Syllable Words

14.

Take turns with your partner pronouncing the following words.

Rule: When two vowels come together in a syllable, the first vowel is usually long and the second vowel is silent.

The 2nd syllable of the following words contains the long sound.

obtain ob tain	indeed in deed	explain ex plain	conceal con ceal
proceed pro ceed	exclaim ex claim	defeat de feat	approach ap proach
contain con tain	agree a gree	succeed suc ceed	beneath be neath
repeat re peat	repair re pair	remain re main	proclaim pro claim
despair de spair	afraid a fraid	complain com plain	between be tween

The first syllable of the following words contains the long sound.

season sea son	beacon bea con	raison rai son	dainty dain ty
eagle ea gle	weaver wea ver	eager ea ger	measles mea sles
beetle bee tle	easel ea sel	freedom free dom	peanuts pea nuts

Take turns with your partner pronouncing the following words.

Rule: When there are two vowels in a syllable and the second vowel is a final e, the first vowel usually has the long sound and the final e is silent.

The second syllable of the following words contains a long vowel sound.

decide de cide	enrage en rage	provide pro vide	increase in crease
argue ar gue	confuse con fuse	invite in vite	describe de scribe
behave be have	refuse re fuse	combine com bine	extreme ex treme
beware be ware	salute sa lute	suppose sup pose	arrange ar range
amuse a muse	ablaze a blaze	desire de sire	explore ex plore
amaze a maze	declare de clare	compare com pare	costume cos tume
adore a dore	locate lo cate	advise ad vise	embrace em brace
entire en tire	escape es cape	inquire in quire	exchange ex change
value val ue	recite re cite	excite ex cite	prepare pre pare

sh, ch

Take turns with your partner pronouncing the following words. Listen for the sh and ch in the beginning, in the middle, or at the end of the words.

shop	dash	chain	reach	bushel bush el
sheet	hush	chin	catch	worship wor ship
sharp	rush	cheese	ditch	cashew cash ew
shift	fish	cheer	snatch	usher ush er
shave	bush	choke	peach	ashamed a shamed
shall	mesh	chest	ranch	bashful bash ful
shrub	brush	chew	match	butcher butch er
shore	blush	cheek	witch	teacher teach er
shrink	wash	chill	stitch	merchant mer chant
should	push	charge	stretch	exchange ex change
				marshmallow marsh mal low
				mushroom mush room

th, wh

17

Take turns with your partner pronouncing the following words. Listen for the th and wh sound. Th can have two different sounds: this and thin

thick	bath	mother	when	whisper
this	mouth	father	whiff	whisker
thief	cloth	leather	while	white
their	month	author	where	whirl
three	north	rather	whale	whinny
these	south	weather	wheel	
thorn	breath	gather	wheat	
those	both	feather	whine	
thumb	truth	brother	whip	
thought	with	bother	whether	

Blends with r

18

Take turns with your partner pronouncing the following words. Listen to the consonant blend at the beginning of each word.

<u>cr</u> crop	<u>dr</u> drop	<u>fr</u> freeze	<u>gr</u> groan
crib	dream	fresh	grand
cream	drum	frame	grasp
crab	drink	frown	grade
creep	draw	fright	grease
cross	drank	frost	group
<u>pr</u> prize	<u>tr</u> trade	<u>br</u> bright	
print	trust	bride	
praise	trot	brush	
pride	trash	brake	
prowl	trail	breeze	
prank	trick	brand	

Blends with l

19

Take turns with your partner pronouncing the following words. Listen to the consonant blend at the beginning of each word.

<u>bl</u> blade	<u>cl</u> club	<u>fl</u> flash	<u>gl</u> glide
bleach	click	flock	globe
blast	clutch	flight	glance
bless	cling	fling	gleam
blunt	clump	flow	glue
bleed	cliff	flesh	glow
	<u>pl</u> plump	<u>sl</u> sleeve	
	plank	slam	
	plane	slice	
	plunge	slept	
	plow	slope	

Blends with s

20

Take turns with your partner pronouncing the following words. Listen to the consonant blend at the beginning of each word.

<u>sc</u> scarf	<u>sk</u> skate	<u>sm</u> smash	<u>sp</u> spark
score	skull	smooth	spade
scout	skunk	smell	spill
scare	skill	smudge	spice
screw	skirt	small	speck
scat	skin	smack	spool
<u>sw</u> swept	<u>st</u> steel	<u>sn</u> snake	
swift	stage	sneak	
swung	stove	snore	
swim	stout	snail	
swarm	storm	snout	
switch	steam	snoop	

Triple Blends

Review Blends

21

Take turns with your partner pronouncing the following words. Listen to the consonant blend at the beginning of each word.

<u>str</u> strike	<u>scr</u> screw	<u>thr</u> thread	<u>squ</u> square
strip	scream	throat	squash
stream	scrape	thrill	squeak
strap	scratch	throw	squeeze
strain	scrub	throne	squirt
stripe	screen	threw	squeal

<u>spr</u> spread	<u>spl</u> spray	split
sprawl	sprang	splash
spry		splint
spring		

Notice the blends in the middle of these words.

instant in stant
describe de scribe
destroy de stroy
disagree dis a gree
instrument in stru ment
surprise sur prise
mattress mat tress

Review Blends

22

Take turns with your partner completing the following exercises. Number a paper from 1-10. Some of the following words have letters left out. Read each sentence below and decide what blend belongs in each blank. On your paper write the whole word filling in the missing blend. Then circle the blend. Your paper will begin like this: 1. (b)lack (s)tove

- Mother cooked supper on the old __ack __ove.
- The __ap on my __ate is broken.
- The water __ashed as the children played in the __eam.
- Put your __oon and fork beside your __ate.
- Mother needs a __ool of __ead to sew a seam.
- Janie has a new __een __irt.
- Three deer __opped for a drink in the __ing.
- An elephant can __irt water with his __unk.
- The kitten likes to __atch the __een door with her __aws.
- How much did you __end at the __ore?

Vowel Sound ar

23

Rule: When the vowel a is followed by an r it usually sounds as it does in car.

Some of the following words have the short a sound, some have the long a sound, and some have the ar sound.

Take turns with your partner pronouncing the following words. If a word has the ar sound copy it on a piece of paper. You will find 21 words.

dart	charm	scrape	bargain
brass	shave	tart	cargo
mark	harp	shark	harvest
crate	scare	bare	margin
scarf	arch	artist	radish
card	stare	carrot	startle
chart	darn	arctic	scarlet
scar	carve	gravy	stranger

Vowel Sounds er, ir, ur

24

Rule: When the vowel e, i, or u, is followed by an r the er, ir, or ur sounds as it does in her, bird, or turn.

Some of the following words have this sound. Take turns with your partner pronouncing the following words. If a word has the r sound copy it on a piece of paper. You will find 26 words.

burn	stir	germ	purple
hurt	third	herd	thirsty
crust	whirl	press	dessert
curl	hire	fern	perfume
cure	chirp	crept	direct
turn	skirt	perch	berry
crude	drift	earth	turnpike
burst	birch	bread	interest
scrub	drip	learn	turpentine
crumb	squirm	treat	certain

Rule: When the vowel o is followed by an r it usually sounds as the or in for.

Some of the following words have the or sound. Take turns with your partner pronouncing them. If a word has the or sound copy it on a piece of paper. You will find 21 words.

horse	form	report
crops	trout	organ
cord	fort	sorry
horn	cork	tornado
frown	storm	program
corn	proud	porcupine
poor	pork	hornet
torch	troops	airport
north	porch	aprons
fork	torn	thornbush

oo Vowel Sound as in moon

Take turns with your partner pronouncing the following words. They all contain the oo sound that you hear in the word moon.

loose	stool	booth	poodle
tooth	boom	coon	gloomy
shoot	goose	stool	foolish
stoop	broom	hoops	groove
choose	loop	moose	rooster
swoop	proof	roof	booties
roots	bloom	smooth	cookoo
whoop	coop	snoop	hooting
droop	food	room	noodle
cool	spook	spoon	mushroom

oo as in book

27

Take turns with your partner pronouncing the following words. They all contain the oo sound that you hear in the word book.

hood	took	cookies
wool	cook	woodchuck
hooks	stood	understood
brook	good	woodpecker
crook	hoofs	
wood	nook	
soot	book	

oi, oy Vowel Sounds

28

Take turns with your partner pronouncing the following words. They all contain either oi or oy which sounds as it does in boil and boy.

oil	voice	point	annoy
join	soil	joy	poison
noise	boy	spoil	doily
toy	coil	broil	destroy
moist	choice	enjoy	embroider
boil	coins	oyster	loyal
appoint	avoid	boiler	royal

ow, ou as in cow

29

Take turns with your partner pronouncing the following words. They all contain the ou or ow sound that you hear in the words loud and cow.

pound	loud	count	vowel
mouse	found	snout	flower
trout	cloud	about	trowel
mouth	scout	ounce	tower
proud	south	wound	shower
pounced	stout	bounce	county
spout	crouch	town	power
crown	now	clown	meow
crowd	down	drown	fountain
fowl	frown	gown	towel

ow as in slow

30

Take turns with your partner pronouncing the following words. They contain the ow sound that you hear in the word slow.

crow	glow	narrow
grow	blown	shadow
show	grown	bellow
snow	bow	shallow
blow	mow	fellow
sow	bowl	elbow
flow	low	hollow
know	known	pillow
own	shown	arrow
		follow
		window

A compound word is two words put together to make another word. Take turns with your partner pronouncing the following compound words.

footprints	teapot	schoolmate	snowflakes
smokestack	coffeepot	patchwork	passport
stepmother	headlight	blackbird	grapefruit
lifeboat	sunshade	drainpipe	ringmaster
grasshopper	armchair	broomstick	fishhook
dishcloth	pushcart	fireside	milkweed
sandpaper	shoestring	forehead	pancake
shortstop	pitchfork	shoehorn	seashore
shipwreck	steamboat	leapfrog	oilcloth
evergreen	homesick	friendship	rattlesnake

Number a paper from 1-10. Take turns with your partner reading the following sentences. Decide which compound word goes in the blank. Write the word on your paper beside the correct number. Choose your answers from this list.

drawbridge	homemade	evergreens	lifeguard
homespun	eyeglasses	taxicab	hillside
teapot	schoolteacher	sailboat	stepladder

- The _____ kept her pupils after school.
- I like cake that is _____ the best.
- Mother put some water in the _____ to heat.
- Mr. Brown planted some _____ in his garden.
- The _____ was open so we had to stop our car and wait.
- Frank knew the _____ at the beach.
- The _____ almost tipped over in the strong wind.
- The sheep were grazing on the _____.
- Jane needed a _____ to reach the high shelf.
- Father cannot see well without his _____.

Endings s, ed, ing

35

Number a paper from 1-7. Read each sentence below with your partner and decide which of the three words fits in the sentence. Write that word on your paper beside the correct number.

- advances
1. The army was advancing toward the enemy.
advanced
- convinces
2. The boy finally convincing the man that her did not steal the money.
convinced
- fetch
3. Jack, please go to the kitchen and fetched my glasses for me.
fetches
- improve
4. You could improved your handwriting if you wrote more slowly.
improving
- pounce
5. The big black cat pounced on the mouse.
pouncing
- prowls
6. A strange animal is prowled in our pasture.
prowling
- vows
7. He vowed that he would not run away again.
vowing

Hearing Syllables in Words

36

Number a paper from 1-30. Take turns with your partner pronouncing the following words.

A syllable is a part of a word having one vowel sound. Listen for the number of syllables you hear in each word. On your paper beside the correct number write the number of syllables that you hear in each word.

- | | | |
|-------------|---------------|---------------|
| 1. absent | 11. appetite | 21. adventure |
| 2. continue | 12. aviator | 22. gravel |
| 3. else | 13. female | 23. cucumber |
| 4. idea | 14. bargain | 24. strength |
| 5. fever | 15. enter | 25. holiday |
| 6. sauce | 16. difficult | 26. quarter |
| 7. custard | 17. salad | 27. fringe |
| 8. blizzard | 18. breathe | 28. balcony |
| 9. vacation | 19. ambulance | 29. scarf |
| 10. rifle | 20. introduce | 30. square |

Rule: If a word ends in le with a consonant in front of it, the consonant begins the last syllable. ta ble

Number a paper from 1-20. Take turns with your partner pronouncing the following words. Decide where the first syllable ends. Write the word in syllables on your paper beside the correct number.

- | | | | |
|------------|------------|-------------|-------------|
| 1. mumble | 6. ladle | 11. noble | 16. circle |
| 2. bundle | 7. bumble | 12. twinkle | 17. stumble |
| 3. jingle | 8. simple | 13. whistle | 18. bottle |
| 4. marble | 9. single | 14. crumble | 19. jungle |
| 5. trample | 10. sample | 15. purple | 20. fumble |

Syllable Review

Number a paper from 1-30. Take turns with your partner pronouncing the following words. Decide where the first syllable ends. Write each word in syllables on your paper beside the correct number.

- | | | |
|-------------|--------------|-------------|
| 1. thimble | 11. famous | 21. human |
| 2. kennel | 12. elect | 22. fondle |
| 3. margin | 13. walnut | 23. injure |
| 4. laden | 14. dismiss | 24. idle |
| 5. waffles | 15. rescue | 25. content |
| 6. recess | 16. wrestle | 26. dimple |
| 7. razor | 17. settler | 27. evil |
| 8. vapor | 18. temper | 28. cactus |
| 9. bugle | 19. unite | 29. dazzle |
| 10. measles | 20. scramble | 30. anger |

un- dis- im- all mean not or the opposite of.

Number your paper from 1-10. On your paper write the word that belongs in the blank. Sample: not kind unkind

- | | |
|------------------------|---------------------------------|
| 1. not necessary _____ | 6. the opposite of appear _____ |
| 2. not patient _____ | 7. the opposite of latch _____ |
| 3. not satisfied _____ | 8. the opposite of button _____ |
| 4. not selfish _____ | 9. the opposite of lock _____ |
| 5. not guarded _____ | 10. the opposite of load _____ |

re- means again or back

Number your paper from 11-15. Write the word that belongs in the blank.

- | | |
|-----------------------|----------------------|
| 11. trace again _____ | 14. join again _____ |
| 12. turn back _____ | 15. open again _____ |
| 13. pay back _____ | |

-ly tells in what way: happily means in a happy way

-ful means full of: joyful means full of joy

-ish means like: childish means like a child

Number a paper from 1-12. Add one of the above suffixes to the underlined word and write the new word on your paper.

- | | |
|--|-------------------------------------|
| 1. like a <u>kitten</u> _____ | 7. like a <u>girl</u> _____ |
| 2. in a <u>shy</u> way _____ | 8. in an <u>equal</u> way _____ |
| 3. like the color <u>brown</u> _____ | 9. full of <u>fear</u> _____ |
| 4. full of <u>grace</u> _____ | 10. full of <u>shame</u> _____ |
| 5. in an <u>awkward</u> way _____ | 11. in a <u>brilliant</u> way _____ |
| 6. like a <u>hog</u>
(double the g) | 12. full of <u>wonder</u> _____ |

-er means a person who does something: a teacher is a person who teaches
 or a thing that does something: a freezer is a thing that freezes
 -ness means state of being: darkness means state of being dark
 -less means without: homeless means without a home

Number your paper from 1-12. Add one of the above suffixes to the underlined word and write the new word on your paper.

- | | |
|-------------------------------------|---------------------------------------|
| 1. state of being <u>sad</u> _____ | 7. state of being <u>glad</u> _____ |
| 2. a person who <u>plays</u> _____ | 8. without <u>thought</u> _____ |
| 3. without <u>care</u> _____ | 9. state of being <u>weak</u> _____ |
| 4. a thing that <u>locks</u> _____ | 10. without <u>color</u> _____ |
| 5. without <u>fear</u> _____ | 11. a thing that <u>wrecks</u> _____ |
| 6. a person who <u>paints</u> _____ | 12. state of being <u>happy</u> _____ |

-tion says shun -ous says us -able says a b'l (like a in sofa)

Take turns with your partner pronouncing the following words.

- | | | |
|-----------------------------|---------------------------|---------------------|
| motion mo tion | famous fa mous | suitable suit a ble |
| station sta tion | marvelous mar vel ous | workable work a ble |
| lotion lo tion | delicious de li cious | useable use a ble |
| action ac tion | spacious spa.cious | notable no ta ble |
| mention men tion | joyous joy ous | capable ca pa ble |
| addition ad di tion | mischievous mis chiev ous | |
| direction di rec tion | mysterious mys ter i ous | |
| location lo ca tion | cautious cau tious | |
| solution so lu tion | generous gen er ous | |
| invention in ven tion | ridiculous ri dic u lous | |
| fraction frac tion | gracious gra cious | |
| celebra tion cel e bra tion | tremendous tre men dous | |

Suffixes and Prefixes Review

45

Number a paper from 1-20. Take turns with your partner reading the following words. Then copy them on your paper. Circle any prefix or suffix. Then write the root word. Begin like this: 1. thoughtfully thought

- | | |
|-------------------|-------------------|
| 1. thoughtfully | 11. joyously |
| 2. unplanned | 12. excitedly |
| 3. dangerously | 13. stiffen |
| 4. unequal | 14. unblinking |
| 5. uninterested | 15. needlessly |
| 6. unsuccessfully | 16. unusually |
| 7. repayable | 17. faithfully |
| 8. disappeared | 18. delightfully |
| 9. unhappily | 19. questioningly |
| 10. shamelessly | 20. reattempted |

Suffixes and Prefixes Review

46

Rule: A prefix or a suffix is always a separate syllable.
 Number a paper from 1-20. Take turns with your partner pronouncing the following words. Decide how many syllables there are and where each syllable ends. Write the words in syllables on your paper beside the correct number.

- | | |
|----------------|-----------------|
| 1. behaving | 11. settlement |
| 2. promptly | 12. contentedly |
| 3. imperfectly | 13. darkness |
| 4. afterward | 14. disappear |
| 5. inquiring | 15. driver |
| 6. unsteady | 16. loving |
| 7. astonishing | 17. sweeten |
| 8. dislike | 18. glassy |
| 9. unguarded | 19. laziness |
| 10. earnestly | 20. peacefully |

If you come to an unfamiliar word in your reading here are some steps to follow in order to try to pronounce the word.

1. Look at the whole word and decide how many syllables the word has by counting the vowel sounds.
2. Look at the beginning to see whether there is a familiar prefix.
3. Look at the end to see whether there is a familiar suffix.
4. Look at the rest of the word to see whether there is a part that you know.
5. Try to pronounce the word and see whether it makes sense in the sentence.

Follow these rules in reading the unknown word in the following sentences.

1. The wild horse was unmanageable.

number of syllables

un man age a ble

1 2 3 4 5

prefix

un

suffix

able

known parts

man age

2. Mother's face showed her dissatisfaction with John's poor work.

SEE WHETHER YOU CAN REMEMBER THE FIVE RULES WITHOUT LOOKING!

Reread the five rules on card 47 and then try to pronounce the underlined words in the sentences below. Take turns with your partner.

1. The doctor gave Jane her vaccination.
2. Sam was not paying attention and answered the question unintelligently.
3. We like to laugh at humorous stories.
4. Don't forget to leave an indentation at the beginning of the paragraph.
5. Mother got a manicure at the beauty salon.
6. There was a serious accident at the intersection.
7. The pendulum of the grandfather clock swung steadily back and forth.
8. Sally was hidden in an inconspicuous hiding place.
9. Rockets to the moon are still in experimental stages.
10. The detectives began to investigate the mystery.

APPENDIX

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