

RESOURCES FOR WORD ANALYSIS

by

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B. S., Kansas State University, 1965

A MASTER'S REPORT

Submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

Approved by:


Major Professor

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ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Leo M. Schell, College of Education, Kansas State University, Manhattan, Kansas, for guidance in the preparation of this report. She would also like to thank Mrs. Eunice Bradley, Elementary Curriculum Director of the Manhattan Schools, and Mr. Emmett Crabtree, Principal of Theodore Roosevelt Grade School for sharing their materials with the writer.

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CHAPTER I
INTRODUCTION

There has been widespread development of remedial reading programs in elementary schools in recent years. Factors contributing to the development of the reading programs are numerous. Basically, many of the recognized authorities in the field of reading have the philosophy that "regardless of the mental ability of a child, there is a level of learning suitable for him, and every child in school can make progress when suitable instruction is provided".¹

After the reading teacher has diagnosed the deficiencies and learning level of the disabled reader, the appropriate instructional materials for remedial instruction must be selected. There has been a tendency to decide on a form of instruction, then continue to use that particular type of exercise to overcome the deficiency. Basing a remedial program upon a diagnosis does not mean that one effective teaching technique or instructional aid is used continuously or so often that it loses its value. Remedial pupils shouldn't use the same materials and methods by which they initially failed to learn to read. Some methods are constructed specifically for remedial instruction and are more appropriate than those used in a developmental program. An effective remedial reading program employs the use of a variety of teaching techniques and instructional materials.

¹Alan G. Erickson, Handbook for Teachers of Disabled Readers, (Iowa City: Sernoll Inc., 1966), p. 35.

I. STATEMENT OF THE PROBLEM

While reviewing the literature of recognized authorities in reading, the writer of this report found that one need of the reading teacher was some type of inclusive guide to reading materials and methods.

It was the purpose of this study to make a comprehensive listing of instructional materials and methods available for teaching word analysis, one of the basic reading abilities in the remedial reading program.

II. DEFINITION OF TERMS USED

Disabled Reader. Disabled reader was interpreted in this report as meaning one who is reading at a level that is significantly below his potential ability.¹

Remedial Reading Program. Remedial reading program was interpreted as meaning the type of reading program set up in an elementary school, outside the classroom, to meet the needs of the disabled reader.

Word Analysis. Word analysis was interpreted as meaning the ability of a child to identify words and to associate the appropriate meanings to them.²

¹Erickson, op. cit., p. 1.

²Guy Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction, (New York: Appleton-Century-Crofts, 1967), p. 248.

III. ROLE OF WORD ANALYSIS IN READING

Word identification is a complex skill. It entails the development of an integrated and flexible set of skills and abilities. In the early stages of reading the child is taught to attempt to recognize words as words. He is taught to use context clues and picture clues. He is also taught to note similarities in initial elements. He should gradually develop the following word analysis techniques:

- (1) Ability to recognize many words at sight and to associate meanings with printed symbols.
- (2) Skill in using context clues.
- (3) Skill in employing techniques of visual analysis.
- (4) Knowledge of a wide variety of visual, structural, and phonetic elements.
- (5) Skill in both auditory and visual blending of word parts into word wholes.¹

Training in word analysis should be part of the reading lesson everyday. This makes it necessary for the reading teacher to have a variety of instructional aids and procedures to meet the needs of the child and challenge him. His needs change rapidly as his limitations are corrected; he must have a program that readily adjusts to his changing reading pattern.²

¹Bond and Tinker, op. cit., p. 345.

²Ibid., p. 244.

IV. VALUES OF VARIED MATERIALS

After the pupil's needs and deficiencies have been determined through thorough evaluation, specific materials must be selected to correct the reading problem. Since there are many ways to develop skill and ability in word identification, an effective remedial program can use a variety of instructional procedures and materials.

A wide assortment of reading games can add enjoyment and interest to the word analysis program. Games are used in building the child's ability in complex word attack skills of our language. Games give the disabled reader an opportunity to share experiences with other children.

Non-book practice materials such as drill cards, word wheels, and tachistoscopes have been used to reinforce the learning of sight words, and phonic and structural analysis. Flash cards and tachistoscopes are particularly useful in improving speed and accuracy of perception of words and phrases. Such drill devices should be used sparingly, and the words drilled upon should be read in context first.

Workbook exercises are useful in teaching word recognition. When the pupil's need for practice on a particular skill is identified, material is selected from available workbooks which will give practice. Workbooks designed for word analysis mastery also serve the purpose of providing reinforcement for mastery of recently learned skills.

Modern word analysis programs are designed to enable the child to develop the needed word attack skills and to understand the

usefulness of each. Such programs usually employ the use of more than one type of instructional or teaching procedure.

The programmed method gives the pupil an opportunity to correct his errors as soon as he makes them. After the reader makes his response to each unit he immediately uncovers the answer to see if he is correct. The skills are broken into small units.

Visual-motor perception materials are used in teaching disabled readers directional orientation. To become a proficient reader, the child must learn to progress from left to right along a line of print, and follow a left-to-right sequence in identification of unknown words. The kinesthetic method has been used successfully with extremely disabled readers.

Audio-visual materials provide variety and may prove to be an effective source of motivation for disabled readers. The teacher must compete with the attractiveness of television and other media in her attempts to capture the interest of the pupils. Teaching aids such as filmstrips, films, charts, transparencies, records, tape recorders, and tachistoscopes can add "spice" to the basically dull program of phonics and word mastery.

These materials are only a means to an end--fluency in reading. The enthusiasm of the teacher in her use of these materials in her instructional procedures will be the primary source for motivating the child.¹

¹Anthony P. Witham (ed.), "The Index to Reading Materials", Elementary English, 39:375-376, April, 1962.

V. CRITERIA FOR SELECTION OF MATERIALS

There has been much attention directed to the need for suitable reading materials, especially those designed to meet the needs of disabled readers. With the abundance of available reading materials, the problem of the reading teacher is one of selection; choosing those materials which will be most beneficial to the pupil. The reading teacher should consider certain criteria in choosing materials for use in teaching word analysis.

Artley listed the following criteria of selection:

- (1) The materials should provide for the development of a systematic sequence of skills.
- (2) Materials and devices used to supplement the basic program must be specifically related to the particular skill or ability in which the child is deficient.
- (3) The materials should provide an inherent motivation to read. They should be interesting.
- (4) Materials used for remedial purposes should be varied as to types.
- (5) The materials should provide a natural approach to reading.
- (6) In certain phases of the program, materials are effective to the extent to which the child helps to construct them himself.¹

Ross Gans has warned educators that we are in the age of hard selling. Methods of selling have taken on a high psychological

¹A. Sterl Artley, "Criteria for Selecting Materials and Instruments for Corrective Reading", Corrective Reading in Classroom and Clinic, (The University of Chicago Press, 1953), pp. 172-176.

twist to meet intensive competition. Educators must take the responsibility to see that procedures for keeping up to date with new materials and establishing professional standards for their selection are made a function of every school system. This involves the education and re-education of teachers and school principals in the understanding and use of methods and materials adapted to individual children.¹

The International Reading Association offers the following cautions to aid the prospective user of reading improvement devices and services.

- (1) Statements of possible benefits from reading improvement services should be characterized by modesty and due caution for the limits of professional skills, which do not encompass cure-all powers.
- (2) The possible causes of inadequate reading skills are many. There is no single treatment or approach known which will effectively correct all possible causes of difficulty.
- (3) No ethical person who is a professional in the area of reading improvement can or should guarantee marked improvement of skills for all users of his services.
- (4) Distributors of reading devices or materials have an ethical obligation to submit their products to fair scientific trials before marketing, and to make the data of these evaluations available to all prospective purchasers.²

This resolution was adopted by the Delegates Assembly at the Tenth Annual Convention of the International Reading Association.

¹Ronn Gans, "Misspent Funds and the Consequences", The Reading Teacher, 20:595-599, April, 1967.

²"Buyer Be Wary' Cautions IRA", The Reading Teacher, 20:599, April, 1967.

VI. LIMITS OF THE STUDY

The vast amount of material available for teaching the reading skills made it necessary for the writer to select one aspect of the reading process. Word identification is a basic skill in the complex process of reading and should receive daily attention in the reading program; therefore, it was used as the basis for this report.

It should be clarified that the instructional aids listed were not limited to use in remedial reading programs. They could be of value in other types of reading programs. Basal reading series and workbooks designed to accompany them were not included. Since it was not possible for the writer to have access to all the instructional aids listed and to use them in a remedial program, the materials have not been evaluated in this study. The manufacturers' and publishers' addresses are listed in the Appendix to make it possible for reading teachers to obtain materials from the sources on a trial period.

VII. PROCEDURE

With the objective of making a comprehensive listing of materials and methods available for teaching word analysis in remedial reading programs in mind, the writer (1) did background reading of books written by recognized authorities in the field of reading such as Guy Bond, Miles Tinker, Emerald Dechant, Albert Harris, Delwyn Schubert, and Ruth Strang to learn the needs of remedial reading teachers; (2) obtained catalogs of reading materials from the elementary curriculum

director, remedial reading teacher, school principal, faculty of College of Education, and directly from publishers and manufacturers; and (3) categorized the materials in such a way that would be useful to other teachers as well as to the writer. Categories are as follows: Audio-visual materials; Games, Non-book practice materials; Programmed materials; Visual-motor perception materials; Word Analysis materials; and workbooks and books.

CHAPTER II

INDEX OF MATERIALS

I. AUDIO-VISUAL MATERIALS

Charts

Blends and Digraphs Charts. Ideal.

Giant Consonant Poster Cards. Ideal.

Giant Vowel Poster Cards. Ideal.

Hammond's Phonics Charts. (Grades 1-6). Charts (15" x 10") in four colors using illustrations for various sounds as well as sample words. Subtitles: ABC Sounds (Twenty-eight charts); Consonant Blends (Twenty-eight charts); Vowel Blends (Twenty charts); Vowel Values (Forty charts). C. S. Hammond.

Initial and Final Consonant Charts. Ideal.

Instructor Basic Phonics Set. Charts and flash cards. Includes: vowels and vowel digraphs; single consonant sounds; digraphs and diphthongs; initial consonant blends; compound phonograms. Instructor.

Phonovisual Wall Charts. (Grades 1-3). Charts (26" x 40") printed on washable material designed to correlate with phonovisual method. Consonants and vowels are available separately. Phonovisual Products.

Pick-N Say-It Kit. (Grades K-1). Includes ten illustrated charts (11" x 11"), forty flash cards, and an instruction manual basically designed for the readiness stage. O'Connor Remedial Service.

Reading Readiness Charts. (23" x 36"). Ideal.

Self-Help Wall Charts and Picture Dictionary. Set of twelve (20" x 26") A to Z phonics charts. Also consonant and vowel flipstrips (key word picture strips). Cenco.

Sheldon Phonics Charts. (Elementary). This set of nine charts includes consonant sounds and blends; rhyming elements; vowel sounds and rules; prefixes; suffixes; syllabication. Allyn and Bacon.

Vowel Charts. Ideal.

Webster Word Analysis Charts. Five (35" x 23") charts. Webster.

Words in Color. C. Gattegno. Chicago. Set includes colored word charts, phonic code chart, and three workbooks. Also available is a Word Building Book (pupil's version of phonic code), worksheets, word cards, a Book of Stories, and a teacher's guide. Learning Materials.

Film

Fun With Speech Sounds. (Primary). Coronet.

Listen Well, Learn Well. (Intermediate). Coronet.

Reading for Beginners: Word Sounds. (Primary). Coronet.

Filmstrips

Consonant Sounds. (Primary). Eight color filmstrips. (Ginn).
Jan Handy.

Filmstrips for Practice in Phonetic Skills. (Grades 1-3). Set of four filmstrips. Subtitles: Auditory Perception of Rhyme; Auditory Perception of Initial Consonants; Visual-Auditory Perception of Initial Consonants.

Filmstrip Reading Series. (Grades 1-6). A comprehensive program of word analysis and interpretive skills are covered in the program of forty-one color filmstrips. Phonetic Analysis; Consonants and Vowels; and Structural Analysis are included. Teacher's guide accompanies each of six sets available. Pacific Productions.

Fundamentals of Reading. Set of nine color filmstrips with teaching manual. Provides drill and review in the mechanics of reading, phonetics. Eye Gate House.

Goals in Spelling. (Intermediate). Six color filmstrips. McGraw-Hill.

Independent Word Perception. (Remedial). Set of 35mm color filmstrips designed to teach basic reading skills. Association Instructional Materials.

Perceptual Training. (Grades K-12 and Remedial). Filmstrip Program. Psychotechniques.

Phonics In A Nutshell. (Remedial). A complete phonics course. It includes nine color filmstrips, nine L.P. records, and teaching manual. Educational Electronics.

Reading Readiness. (Grades K-1). Nine color filmstrips designed to contribute to oral language development by building word meaning and usage. Encyclopedia Britannica.

Riddle-A-Rhyme. (Grades K-3). Auditory training, reading development and speech improvement are stressed in consonant and vowel presentations. Eight color filmstrips with teacher's guide. Eye Gate House.

SVE Basic Reading Series. (Primary). Story materials with phonics program. Set of thirty-three color filmstrips grouped into different levels with teacher's guide for each level. Society for Visual Education.

SVE Phonics: A Way to Better Reading. Set of six color filmstrips. Develops association between sounds and words. Society for Visual Education.

SVE Basic Primary Phonics. (Grades 1-3). Subtitles: Group One: set of six color filmstrips of initial consonant sounds; Group Two: set of six color filmstrips including blends, rhyme words, and letter combinations; Group Three: set of six color filmstrips of vowels. Society for Visual Education.

Visual Perception Skills. (Primary). Seven color filmstrips. (Producer-Classroom Materials). Educational Records.

Vowel Sounds. (Primary). Four color filmstrips. Includes short vowels, long vowels, digraphs, vowel diphthongs, and vowels influenced by \bar{u} (Ginn). Jam Handy.

What's the Word. (Grades K-3). Context, phonetic, and structural analysis are presented in this twelve filmstrip (color) series. Manual included. Houghton-Mifflin.

Flannel Board and Peg Board Materials

Action Pictures for Flannel Board. Ideal.

Blend and Digraph Pictures for Peg Board. Ideal.

Consonant Pictures for Peg Board. Ideal.

Instructo Flannel Board Items. Subtitles: Rhyming Pictures;
Initial Consonant Substitution; Toy Chest of Beginning
Sounds; Final Consonant Blends; Long and Short Vowels.
School Specialty.

Name Pictures for Flannel Board. Ideal.

Rhyming Pictures for Peg Board. Ideal.

Vowel Pictures for Peg Board. Ideal.

Records

Auditory and Visual Discrimination Classroom Kit. (Grades 1-4).
Kit includes two long play records, twenty illustrated
and coordinated charts, and directions. Richards Research.

Creative Rhymes Classroom Kit. (Grades K-3). Includes two long
play records, eight illustrated and coordinated charts;
directions. Richards Research.

Fun With Phonics Classroom Kit. (Grades K-4). Phonics games are
called on records while children play on individual playing
boards. Includes two long play records, sixty different
Phonics Bingo cards, coordinated charts, and directions.
Richards Research.

Fun With Speech. (Primary). Volumes I and II. Sounds G; R; K; TH;
L; CH; SH; S; Z; F; V. Educational Records.

Learning to Read With Phonics. This is a set of Hear-see-say LP
records and visual aid material. Teaching Aids Institute.

Listen and Learn Speech Improvement. Volumes I and II. Use for
articulatory improvement. Educational Records.

Listening and Speech Activities. Volumes I and II. Includes auditory
discrimination and speech sound production. Educational Records.

Listening Skills for Pre-Readers. (Grades K-2). Volumes I; II; III.
Use to develop aural skills. Educational Records.

Listening Time. Volumes I; II; III. Ear training with repetition of
sounds. Educational Records.

- Listening Time. (Grades 1-3). Three seventy-eight r.p.m. record albums presenting speech, "sound" discrimination, listening and relaxation for primary grade children. Webster.
- Listening With Mr. Bunny Big Ears. (Primary). Six records. Activity Records. Educational Activities.
- Phonics Record Set With Wall Charts and Teacher's Manual. (Grades K-3). Includes alphabet; blends; rules for vowels and consonants. Four records are LP. Richards Research.
- Picture Word Association Classroom Kit. (Grades K-1). Kit includes two LP records, fourteen illustrated and coordinated charts; directions. Richard Research.
- Reading Records. (Grades 1-3). A series of forty-five r.p.m. recordings including: What Are the Foundation Words; How to Learn Foundation words; First Steps in Phonics; and Building More Phonics Skills. Educational Records.
- School Edition of The Sound Way to Easy Reading, The. (Elementary). Complete phonics program. Consists of a teacher's guide; four LP records and fifteen phonics charts (available on transparencies or in large wall chart size). Bremner-Davis.
- Sounds I Can Hear. Set of four LP records, teacher's guide for each record, forty-two (7" x 7") picture cards, and three picture charts (21" x 28"). Subtitles: Volume I; "Sounds Around the House"; Volume 2; "Sounds Around the Farm and the Zoo"; Volume 3; "Sounds Around the Neighborhood"; "Games With Sounds"; Volume 4; "Sounds Around the School". Scott, Foresman.
- Sound Skills for Upper Grades. (Intermediate). Subtitles: Album I: Consonants; Album II: Vowels; Album III: Word Analysis Skills. Educational Records.
- Sound Way to Easy Reading. Complete phonics course. Includes four LP records, fifteen illustrated wall charts, and teacher's guide. Student self-quiz cards are also available. Cenec.
- Singing Sounds. Bowmar Records. Simplified phonics set to music. Learn the sounds of letters of alphabet. Two albums with accompanying books. Library Catalog School Specialty.
- Vocabulary Enrichment Classroom Kit. (Grades 2-4). A multi-syllabic approach is used for better phonetic comprehension. Includes two LP records, more than two hundred words on twenty coordinated charts, and directions. Richards Research.

Whats the Good Word. LP record gives a tuneful introduction to words and their use. Educational Visual Aids.

Skill Tapes

Easy Way to Difficult Sounds, The. Six "listen to" stories on tape with six color picture charts. Sounds included: F; L; R; CH; S; TH. Imperial Library Catalog School Specialty.

Learning the Alphabet and Its Sounds With Amos and His Friends. Includes fifteen minute tape, twenty-six (8½" x 11") picture charts, and twenty-four spirit duplicator masters; listen to tape then sing with Amos and his friends. Imperial Library Catalog School Specialty.

Magic Road of Sounds, The. Thirty-four (8½" x 11") charts with basic phonetic sounds. Reverse side has story, poem, and easy words for ear training. Also includes a fifteen minute tape with songs to correlate with charts. Imperial Library Catalog School Specialty.

Skilltapes/Skilltexts Program. (Grades 3-6). This is studio-programmed material. Subtitles: Uncle Funny Bunny (3); Uncle Ben (4); Tom Trott (5); Pat the Pilot (6). International Teaching Tapes.

Teacher's Helper. Program uses both a recorded tape and workbook based on phonics. It is available in three forms: Records, Tapes, and Tape Cartridges. Classroom Materials.

Tachistoscope Materials

EIL Flash-I Tachistoscope Set. Subtitles: Readiness Pictures (Set I-1); Primary Recognition (Set I-2); Basic Accuracy (Set I-4); Sight Vocabulary [(Grades 1-3) (Sets 5, 6, 10)]. Educational Development Lab.

EIL Tachistoscope Filmstrip Set. Subtitles: Readiness Pictures (Set 4c); Perceptual Readiness (Set 10); Primary Letters (Set 21); Intermediate Supplementary (Set 31). Educational Development Lab.

Keystone Tachistoslides Units. Subtitles: Dolch Basic Sight Vocabulary and Dolch Nouns; Dolch Phrase Sentence Reading; Knipp Phrase and Sentence Reading (First level to fifth level); Phonetic Primary Words. Keystones.

SVE Graded Word Phrases. Use for tachistoscopic training. Black and white filmstrips. Difficulty levels primary to Grade 6. Complete series includes fifty-seven filmstrips with teacher's guide. Society for Visual Education.

SVE Reading Series. Set of sixteen black and white and color filmstrips with teacher's guide. Subtitles: Words (110-SA); Word Groups (110-SB); Familiar Objects (110-SC); Familiar Objects (110-SD). Visual Education.

Tachist-O-Film Programs. (Elementary). Subtitles: Phrase Mastery: Set of twelve filmstrips to improve phrase recognition; Word Mastery: Set of twelve filmstrips to expand word knowledge; Suffix Mastery: Set contains twelve filmstrips to increase vocabulary development; Instant Words and Word Phrases: Four sets of twelve filmstrips each include single basic words, or short phrases to be used for tachistoscopic practice; Prefix Mastery: Set of twelve filmstrips with commonly used prefixes; Phonics Practice I: Set contains twelve filmstrips with vowel sounds, and beginning and ending consonants; Phonics Practice II: Set has twelve filmstrips with consonant blends and vowel sounds reviewed. Learning Through Seeing.

Tachist-O-Filmstrips. (Elementary). Filmstrips designed to increase attention span, speed of perception, speed of recognition, and accuracy of recognition. The set includes: Phonics I, II; Instant Words I, II; Instant Word Phrases I, II; Reading Mastery C; Seeing Skills B; Prefix Mastery; Suffix Mastery; and teacher's manual. Science Research Associates.

Transparencies

Check and Choose. Check and choose puzzle wheels challenge pupils to relate sounds, pictures, and symbols. Twelve animated wheel transparencies with 72 illustrations. Creative Visuals.

Dial-A-Word. Consists of three separate wheels, each containing either initial, medial, or final word sounds. Teacher's manual accompanies the transparency. Creative Visuals.

IMA Phonics Transparency Program. (Primary). Subtitles: The Alphabet. Complete set of thirty-three color transparencies, two water-soluble marking pencils, two plain acetate sheets for notes, and teacher's guide. Blends and Digraphs. Complete set of twenty color transparencies, two water soluble marking pencils, two acetate sheets, and teacher's guide. Pupil workbooks to accompany each set are available. Instructional Materials Association.

Reading Skills I. Full Series of 101 transparencies, 54 animated wheels and 47 "build on" full color transparencies. Also includes manuals. Subtitles: Syllabication; Context Clues; Recognizing Beginning Consonant (2); Recognizing Long and Short Vowel Sounds; Learning the Vowel Rules. Creative Visuals.

Rheem Califone. (Remedial). Comprehensive remedial reading program including tapes, books, and equipment especially designed for the under-achieving reader in grades 1 through 8. This program includes all reading skills. Rheem Califone.

Visual Products Phonics Series. It includes eight sequential units available as prepared color transparencies of printed originals. Most units are available as prepared spirit masters. Subtitles: Phonics No. 1-"Initial Consonant Sounds E-L"; Phonics No. 2-"Initial Consonant Sounds E-Z"; Phonics No. 3-"Consonant Combinations and Review of Initial Consonant Sounds"; Phonics No. 4-"Review of Vowel Sounds"; Phonics No. 5-"Review of Vowel and Consonant Sounds and Compound Word Building"; Phonics No. 6-"Review of Vowel Sounds and Other Exercises"; Phonics No. 7-"Short Vowels-Initial Consonant Substitutions"; Phonics No. 8-"Long Vowels-Initial Consonant Substitutions". Visual Products.

Wheel Transparencies. (Remedial). A reading program for teaching word identification to be used with the overhead projector. Fifty-nine wheel transparencies and instruction manual are included. Cambosco.

II. GAMES

ABC Game. Visual discrimination. Kenworthy.

Animal Lotto. Milton Bradley.

Blend-O-Grams. Word game. Alcock.

Carnival of Beginning Sounds. Auditory discrimination. Instructo. School Specialty.

Classification Game. Visual discrimination. Instructo. School Specialty

Consonant Lotto. Auditory discrimination. Garrard.

Dog House Game. Phonic game. Kenworthy.

Educational Password Game. Milton Bradley.

End in E-Game. Ideal.

- Fun With Rhymes. Auditory discrimination. Instructo. School Specialty.
- Go-Fish. Initial consonants. Remedial Education Center.
- Grab. (Set IV). Structural analysis. Alcock.
- Group Sounding Game. Initial consonants, blends, vowels, syllabication. Garrard.
- Group Word Teaching Game. Beckley-Cardy.
- Jumble Jingle Flip Its. Sight words from Dolch and Gates word lists. Primary Playhouse.
- Junior Phonic Rummy. Short vowel words. Kenworthy.
- Link Letters. Word building game. Milton Bradley.
- Look and Learn Lotto. Visual discrimination. Milton Bradley.
- Make a Word Game. Single or blended consonants. Beckley-Cardy.
- Magic Cards. Three sets: Consonants; Blends and Digraphs; Vowels. Ideal.
- Match. Sets I and II. Game using Dolch word list. Garrard.
- Match Word. (Benton). Bowlus.
- Mnemonic Phonics. Primary Playhouse.
- My Puzzle Books I and II. (Grades 1-3). Dolch Basic Sight Vocabulary Words. Garrard.
- New Speech Improvement Cards, The. Sets A and B: Colorful cards for exercises in auditory perception, classification, and discrimination. Set C: "Picture Nine" Game Cards for retraining. Scott, Foresman.
- Objects That Rhyme. Auditory discrimination. Ideal.
- Pairs. Word game. Milton Bradley.
- Phonetic Quizmo. Milton Bradley.
- Phonic Rummy. (Four sets). Short vowels and vowel principles. Kenworthy.
- Phonics Flip-Its. Visual and auditory recognition of sixteen consonants. Primary Playhouse.

Phonic Talking Letters. Ideal.

Phonovisual Book of Games. (Grades K-3). Directions for more than forty phonic games are included in this manual. Phonovisual Products.

Picto-Lotto Cards. First Gates Word List. Instructor.

Picture Word Lotto. Letter and word recognition game. Garrard.

Picture Words for Beginners. (Primary). Matching game.
Milton Bradley.

Popper Words. Dolch Basic Sight Vocabulary Game. Garrard.

Quiet Pal Game. Words with silent letters in them. Ideal.

Read and Say Verb Game. Beckley-Cardy

Reading Essentials Teaching Aids. (Grades 1-3). Three sets of twenty-one games include phonic and structural skills. Steck.

Rhyming Puzzles. Ideal.

Scor-O. Reading. (Benton). Bowlus.

See and Say Consonant Game. Milton Bradley.

Short Vowel Game. Beckley-Cardy.

Syllable Game, The. Beckley-Cardy.

Syllable Game. Garrard.

Syllablescope. (Grades 1-12). Wooden rack (2" x 6") which employs an analytical approach to word study. Through the use of sliding panels over well-spaced words, the student isolates blends to assure accurate word beginnings; covers affixes to study root words, etc. Word sets accompanying syllablescope covers grade levels one to twelve. Woodcrafters Guild.

Take. Beckley-Cardy.

Tumble Words. Game. Kohner Brothers.

Uno. A phonics game. Kenworthy.

Vowel Dominoes. Remedial.

- Vowel Lotto. Dolch. Beckley-Cardy.
- What the Letters Say. Beginning phonics game. Garrard.
- Who Gets It. Use before have sight vocabulary. Beckley-Cardy.
- Word Building Lotto. Milton Bradley.
- Word Family Fun. Kenworthy.
- Words That Go Together. Milton Bradley.
- Work and Play With Words. Smedley and Olson Series. Includes games and seatwork. University Publishing Co.

III. NON-BOOK PRACTICE MATERIALS

Drill Cards

- Alphabet Picture Flash Cards. Milton Bradley.
- Asaco Magic Cards. Use for consonants, vowels, blends and digraphs exercises. Set includes six ply cards (8½" x 11") and transparent pockets on which answers can be marked with wax crayon and wiped clean. Asaco.
- Basic Sight Cards. Dolch. Beckley-Cardy.
- Consonant and Vowel Desk Charts. For individual use and practice. Cenco.
- Consonant and Vowel Picture-Packs. Includes flash card pictures and ten pocket envelopes with directions for use. Cenco.
- Economic Sentence Builder. Milton Bradley.
- Economic Word Builder. Milton Bradley.
- Educational Flash Words. Milton Bradley.
- EMSCO Phonetic Drill Cards. Ideal.
- Five First Steps and Pop Words. Sight words. Kenworthy.
- Group Size Vowel Cards. Garrard.
- Ideal Large Letter Cards. Ideal.

Ideal Letter Cards. Ideal.

Ideal Phonic Drill Cards. Ideal.

Ideal Phonic Word Builder. Ideal.

Ideal Sentence Cards. Ideal.

Learning to Read. Drill cards. Kenworthy.

Magic Cards. Blends and digraphs. Ideal.

Magic Cards. Initial and final consonants. Ideal.

Phonetic Drill Cards. Milton Bradley

Phonetic Word Analyzer. Milton Bradley.

Phonetic Word Drill Cards. Kenworthy.

Picto-Word Flash Cards. Sets I and II. Gates Word List. Instructor.

Picture-Flash Words for Beginners. Milton Bradley.

Picture Word Builders. Milton Bradley.

Picture Word Cards. Dolch. Beckley-Cardy.

Popper Words. Dolch. Sets I and II. Beckley-Cardy.

Primary Reading Cards. Beginning and advanced. Educational Card.

Rainbow Word Builders. Kenworthy.

Sentence Builder. Word recognition. Milton Bradley.

Short Vowel Drill. Categorizing pictures of objects containing a short vowel sound. Remedial.

Speed Up! Sets I and II. Includes ninety (4" x 6") cards in each set used in interesting sentences, meaningfully illustrated. Instructions accompany each set. MacMillan.

Stand Up! Sound Off. Set of one hundred and ten pictures that stand up by themselves. Pupils learn to build words of their own and identify new ones. Teaching suggestions included. Merrill.

What They Say Cards. Twenty-five (8½" x 11") audio-visual kinesthetic flash cards. Kenworthy.

Word and Phrase Sentence Builders. Kenworthy.

Word Blends. Kenworthy.

Word Builders. Large letter cards and small letter cards. Kenworthy.

Word Prefixes. Structural analysis. Kenworthy.

Word Suffixes. Structural analysis. Kenworthy.

Individual Tachistoscopes.

Durrell's Hand Tachistoscope. Quick exposure device consisting of oak tag cover and aperture, a shutter, and a series of word lists on strips of oak tag board. Harcourt, Brace, and World.

EIL Flash-K Tachistoscope. Can serve more than one student at a time. Educational Development Laboratories.

Liquid Duplicating Masters.

Cenco Master Stencil Booklets. (Grades 1-4). Subtitle: Phonics workbook Series. Two parts for each grade level. Cenco.

Charles E. Merrill Spirit Duplicating Books. (Grades 1-6). Subtitle: Diagnostic Reading Spirit Workbooks. Charles E. Merrill.

Continental Pre-Printed Masters. Subtitles: Readiness; Rhyming; Visual Motor Skills; Visual Discrimination; Beginning Sounds. Grade One: Phonic and Word Analysis Skills. Grade Two: A Trip Through Wordland. Grade Three: Adventures in Wordland. Grade Five: Through Space to Wordland. Continental.

Gel-Sten Spirit (Liquid) Duplicating Workbooks. (Grades 1-6). Sounds in words. For phonics work. Three books for each level. School Specialty.

Hayes Liquid Duplicating Workbooks. Subtitles: Hayes Mastery Phonics (IA-III). Phonetic Reader; Phonics and Reading. Bowls.

Milliken Spirit Duplicating Workbooks. (Grades 1-3). Two parts for each grade. Subtitle: Phonics. Milliken.

Phonics is the Key to Better Reading. Set of eleven workbooks for spirit machine. Range in difficulty from beginning level to grade 5. School Specialty.

Word Wheels.

Phonetic Word Wheel. Requires recognition of vowels, consonants, phonetic blends. Milton Bradley.

Phono Word Wheels (Set A). Vocabulary selected from commonly used basal series of readers at the primary level. Steck.

Webster Word Wheels. Contain blends, prefixes, and suffixes. Webster.

Word-Go-Round. Device for teaching word analysis through linguistic principles. Harper.

IV. PROGRAMMED MATERIALS

Sullivan Remedial Reading Program. Includes eight programmed texts, eight correlated readers, two progress test booklets, one placement test, and two teacher's manuals. Behavioral Research Lab.

V. VISUAL MOTOR PERCEPTION MATERIALS

Delcato Stereo-Reading Service, The. For use with students who suffer from laterality confusions. Keystone.

Frostig Program for Development of Visual Perception. Includes flannel board items and picture cards. Follett.

Leavell Language-Development Service, The. For use in eye-hand coordination training. Keystone.

Perceptual-Motor Development. Fairbanks-Robinson Program. Program encourages student concentration and enthusiasm, treats such problems as movement, recognition of, and ability to distinguish basic shapes, development of eye-hand coordination. Also promotes skills of coloring, tracing, cutting, matching, differentiating, and other related activities. Teaching Resources.

Perceptual Testing and Training Material. It includes perceptual forms "Teacher's test" manual, perceptual testing and training handbook, procedure manual, scoring scale, and a kit of six templates. Winter Haven.

Set for Yourself Activity Reading Program. (Culturally deprived middle and upper elementary children.) Employs simple, manipulative materials to provide kinesthetic experiences. Reading material is beginning second grade reading level. Harcourt, Brace, and World.

Visual-Motor Perception Teaching Materials. Set composed of eleven durable units; Fruit and Animal Puzzles; Small Form Puzzles; Large Form Puzzles; Geometric Shapes in Color; Association Cards; Ordinal Placement Board; Flip and Build; Concept Clocks in Color; "Show You Know-Then Go" Phonics Game. Available in individual sets. Teaching Resources Inc.

Zweig-Bruno Stereo-Tracing Exercises. Keystone.

VI. WORD ANALYSIS PROGRAMS

Building Reading Power. Programmed Course for Improving Reading Techniques. Material is high interest, low vocabulary level. There are fifteen different booklets under three groupings; context clues, structural analysis, and comprehension skills. It is self-administering, self-correcting. Merrill.

Direct Approach Audio-Visual Method to Phonetics. Includes textbooks, records, and chart. Kemworthy.

Linguistic Block Series. Subtitles: Rolling Readers (first, second and third); Rolling Phonics (consonants, vowels). Involves building sentences with one-inch plastic cubes, words and letters on their sides. Develops awareness of the structure of our language and provides practice on a useful vocabulary. Scott, Foresman.

McCormick Building Reading Skills. (Grades 1-6). Skills Development Program. Each book may be used at any level. Also includes skill builder cards and Teacher's phonics skill builders. McCormick.

McOrr Remedial Reading Program. (Grade 4-up). Based on the McQueen Multimodal Approach to Reading. Developed especially for nonfunctional readers. McOrr Publishing Company.

Open Court Remedial Reading Program. (Remedial). Program teaches fundamental reading skills. Subtitles: Package A (Second Grade Reading Level); Package B (Third Grade Reading Level). Each package contains six storybooks for phonic control, response cards for sound drill, foundation reader, spelling dictionary, hardback reader, two sound records, wall sound cards, and teacher's guide books. Open Court.

Phonovisual Method. (Primary or Remedial). Phonics program. Includes consonant wall chart, vowel chart, and methods book for teacher. Cenco.

Speech-to-Print Phonics: A Phonics Foundation for Reading. The lessons are teacher-led. Includes teacher's manual, applied phonics practice cards, and pupil-response cards. Harcourt, Brace, and World.

Sound Way to Easy Reading, The. It includes records, wall charts, and teacher's guide. School Specialty.

VII. WORKBOOKS AND BOOKS

Adventure in Reading Readiness Workbook. (Grades K-1). A workbook which includes drill in phonics and an illustrated vocabulary of one hundred basic words. Noble and Noble.

Benton Workbooks. Subtitles: Fun With Words and Pictures; Fun With Words. (Grades 1-2); More Fun With Words. (Grade 3); Words We Use. (Books I, II, III). Bowles.

Building Reading Skills. (Elementary). L. Armstrong and R. Hargrave. Six workbooks designed to build essential reading skills. McCormick-Mathers.

Building Word Power. (Primary). D. D. Durrell and H. B. Sullivan. Emphasis on auditory and visual discrimination. Harcourt, Brace, and World.

Building Words. (Grade I). E. Savage. It deals with the beginning, middle, and ending sounds of words with emphasis on vowels. Beckley-Cardy.

Consonant Workbook. (Ungraded). Cenco.

"Easy Road to Reading Improvement" Series, The. (Grades 1-4). Combines the look-say and phonic method. Series includes two readers, correlated workbooks, and teacher's manual for each grade level. Harrand.

Eye and Ear Fun. C. Stone. Four books designed to develop fluency and accuracy in word recognition. Webster.

Follett Workbooks. Subtitles: Come and Hear; Ear-Training Book. Follett.

Functional Phonetics Books. A. D. Cordts. Series of three phonics workbooks employing the whole word approach. Benefic.

Fun Words and Pictures. (Grades 1-3). G. L. Garson. Series of three workbooks for primary grades. Follett.

Happy Times With Sounds. (Grades 1-3). L. M. Thompson. Series of three workbooks gives training in sounding for primary grades. Allyn and Bacon.

Iroquois Phonics Program. W. K. Eaton and B. F. Fames. Three workbooks stress letter phonics, combinations. Iroquois.

Landon Phonics Program. (Grades 1-2). Designed to reinforce basic reading instruction from readiness through Grade 2. Chandler Publishing Co.

Learning the Letters. (Grades 1-3). M. A. Stanger and E. K. Donahue. Series of six workbooks for primary grades which stress sounds of consonants and vowels. Oxford Press.

Lippincott Phonics Program. (Grades 1-3). Subtitle: Reading With Phonics. Subtitles: Workbooks A; B; C. Separate edition for student and teacher. Phonetic picture cards available. Lippincott.

MacMillan Reading Spectrum. (Intermediate). The Spectrum of Skills program is multi-level. Sets of word analysis booklets and vocabulary development booklets are available. MacMillan.

Phonetic Skills Program. (Grades 1-3). Program of phonetic word analysis skills. Subtitles: Phonics Workbook-Grade One; Phonics Workbook-Grade Two; Phonics Workbook-Grade Three. Modern Curriculum Press.

Phonic Fun. (Grades 1-2). G. N. Edwards. Two workbooks include initial sounds, vowels, and endings. Beckley-Cardy.

Phonics. (Elementary). S. Herr. Series of three phonic workbooks. Educational Research Associates.

Phonics is Fun. (Grades 1-3). Program uses the linguistic approach to word recognition. Subtitles: Phonics Is Fun-Book 1; Phonics Is Fun-Book 2; Phonics Is Fun-Book 3; Teacher's Manual is available for each. Modern Curriculum Press.

Phonics Skilltexts. (Grades 1-4). M. McCrory and P. Watts. Four workbooks designed to develop word attack skills. Charles E. Merrill.

Phonics Skilltexts. Subtitles: Books A; B; C and D. Beckley-Cardy.

Phonics We Use. (Grades K-9). A six book series emphasizing visual discrimination, phonics in reading, spelling, speaking, oral and auditory discrimination. Subtitles: Book A(K); Book B(1-2); Book C(2-3); Book D(3-4); Book E(4-5); Book F(6-9). Lyons and Carnahan.

Phonogram Books. P. B. Radner. Series of four workbooks. C. S. Hammond.

Puzzle Pages. (Grade 1). F. Shelton and L. Tate. Workbooks involves pasting and cutting. McCormick-Mathers.

Reader's Digest: Reading Skill Builders. (Grades 1-8). Series of work-type readers. They include word study as well as other reading skills. Each level has three separate books. Reader's Digest.

Ready to Read. (Remedial). Includes teacher's handbook, Building Word Power, and pupil's workbook of practice exercises. Designed to help overcome faulty visual perception and auditory perception. Harcourt, Brace, and World.

Remedial Reading Drills. (Elementary). T. C. Hegge, S. A. Kirk, and W. A. Kirk. Center around letter-by-letter sounding with kinesthetic reinforcement. George Wahr.

Sounds We Use. (Elementary). M. Dundee. Series of phonic workbooks. Follett.

Time for Phonics. (Grades K-3). L. B. Scott. Series of workbooks. Webster.

Vowel Workbook. (Ungraded). Cenco.

Wenkart Phonic Readers. These are completely phonic storybooks. Wenkart.

Whitman Workbooks. Subtitles: Beginning Steps in Phonics; Next Steps in Phonics. Whitman.

Word-Analysis Practice: Intermediate Series. Use of phonetics and context clues to build vocabulary growth. Levels A; B; C. Harcourt, Brace, and World.

CHAPTER III

I. SUMMARY AND CONCLUSIONS

If a remedial reading program is to be successful, adequate materials must be available to the teacher and pupils. The reading teacher must be versatile in adapting materials and techniques to the specific needs of each child in the program. Variety creates interest in the program. A well-qualified teacher with originality can do reasonably well with a minimum of materials and instructional aids. The same teacher with a wide variety of materials may be able to develop a superior program.¹

The selection of appropriate material for remedial work in reading is one of the most important responsibilities of the reading teacher. The reading teacher should evaluate her program regularly for answers to these questions:

- (1) Are the materials being used suitable in the level of difficulty?
- (2) Are the types of material suitable?
- (3) Are the materials abundant?
- (4) Are the materials at the appropriate level of interest and format?

The writer's conclusion is that a well-qualified, enthusiastic reading teacher with a variety of materials, should be able to develop a successful remedial program in word analysis that

¹Gilland, op. cit., p. 7.

provides adequate motivation, insures careful observation of words and word parts, and teaches consistent left-to-right habits in reading.¹

¹Albert J. Harris, How to Increase Reading Ability.
(New York: David McKay Company, 1961), p. 394.

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APPENDIX:

Names and Addresses of Publishers and Producers

Publisher-Manufacturer	Address
Allyn and Bacon, Inc.	81 West Van Buren St. Chicago 5, Illinois
Asaco: Associated School Distributors, Inc.	220 West Madison St. Chicago, Illinois
Basic Skills, Inc.	Box 2090, Raleigh, North Carolina
Beckley-Cardy Company	Chicago, Illinois
Behavioral Research Laboratories	Box 577 Palo Alto, California
Benefic Press	1900 N. Narragansett Chicago, Illinois
Bremmer-Davis Phonics, Inc.	Dept. H-17 161 Green Bay Road Willmette, Illinois
Cambasco Scientific Co., Inc.	342 Western Ave. Boston, Mass. 02135
Cenco Educational Aids, Cenco Center	2600 South Kostner Chicago, Illinois 60623
Chandler Publishing Co.	124 Spear Street San Francisco, Calif. 94105
Charles E. Merrill Books, Inc.	Columbus, Ohio
Classroom Materials Co.	P. O. Box 93, Evanston, Illinois 60204
Continental Press, Inc.	Elizabethtown, Pennsylvania
Coronet Films	65 E. South Water St. Chicago, Illinois
Creative Visuals	Box 310 Big Spring, Texas
C. S. Hammond	515 Valley Street, Maplewood, New Jersey

Dorothea Alcock	324 East College St. Covina, California
Du Kane Corporation	St. Charles, Illinois
Educational Activities, Inc.	Freeport Long Island, New York
Educational Cards, Inc.	1302 Industrial Bank Building Detroit, Michigan
Educational Development Laboratories, Inc.	Huntington, New York
Educational Electronics, Inc.	609 W. Sheridan Oklahoma City, Oklahoma
Educational Records Sales	157 Chambers Street New York, New York 10007
Educational Research Association	2223 S. Olive Los Angeles, California
Encyclopedia Britannica	425 North Michigan Chicago, Illinois 60611
Encyclopedia Britannica Films	1150 Wilmette Avenue Paramus, New Jersey
Eye Gate House, Inc.	146-0 Archer Avenue Jamaica, New York 11435
Follett Publishing Company	1010 West Washington Blvd. Chicago, Illinois 60607
Garrard Publishing Company	510 N. Hickory Street Ann Arbor, Michigan
Ginn and Company	Dallas, Texas
Harcourt, Brace, and World	7555 Caldwell Avenue Chicago, Illinois
Harper and Row Publishers	Pleasanton, California
Houghton Mifflin Company	2 Park Street Boston, Massachusetts

Ideal School Supply Company	3510 W. Paul Avenue Milwaukee, Wisconsin
DMA: Instructional Materials	175 Fifth Avenue New York, New York
Imperial Productions, Inc.	Kankakee, Illinois
Instructor Teaching Aid, F. A. Owen Publishing Company	Dansville, New York
International Teaching Tapes, Inc. Charles E. Merrill Books, Inc.	Columbus, Ohio
Iroquois Publishing Company	1300 Alum Creek Drive Columbus, Ohio
Jam Handy Organization	2821 East Grand Blvd. Detroit 11, Michigan
J. B. Lippincott Company, Educational Publishing Division	East Washington Square Philadelphia, Pa. 19105
Kansas City Audio-Visual	3242 Holmes Kansas City, Missouri
Keystone View Company	Meadville, Pennsylvania
Publisher-Manufacturer Kenworthy Education Service	P. O. Box 3031, 138 Allen St. Buffalo, New York
Kohner Brothers	155 Wooster Street New York 12, New York
Learning Materials, Inc.	Chicago, Illinois
Learning Through Seeing, Inc.	P.O. Box 368 Sunland, California
Lyons and Carnahan	407 East 25th Street Chicago, Illinois
MacMillan Company	Riverside, New Jersey 80750
Marrand Publishing Company, Inc.	152 East 23rd New York, New York 10010
McCormick-Mathers Publishing Co., Inc.	Box 2212, 1140 E. English St. Wichita, Kansas

McGraw-Hill Book Company	330 West 42 Street New York, New York
Milliken Publishing Company	611 Olive Street St. Louis, Missouri
Milton Bradley	Springfield 2, Massachusetts
Modern Curriculum Press	21079 Westwood Drive Cleveland, Ohio
Noble and Noble Publishers	67 Irving Place New York 3, New York
O'Connor Remedial Services	1040 E. Maple Road Birmingham, Michigan
Open Court Publishing Company	Box 399 LaSalle, Illinois
Oxford University Press	417 Fifth Avenue New York 16, New York
Pacific Productions, Inc.	414 Mason Street San Francisco 2, California
Phonovisual Products, Inc.	P. O. Box 5625 Washington, D. C.
Practical Drawing Company	P. O. Box 5388 Dallas, Texas
Primary Playhouse	Sherwood, Oregon
Psychotechnics, Inc.	7433 North Harlem Chicago, Illinois
Reader's Digest Services, Educational Division	Pleasantville, New York
Remedial Educational	1321 W. Hampshire Washington 6, D. C.
Rheem Califone	5922 Bowercroft Street Los Angeles, Calif. 90016
Richards Research Associates	1336 N. Hillendale Kalamazoo, Michigan

School Specialty Supply, Inc.	Salina, Kansas
Science Research Associates	259 E. Erie Street Chicago, Illinois
Scott, Foresman and Company	433 East Erie Street Chicago, Illinois
Stock Company	Ninth and Lavaca P. O. 16 Austin 61, Texas
SVE: Society for Visual Education, Inc.	1345 Diversey Parkway Chicago, Illinois
Teaching Aids Institute	12848 Weber Way Hawthorne, California
Teaching Resources, Inc.	334 Boylston Street Boston, Massachusetts
Economy Company, The	Oklahoma City, Oklahoma
University Publishing, The Company, Superior School Supply	2101 Central Street Kansas City, Missouri
Visual Products Division: 3M Company	2501 Hudson Road St. Paul, Minnesota
Webster Publishing Company	1154 Reco Avenue St. Louis 26, Missouri
Webster Division McGraw-Hill Book Co.	Manchester Road Manchester, Missouri
Wenkart Publications	4 Shady Hill Square Cambridge 38, Mass.
Whitman Publishing Company	Racine, Wisconsin
Winter Haven Lions	Box 1045 Winter Haven, Florida
Woodcrafters Guild	St. Abans School Washington 16, D. C.

RESOURCES FOR WORD ANALYSIS

by

CONSTANCE SCHLEICHER WINTERS

B. S., Kansas State University, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1968

It was the purpose of this writer to make a comprehensive listing of materials and methods available for teaching word analysis in a remedial reading program in the elementary school.

One of the primary concerns of the reading teaching is the selection of appropriate materials for disabled readers. After the teacher has diagnosed the child's needs and deficiencies, she must decide on teaching techniques and instructional aids to be used. Variety is an important factor in the success of the child's reading program. An effective instructional procedure or teaching aid should not be used continuously or so frequently that it loses its value.

Word identification involves the complex learning of inter-related skills. Training in word analysis should be part of everyday's reading lesson. For this reason, the reading teacher must have adequate material available to challenge each child. His needs change as his deficiencies are corrected; he needs a program that readily adjusts to his changing reading pattern. There are certain criteria to be considered in selecting materials for teaching word analysis. Such factors: (1) reading difficulty; (2) interest factors; (3) types of materials are important.

The procedure the writer used in compiling this report was to

- (1) do background reading to learn the needs of the reading teacher;
- (2) obtain catalogs of reading materials from the elementary curriculum director, remedial reading teacher, school principal, faculty of the

College of Education, and directly from publishers and manufacturers;
(3) categorize the materials in such a way that would be useful to
other teachers as well as to the writer.

In conclusion, the writer submits this report hoping that
it will aid reading teachers in the selection of word analysis
materials for the remedial reading program.