

PROCEDURES FOR DIAGNOSING PROFICIENCY IN  
SIGHT VOCABULARY, PHONICS, AND STRUCTURAL ANALYSIS

by 1264

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## CHAPTER I

### THE PROBLEM

Words are the bricks with which thoughts are built, and when a child cannot recognize many of the words which the author has used he is at a great disadvantage in trying to extract meaning from the printed page. (12: 362)

The child with such a disadvantage is a great source of concern for the classroom teacher. In her attempt to help him, she is often at a loss to know what his specific weakness is and how she can help him overcome it. Any teacher concerned with the teaching of reading should be familiar with a number of materials available for diagnostic purposes.

#### I. STATEMENT OF THE PROBLEM

The following report is a study made to determine some methods of diagnosing deficient word analysis skills of the retarded reader. The purpose of the study was (1) to give some guidelines for selecting appropriate procedures and (2) to review some formal and informal methods of diagnosing difficulties in the word analysis skills of recognizing sight words and using phonics and structural analysis.

#### II. QUESTIONS

After observing the wide range of differences found in their students' reading abilities, teachers attempt to meet many individual needs. What should be the basis of adjusting instruction to meet these needs? How can useful and appropriate procedures be selected for use with certain groups or individuals? What are some of the standardized tools