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ABSTRACT

Teachers and administrators are constantly called upon to examine and evaluate the procedures and practices they use to teach reading. The purpose of this study was to develop base-line data on the practices and procedures currently being used in New Jersey schools. The information was collected through questionnaires constructed from a list of topics compiled by the state reading consultant and evaluated by committees from the New Jersey Helping Teacher Association and New Jersey Reading Teacher Association. There were three basic sections to the questionnaire: the central office (sent to 562 school systems), the elementary (K-8), and the secondary (7-12). The last two sections were each sent to a 20 percent random sample. The first part of the report presents a general overview of the state, K-12. The next section presents the elementary school data followed by the secondary school data and some comparisons with elementary school practices where relevant. The last sections summarize the major highlights of the survey and present conclusions and recommendations. (TO)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THE THREE R'S

READING

READING

READING

A SURVEY OF PROCEDURES AND PRACTICES USED TO TEACH READING IN NEW JERSEY SCHOOLS

by

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May, 1974

FOREWORD

The ability to read is essential to the fulfillment of human potential. Without this skill, students cannot function effectively in school, hope for success in post-school employment, or share generally in the advantages of life. Concerned citizens are requiring that schools teach all children to read to the best of their ability. Today, New Jersey school districts must offer a balanced, unified reading program for all children attending their schools.

This survey was conducted by the New Jersey Right to Read Office to determine the practices and procedures used to teach reading, kindergarten through grade 12. Information of this nature has never before been available on a large scale for local and State planning. This booklet is a first step in providing data on the varied practices and procedures in reading found throughout New Jersey. The results and recommendations in this report will serve as a useful reference when districts examine their own reading programs.

William A. Shine
Assistant Commissioner
Division of Curriculum and Instruction

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ACKNOWLEDGEMENTS

The New Jersey Right to Read Office would like to thank those representatives from the County Helping Teachers, and New Jersey Reading Teachers Associations who helped evaluate the topics on the questionnaires used in this survey, and those members of the Office of Management Information who assisted in the construction of the questionnaire. We also want to acknowledge the contributions of Dr. Martin Kling, Rutgers University, and Mr. Mario Barone, Graphic Arts Consultant, for their contributions in the development of this manuscript. Finally, we want to express our appreciation to those people in each school and county office who completed and collected the questionnaires. Without their cooperation this report would have been impossible.

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PURPOSE AND SCOPE OF THE SURVEY

Purpose of the Survey

Teachers and administrators are constantly called upon to examine and evaluate the procedures and practices they use to teach reading. A wide variety of alternatives exists in each of these areas and school personnel must choose from among the many available.

In the process of dealing with such questions, local districts seek information from the New Jersey Right to Read Office about the status of these practices in schools throughout the State. The purpose of this study was to develop base-line data on the practices and procedures currently being used in New Jersey schools.

The type of information presented in this report is generally not subject to rapid change. Therefore, it is hoped that school personnel will find this booklet useful for several years when examining their own reading programs. Effective improvement must be based upon an examination of the current reading program in light of what does, and what should, exist. Such an examination helps ensure that priorities for improvement will more accurately reflect the needs of pupils, teachers and administrators.

The present booklet presents the results, identifies some strengths and weaknesses in these results, and makes some recommendations. This has been done so that schools might use the booklet as a reference when examining their own programs. However, the information presented should not be taken as criteria for what should exist in all schools. Each system and/or school must decide whether its own practices and procedures result in a reading program which meets the needs of its student population.

Scope of the Survey

The information in this survey was collected through questionnaires. These instruments were constructed from a list of topics compiled by the state reading consultant and evaluated by committees from the New Jersey Helping Teacher Association and New Jersey Reading Teacher Association. The individual questions were written by the Office of

Management Information in the New Jersey Department of Education. Field testing of the instruments was done prior to distribution to schools.

Questionnaires were sent out in May, 1973. There were three basic sections to the questionnaire: The Central Office, the Elementary (K-8) and the Secondary (7-12). The Central Office section of the questionnaire was sent to 562 school systems in the state, and was returned by 511 districts. A 20 per cent random sample of elementary and secondary schools statewide was selected to complete the other two parts: This data was received from 128 (92%) of the elementary schools and 101 (90%) of the secondary schools sampled. Distribution and collection of the questionnaires was done through the County Superintendent's Office in each county.

The Elementary School Questionnaire was filled out by elementary or middle schools. If the lowest grade in a school was 7th or 8th, the secondary questionnaire was used. Therefore it may be noted that 7th and 8th grades were included in both questionnaires. This made possible some comparisons of elementary and secondary school reading programs in those grades. In most elementary schools the questionnaires were filled out either by the principal or the reading teacher. The district questionnaires were submitted by the superintendents, in most cases. In secondary schools most of the questionnaires were completed by the principal, the reading teacher, or the chairman of the English Department.

Definitions

As the terms "developmental," "supplemental" and "remedial" reading are used throughout the report, it is important to understand how they were defined in the questionnaires.

The following are the definitions as they appeared in the Elementary School Questionnaire:

Developmental Reading. Developmental reading is classified as reading activities in the *classroom* designed to increase reading power, refine reading and study habits, develop vocabulary and create interest in reading. This reading instruction is provided by the classroom teacher.

Remedial Reading. Remedial reading is classified as concentrated reading instruction directed towards specific skill deficiencies. Students receiving this instruction are deficient in reading skills and do not progress satisfactorily in a regular classroom. Remedial reading is charac-

terized by small group (3-7), or individual instruction based upon a diagnosis of the student's reading disability. This instruction is done by a special reading teacher. Some schools may refer to the reading defined here as corrective-remedial reading instruction. Corrective reading based upon a careful diagnosis and provided in small groups by special reading teachers should be classified under remedial reading.

Supplemental (Supportive) Instruction. This term is not to be confused with supplemental instruction as applied to children under the provisions of Title 18A, Chapter 46. For this questionnaire supplemental is classified as extra reading instruction that follows the same basic pattern and sequence of skill development as provided in classroom (developmental) reading lessons. This instruction is offered as extra help to selected students in small group situations (5-10 students) either outside of the classroom or by a teacher who comes in specifically to reinforce the reading lessons taught by the regular reading teacher. Supplemental instruction as defined here is not provided by the student's regular classroom teacher.

The following are the definitions provided in the Secondary School Questionnaire:

Developmental Reading. Developmental reading is classified as activities directed toward improving the reading skills of secondary students in a classroom-type setting. This instruction is frequently offered as a course in the curriculum and concentrates upon teaching the basic reading skills such as vocabulary development, comprehension, and study skills. Developmental reading may be offered to students progressing satisfactorily in class, or to students having minor difficulties in reading the course material of their content subjects. Instructors may be either reading teachers or content teachers whose duties include the teaching of reading. Most large group corrective classes should be placed in this category. However, speed reading or special accelerated reading courses should not be placed under developmental reading.

Remedial Reading. Remedial reading is defined as a specialized program designed to help disabled readers whose handicaps have been systematically diagnosed to overcome their handicaps and achieve within the limits of their potential. Students receiving this instruction cannot progress satisfactorily in a regular secondary classroom. Remedial reading is characterized by small group or individual instruction based upon a diagnosis of the student's reading disability. This instruction is done by a special reading teacher.

Limitations of the Survey

Several limitations must be considered in interpreting the results of this survey. First, the validity of the responses could not be verified in many cases. An attempt was made to check each questionnaire prior to tabulation of the data and calls were made to the person completing the questionnaire when discrepancies were noted. The results of this survey are valid to the extent that the initial reporting was accurate.

Second, the use of a sampling procedure to collect data should be considered when making absolute interpretations from the enclosed data. A 20% random sample was used to ensure more than adequate coverage of the practices and procedures used to teach reading in New Jersey elementary and secondary schools. Generally, only three to five percent random samples are used. However, whenever a sampling procedure is used, the data should be interpreted in general terms.

Organization of the Report

The first part presents a general overview of the State, K-12. The second section presents the elementary school data. The third part presents the secondary school data and some comparisons with elementary school practices where relevant. It may be noted that there is some repetition in the secondary section of discussion and comments from the elementary school section of the report. This was done in order that each part would be relatively self-contained, so that readers concerned only with elementary or only with secondary would not need to read both parts. The last sections summarize the major highlights of the survey and present conclusions and recommendations.

OVERVIEW OF THE STATE, K-12

Reading Programs Offered

The most basic information offered by the survey was the percentage of school districts in the State which offer various types of reading programs. These numbers do not provide any information about how many children receive these services but one would hope to find that all districts had reading programs available for those who needed them, at all grade levels. Figure 1 shows the percent of districts offering developmental, remedial and supplemental reading at each grade level.

Some Findings:

- All of the districts (100%) offer developmental reading in grades 1 through 4. In grades 5 and 6, the percentage is 99% and 98%, respectively. In many cases the pattern of offerings in these grades reflects school organization; for example, in some districts which have Middle Schools for grades 6-8, developmental reading is only offered in grades 1-5.

- In the junior high grades, the percentage drops. Developmental reading is offered by 81% of the districts in the 7th grade, and 76% in 8th grade.

- Only 30% to 40% of the districts offer any developmental reading at the high school level. This figure includes cycling in which students do not have the course all year.

- The percentage of districts offering remedial reading peaks at 83% in the 3rd grade and declines steadily thereafter.

- Supplemental reading offerings parallel those in remedial reading. However, supplemental reading is offered slightly more often in kindergarten, by 11% fewer districts in grade 1, and by about 30% fewer districts from grades 2 through 12.

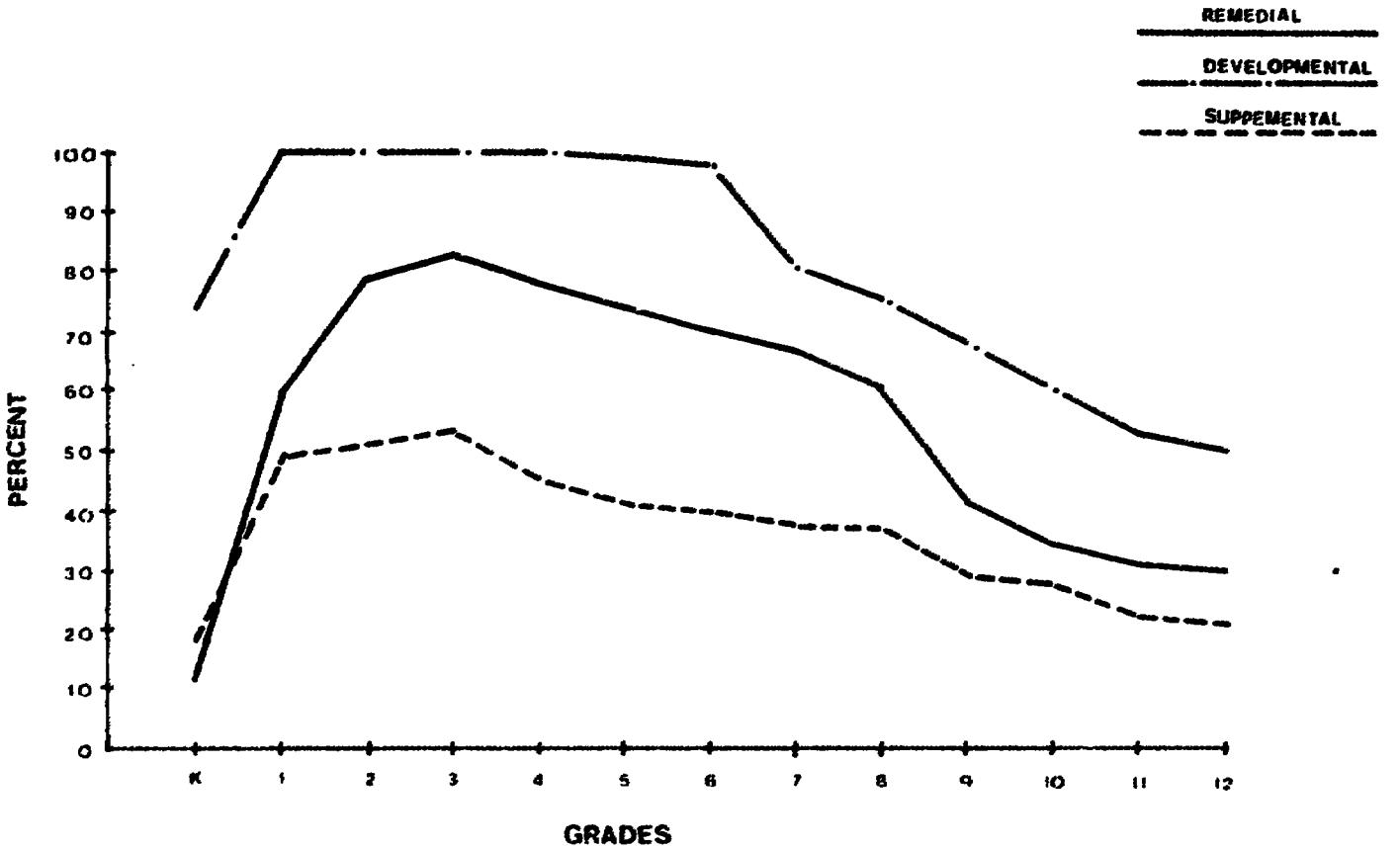

FIG 1

PERCENT OF DISTRICTS OFFERING READING PROGRAMS

Percent of Students Receiving the Services

Figure 1 illustrated what percent of the districts *offer* various reading services. It is of interest to compare those figures with the actual percentage of children receiving the services. Estimates of the frequency of reading disabilities vary greatly, but in general, according to the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders[1], between 15% and 25% of the school population will be in need of special help in reading. In some inner-city schools that figure may be as high as 50%-75%.

Since different information was collected for elementary schools and secondary schools, their data is presented separately in Figures 2 and 3.

Some Findings:

- In elementary schools, 13% of the students receive remedial reading in second grade and 12% in 3rd grade; the percentage then declines steadily, down to 3% in the 8th grade.

- There appears to be a tendency to offer more remedial services to students first entering a new level. Thus, 5% of the students entering 7th grade in an elementary school receive remedial reading, compared with 9% of students entering 7th grade in a Junior High or High School. In grades 9-12 the highest percentage of students receiving remedial reading is 10% at grade 9; this declines to 2% at grade 12.

- On a national scale, the percentage of students needing special help in reading may be expected to range from 15% to 25% or higher. However, in the State of New Jersey, at no grade level does the actual percentage of students receiving remedial reading meet the minimum of 15%. Although some students also receive supplemental reading it is not possible to determine whether it is the same or different students who receive these two services.

[1]Reading Disorders in the United States: Report of the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders. Chicago, Ill.: Developmental Learning Materials, 1969.

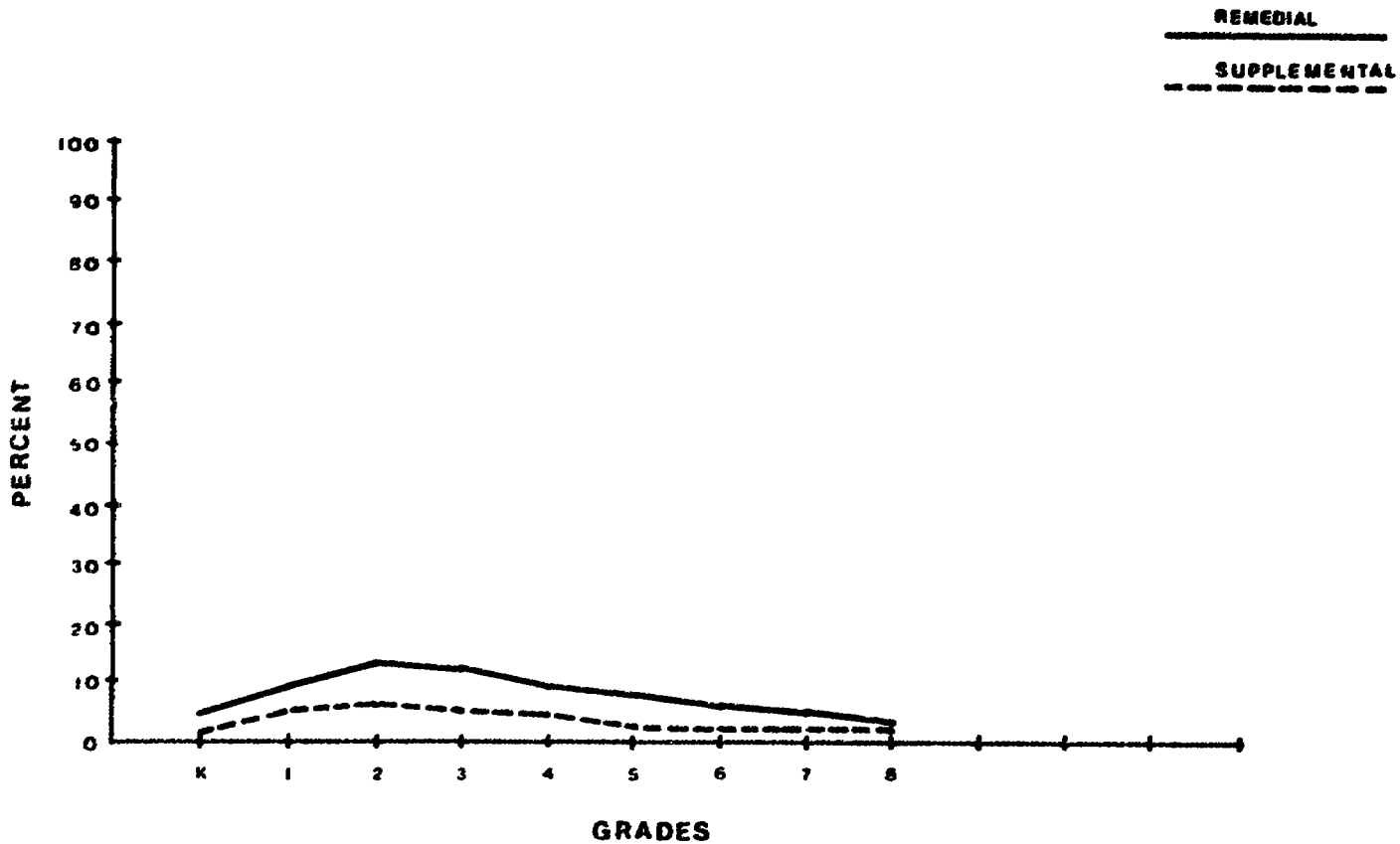

FIG 2

PERCENT OF STUDENTS IN ELEM. SPECIAL READING PROGRAMS

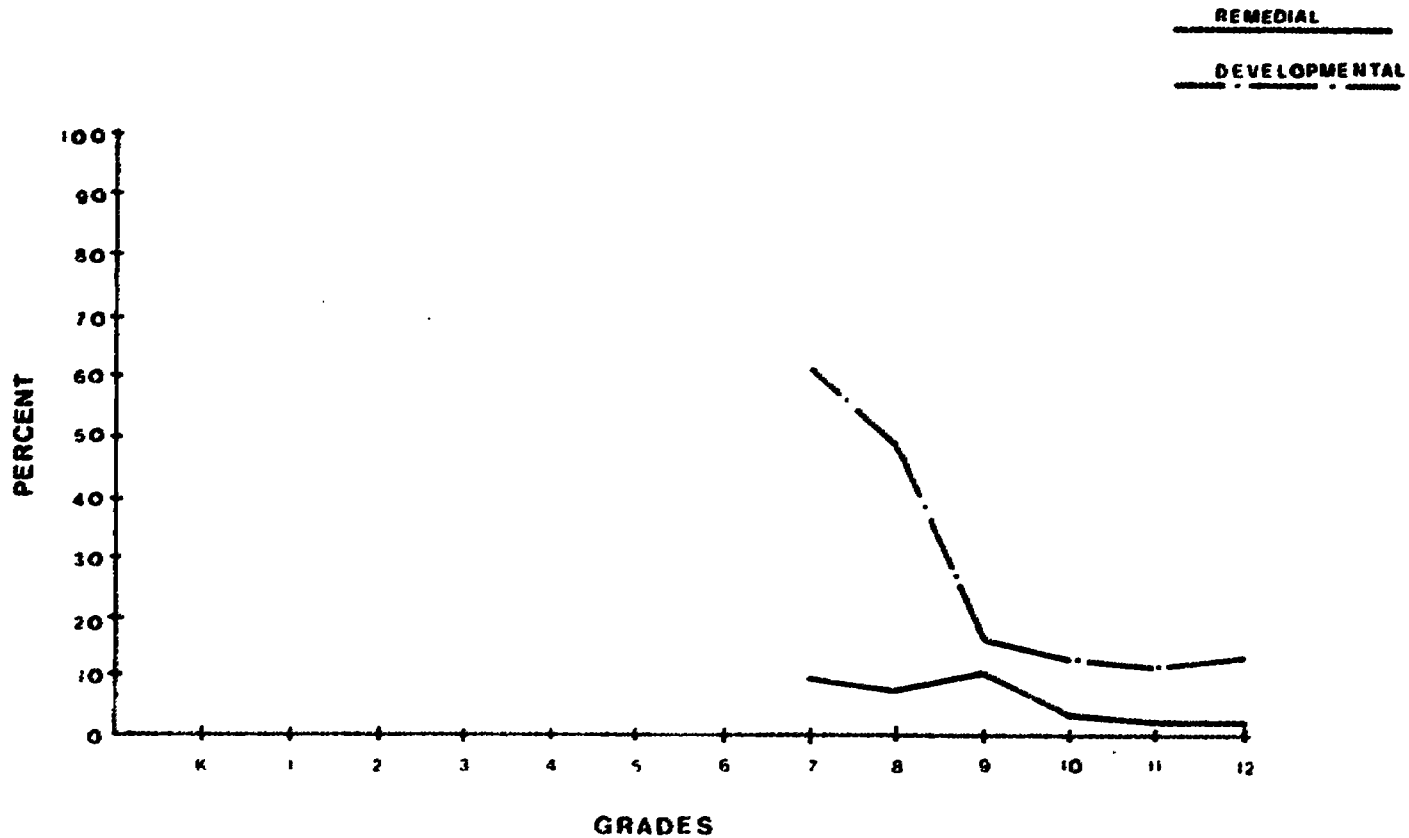

FIG 3

PERCENT OF STUDENTS IN SECONDARY SCHOOL READING PROGRAMS

Funding of Reading Programs

In recent years Federal money has been available for reading programs in many areas. Figure 4 shows the general funding pattern for reading programs in the State.

Some Findings:

- Almost all (99%) districts pay for developmental reading programs themselves.
- Almost two thirds (63%) of the districts pay for their own remedial programs.
- Slightly more than half (52%) of the districts pay for their own supplemental programs.

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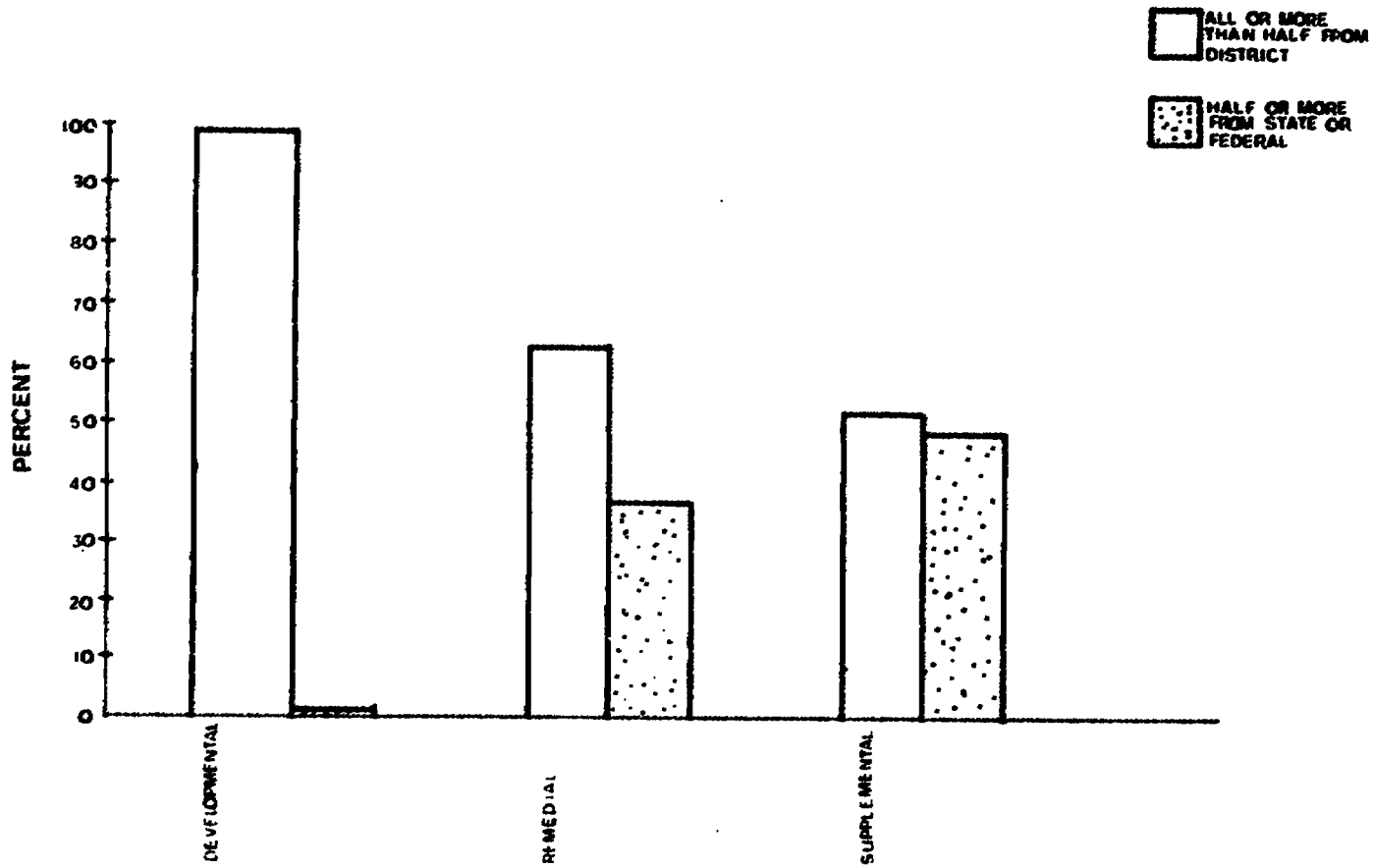

FIG 4

PERCENT OF DISTRICTS RECEIVING FUNDING FOR READING PROGRAMS

Inservice Training

The heart of a reading program is not the methods or material used, but the teacher who uses them. Good inservice training is vital in providing not only support and practical methods and ideas for new teachers, but also stimulation and new ideas for the teacher with many years of experience.

Figure 5 shows how many districts in the State provide any inservice training in reading for classroom teachers.

What types of inservice training should be provided? Figures 6 and 7 show the types of inservice programs offered and the approximate amount of released teacher time given for them, by the 63.5% of New Jersey school districts which provide inservice programs. Figure 8 shows the percent of staff development activities devoted to reading in the State as a whole.

Some Findings:

- More than 1/3 of the school districts in the State offer no inservice training in reading for classroom teachers.
- In districts which do provide inservice programs in reading, small-group workshops and visitations to other schools are the most frequently offered programs. All types of programs are most frequently offered 1-3 times per year.
- In the State as a whole, about 33% of the total staff development activities are devoted to reading.

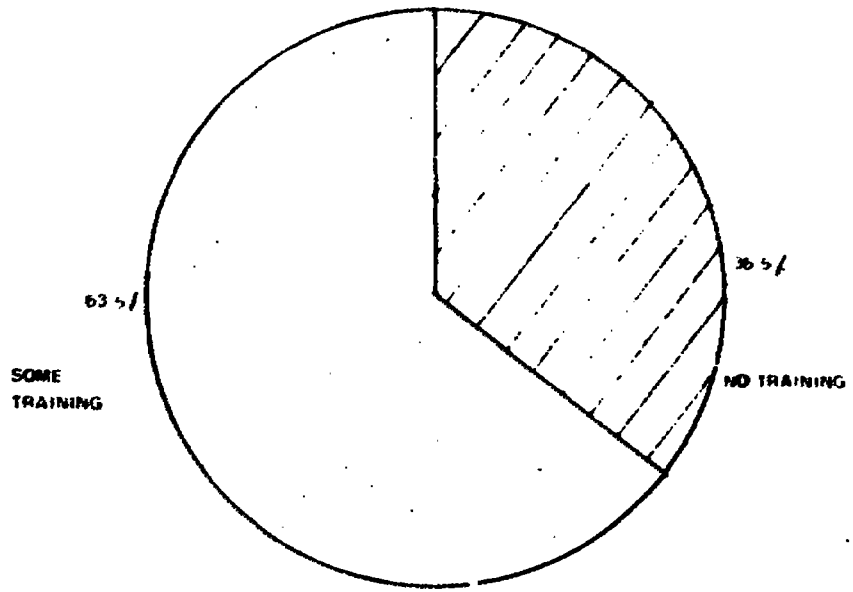

FIG 5

PERCENT OF DISTRICTS PROVIDING INSERVICE TRAINING IN READING TO CLASSROOM TEACHERS

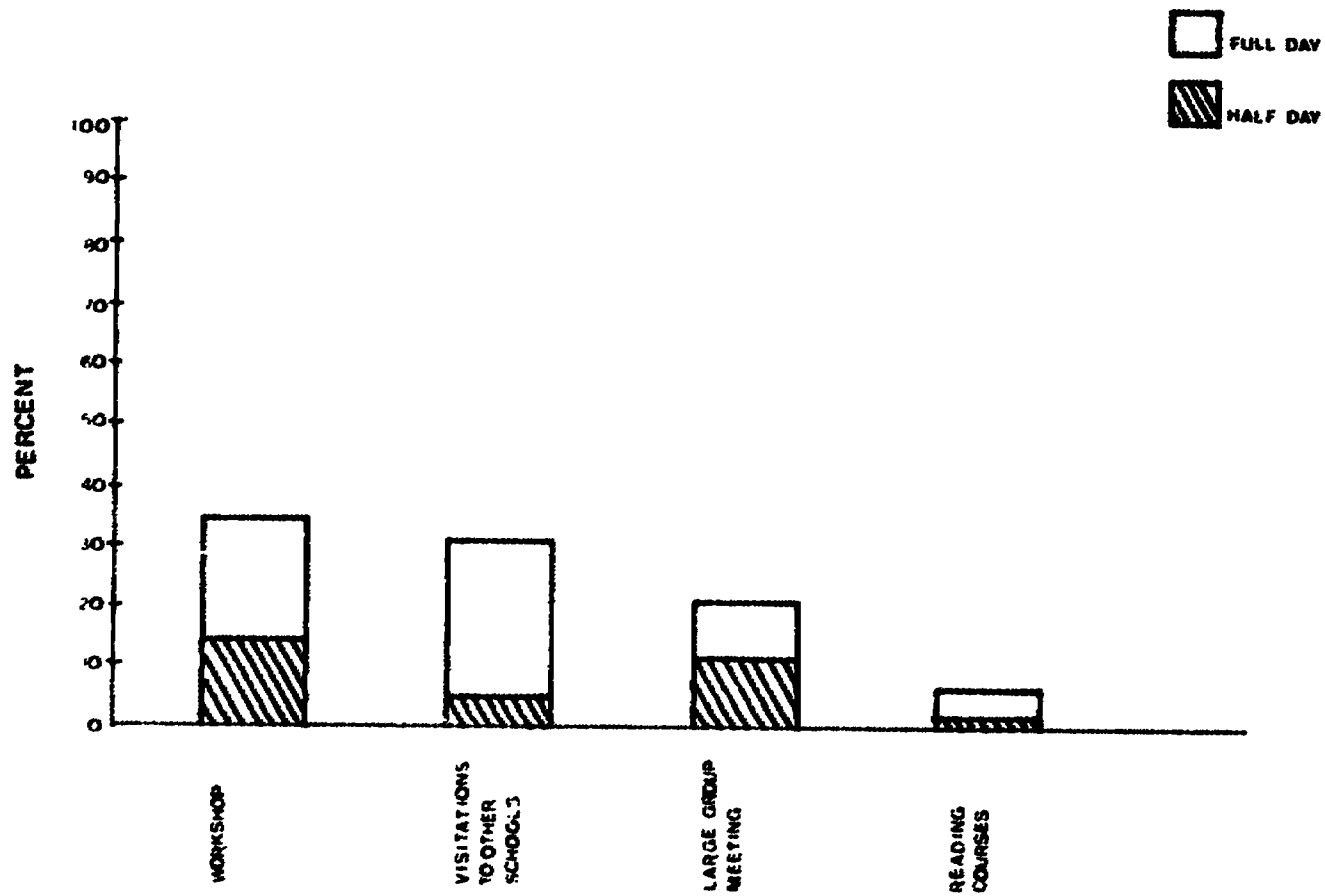

FIG 6

PERCENT OF DISTRICTS OFFERING RELEASED TIME FOR INSERVICE PROGRAMS

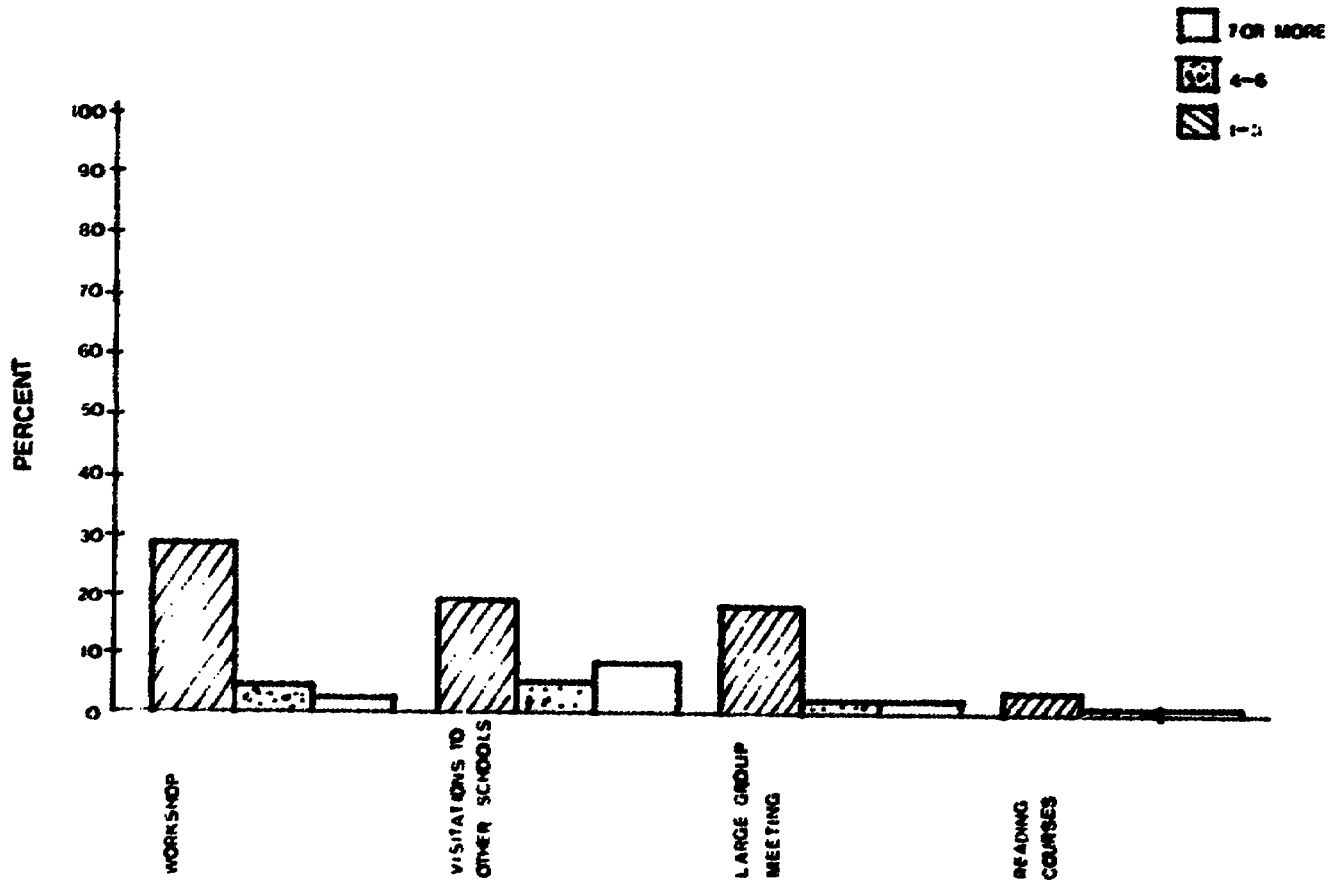

FIG 7

PERCENT OF DISTRICTS OFFERING INSERVICE PROGRAMS PER YEAR

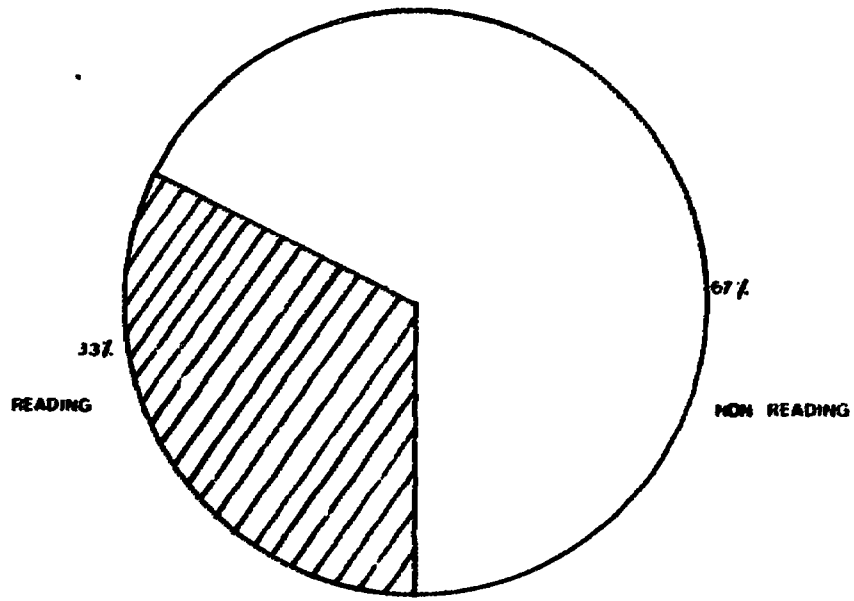

FIG 8
PERCENT OF TOTAL STAFF DEVELOPMENT
RELATED TO READING

ELEMENTARY SCHOOL

DEVELOPMENTAL READING PROGRAMS

Kindergarten

Most children need many readiness experiences in kindergarten and sometimes for a few years longer. A few children are ready and able to learn to read easily at kindergarten age.

It is important to realize that readiness to read is not an "either-or" matter. A child is not "unready" one day and "ready" the next. Rather, readiness and early reading form a long continuum of skills and abilities which the child needs to learn in order to be able to read. Such skills and abilities include listening and speaking, visual and motor coordination, naming and classifying, etc. Kindergarten and primary grade teachers must follow children's individual needs in deciding which activities they should use, and in determining whether each child is ready for informal or formal reading instruction. The use of performance objectives and criterion-referenced measures are of great use in determining where each child is on the readiness-reading continuum, and in planning appropriate activities for that child.

Figures 9, 10 and 11 show which skills are considered important in kindergarten programs, what criteria are used to determine readiness for formal reading, and how many kindergarten children do some reading. Choices on the questionnaire for items included in Figures 9 and 10 were "Very Important, Important, Average Importance, Slightly Important, and Not Important." Only the figures for "Very Important" and "Important" are presented here.

Some Findings:

- Not one or two, but many factors, are considered important in kindergarten readiness programs. The skills most frequently checked as very important were oral language and listening.

- Teacher observation and judgment were the criteria most often checked as very important in evaluating readiness for formal reading. Although there was nothing in the questionnaire to indicate how or upon what basis these teacher observations were made, it is encouraging to find no reliance on any single measure.

- Many of the kindergarten children who are doing some reading are using materials developed in a language experience approach. This too is a positive finding, as it suggests the kind of flexible approach likely to meet the individual needs of children that age.

- In general, the kindergarten data suggest good awareness in the State that the reading process is complicated and many faceted and that flexibility and use of teacher judgment is needed both to meet children's needs and to determine their readiness for formal reading

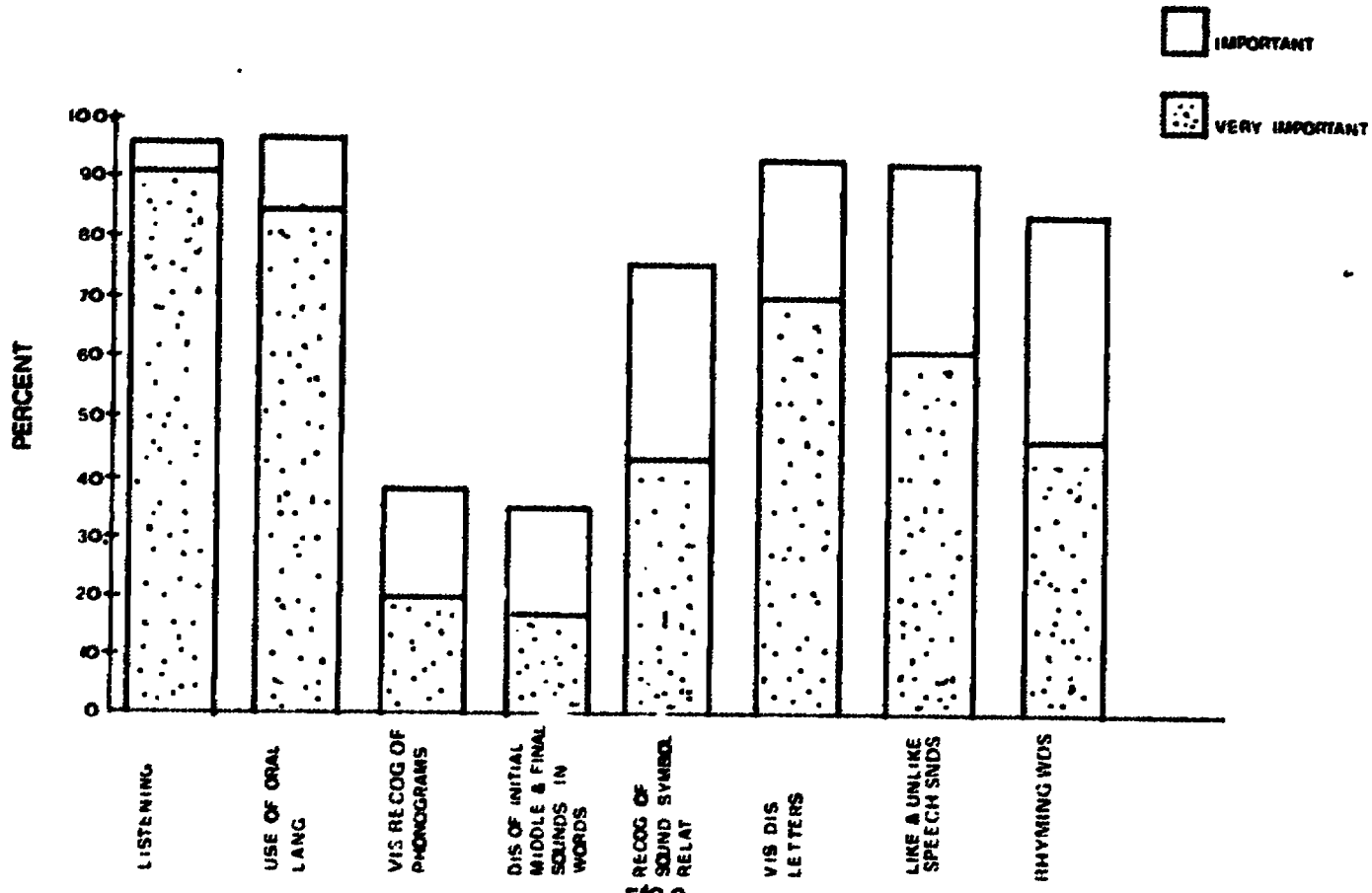

FIG 9

PERCENT OF SCHOOLS CONSIDERING SKILLS IMPORTANT IN KINDERGARTEN READING PROGRAMS

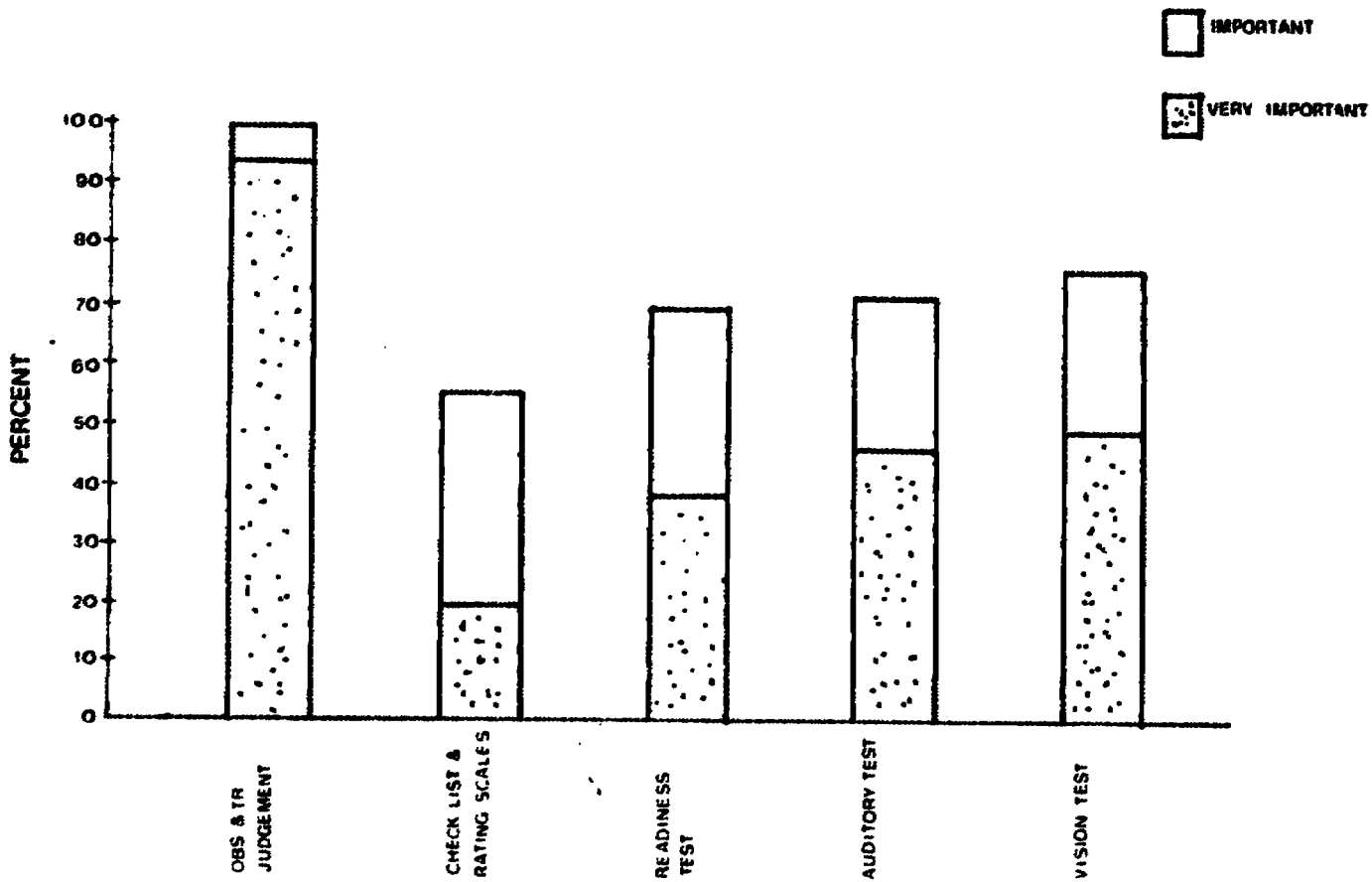

FIG 10

PERCENT OF SCHOOLS USING CRITERIA FOR READINESS FOR FORMAL READING IN KINDERGARTEN

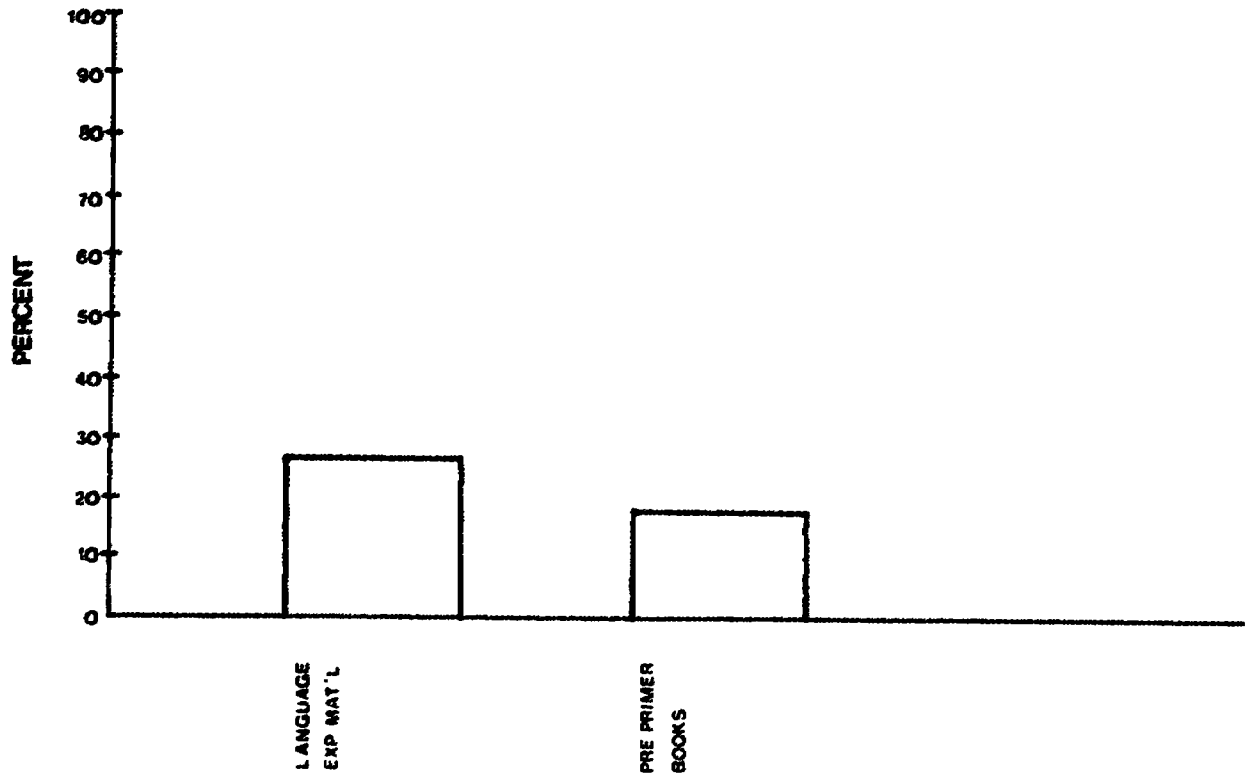

FIG 11

PERCENT OF KGN. CHILDREN READING PRE-PRIMERS OR LANG. EXP. MATERIALS

Grouping for Reading Instruction in Elementary Classes

Since children in any grade have such a wide range of needs and activities, the question of how to group for reading instruction has always received much attention. Traditionally classrooms have been divided into three reading groups, but recently there has been much discussion of the merits of different ways of grouping to better meet individual needs. Suggestions include individualization of instruction in traditional or open-classroom settings, homogeneous grouping between classes, multi-age or ungraded classes, and many others.

Figure 12 shows the percent of elementary school classes in the State using different kinds of grouping for reading instruction.

Some Findings:

- In grades 1-3, grouping *within* classrooms is still the predominant means of grouping for reading instruction, with 58% of the total. This figure is 65% for first-graders. Individualized and ungraded or multi-age instruction total about 17%.

- In the intermediate grades, grouping between classes rises to 22%, although grouping within classes is still predominant, with 41% of the total. Individualized and ungraded or multi-age programs remain about the same proportion of the total as in the primary grades with 16%.

- In elementary school 7th and 8th grades, departmentalized instruction and homogeneous grouping by grade comprise half of all types of grouping used. Grouping within classes falls to third place with 14%, and individual and ungraded programs add up to 13% of the total.

- Throughout the State great diversity may be noted, with many different types of grouping being used at each grade level. However, traditional methods are still predominant with the common pattern grouping within classes in the earlier grades and departmentalization in grades 7 and 8.

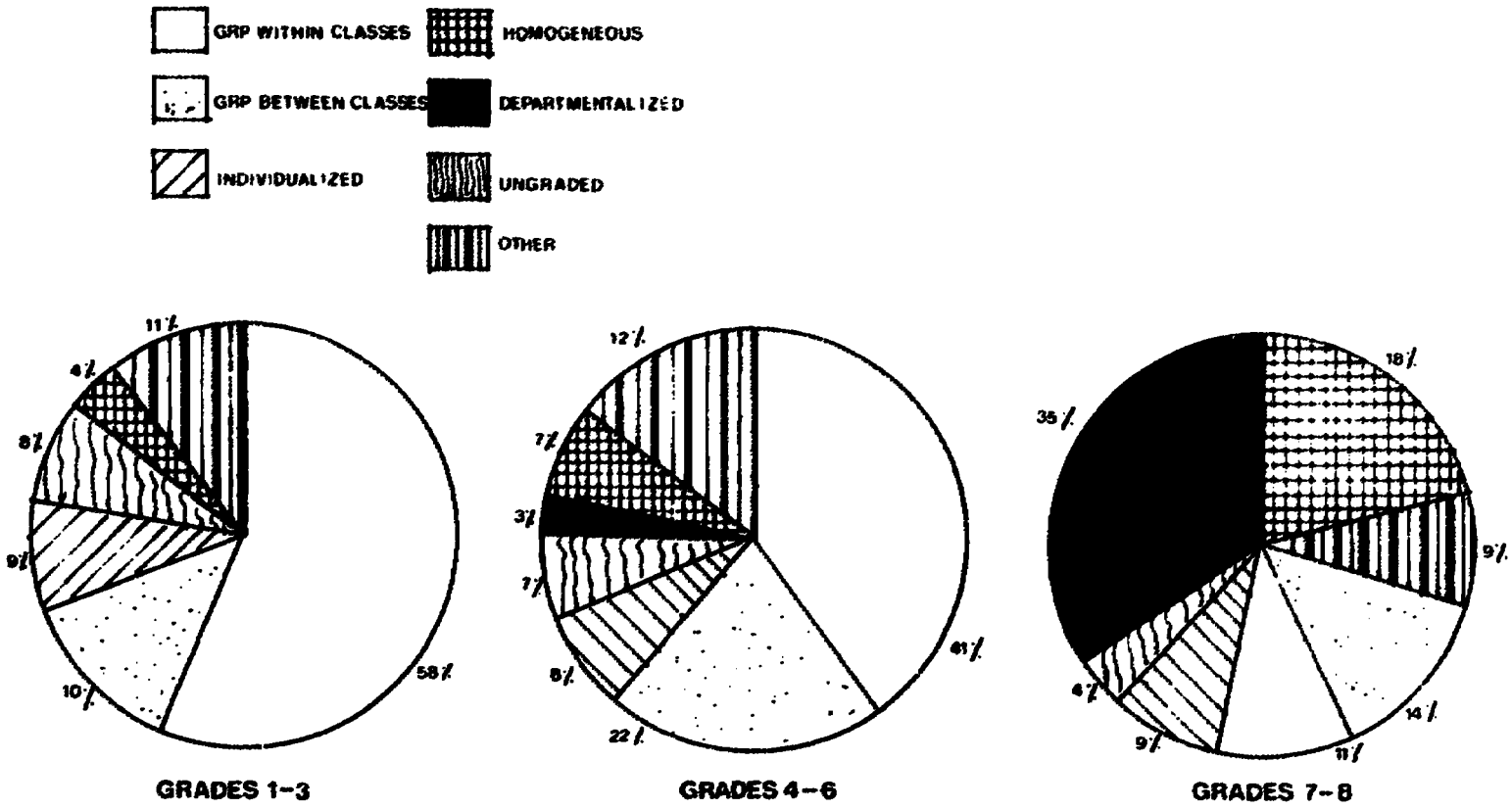

FIG 12

PERCENT ELEM. SCHOOL CLASSES USING DIFFERENT GROUPINGS FOR READING INSTRUCTION

Time Spent on Reading Instruction in Elementary Schools

How much time should be devoted to reading instruction? There is no hard and fast rule, and time spent will vary considerably, depending on the type of grouping used and the needs of the children. Certainly more time is needed in the primary grades, but even in the intermediate and upper grades an hour a day should probably be the minimum. In a class with three reading groups, an hour a day means only 20 minutes of actual instruction for each group. When instruction is individualized, more time is probably needed, although it may be very difficult to measure. In such situations children may be engaging in many different activities at any given time, and a teacher may quite honestly report that she teaches reading all day long. Figure 13 presents the approximate number of hours spent on reading each week in New Jersey elementary schools.

Some Findings:

- At each grade there was a wide range of hours reported with a heavy cluster around a certain point. For example, in the first grade 2% of schools reported spending fewer than 3 hours per week on reading, 5% reported spending more than 15, but 84% spent between 6 and 15 hours, and approximately 50% between 8 and 11 hours per week.

- The amount of time spent on reading is highest in the first and second grades (9 hours) and drops steadily by an hour a week until 7th grade. It remains at 4 hours weekly in elementary 7th and 8th grades.

- It would appear that in many schools time spent on reading instruction is at a minimum, especially in the higher grades. Since individual needs and individual school systems vary so greatly, this simply indicates an area that should be evaluated carefully in individual systems. In schools where many children are reading below desired levels it may be that a simple and noncostly first step toward reading improvement would be to establish reading as a priority and allot more time for it in the regular school day.

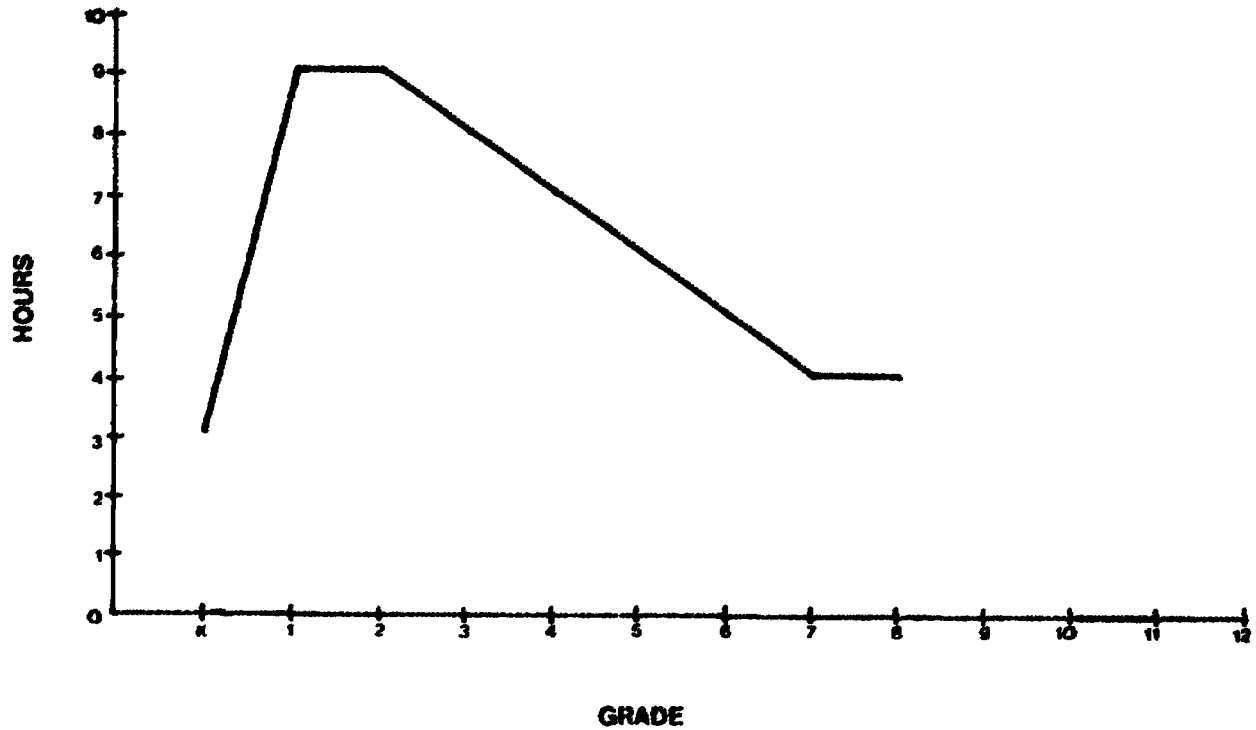

FIG 13
MEDIAN NO. OF HOURS PER WEEK OF READING INSTRUCTION IN ELEM. SCHOOLS

Reading Materials Used in Elementary Schools

It is not possible to state that any one type of reading system or instructional method is superior to any other. Research has shown repeatedly that the particular methods or types of instructional materials used are not as important as the teacher who uses them.

Many teachers find the traditional basal series to be useful because of the structure and careful sequencing of vocabulary they provide. Others argue that it is preferable to use a variety of books and other materials more specifically chosen to meet individual needs. It is important to note that when a program is individualized and classrooms "open" there is more need than ever for good organization and structure in the reading program, even though the structure may not be so readily apparent to the casual observer. In such classrooms as well as in more traditional ones the use of a carefully chosen set of performance objectives and criterion-referenced evaluations will assist the teacher in diagnosing and meeting the instructional needs of individual children.

Figure 14 shows the percent of elementary classes in the State using different reading systems. It should be noted that the questionnaire did not specify exactly what was meant by "co-basal," "tri-basal," etc., so that it is not clear whether this means a different basal for each reading group, or some form of more individualized instruction.

Figure 15 shows which types of supplementary reading materials are most often found in classrooms throughout the State.

Some Findings:

- The basal series is still the predominant reading system used in grades 1-6; in those grades 39% of classes use one basal series, and 44% of first grade classes use one basal. However, it can be seen that a wide variety of other systems is also used; as was found with grouping practices, there is great diversity within the State.

- In the 7th and 8th grades "multi-text" is predominant with 30% of the total, and one basal series is used in about 25% of the classes.

- The most commonly found supplementary materials are additional workbooks or ditto sheets, although other materials are also frequently used.

- It may be noted that 34% of the classrooms in the State have no trade books, either hard cover or paperback.

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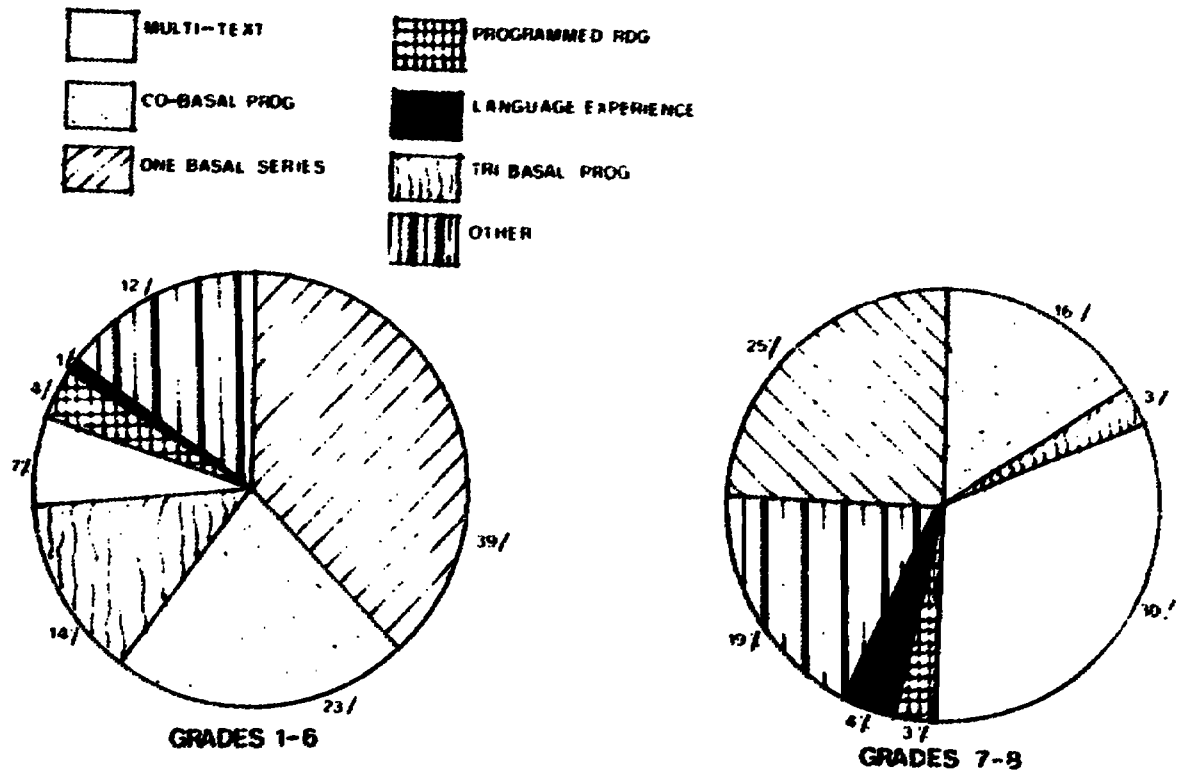

FIG 14

PERCENT OF ELEMENTARY SCHOOL CLASSES USING DIFFERENT READING SYSTEMS

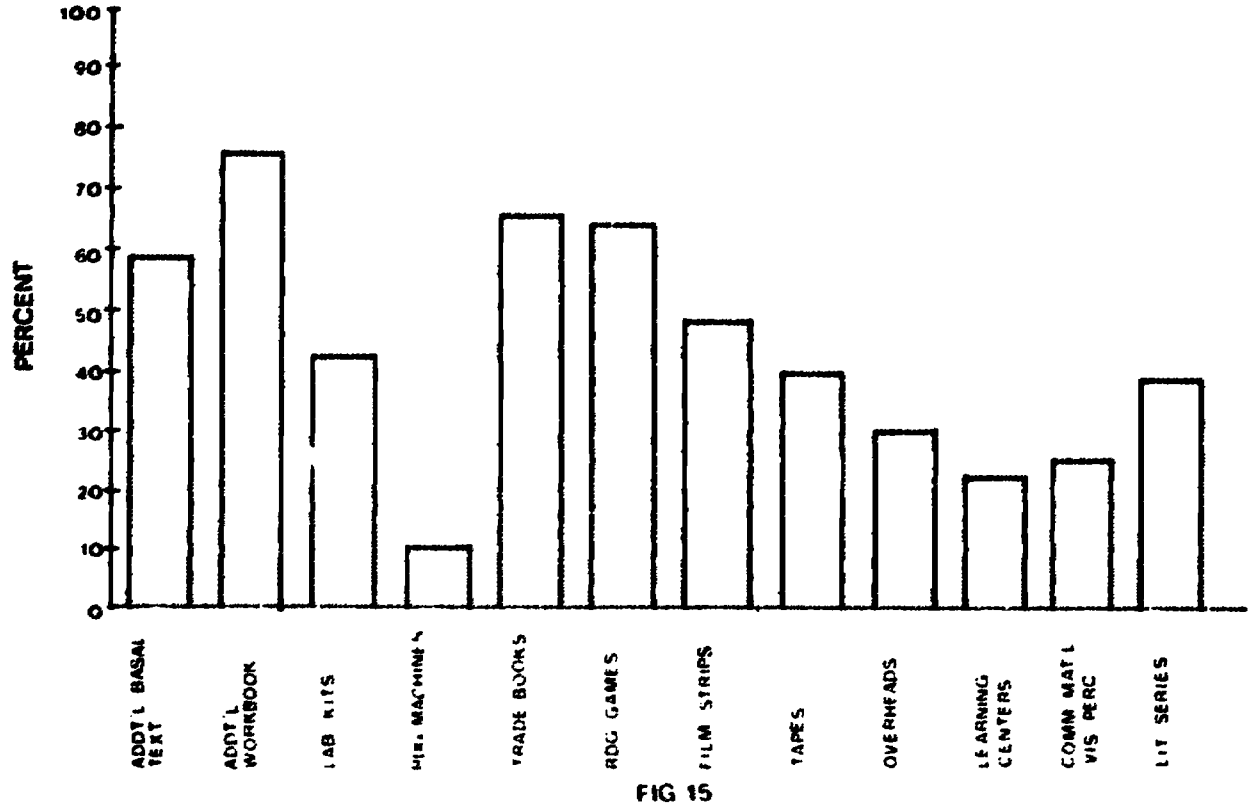

FIG 15

PERCENT OF ELEM. CLASSROOMS WHERE SUPPLEMENTARY MATERIALS ARE FOUND REGULARLY

Reading in Content Areas in Elementary Schools

It has been said that every teacher should be a teacher of reading. Probably a more nearly accurate and more useful way to phrase this idea would be to say that every good content teacher should be prepared to teach the reading skills necessary for his subject area. In order for this to take place, content teachers must know which reading skills are involved in the learning of their particular subjects. They must know how to diagnose particular skill needs, and must be familiar with materials and techniques for meeting these needs.

Figure 16 shows the general policy in most schools in the State in regard to reading in the content areas.

Some Findings:

- Reading skills are taught in content areas as part of the prescribed curriculum in grades 4-6 in only one-third of the schools in the State, and in only 19% of the schools in grades 7 and 8.

- The largest percentage in grades 4 through 8 was the next to last response: "Teachers are encouraged to incorporate reading skills in content subjects."

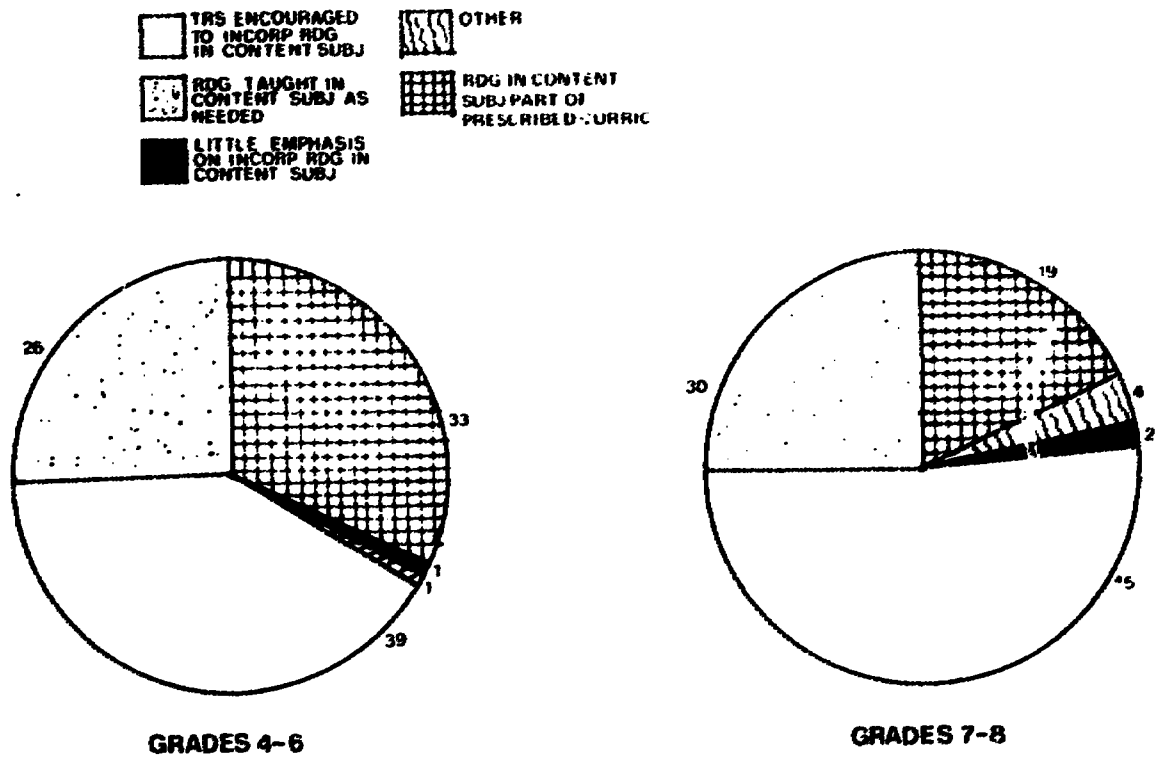

FIG 16

PERCENT OF READING INSTRUCTION IN CONTENT AREAS IN ELEMENTARY SCHOOLS

Standardized Testing in Reading in Elementary Schools

Tests may be divided into two general types — standardized, or norm-referenced tests, and criterion-referenced tests. In standardized testing, scores of individual children or of groups of children are compared with scores made on that same test by a norming population. For example, from a standardized test one may learn that Johnny gets as many spelling words right as do 50% of the third graders in the U. S.

Criterion-referenced tests are used to assess a child's knowledge or skill in a particular area, measuring him by an absolute standard without reference to the scores of other children. For example, one might wish to know exactly which initial consonant sounds a particular child knows. Such testing does not have to be formal. The needed information might be learned by using a commercially prepared test, an informal teacher-made one, or simply by observing the child at work on a task using that particular skill.

Criterion-referenced tests are generally more useful for instructional purposes since they pinpoint specific needs of individual children and may also be constructed to evaluate skills or broader goals in any particular program. Standardized tests may also be used for such purposes, but are less likely to be useful in diagnosis and planning of instruction. They remain useful and necessary, however, for providing teachers and school systems with a way to compare their schools with national or local norms. They will be more useful if they are available for teachers to use in their evaluation and planning for individual children.

Figure 17 shows the extent to which standardized tests in reading are administered in New Jersey schools. From Figure 18 one may learn to what extent these test results are available for use in diagnosis and planning.

Some Findings:

- In over 70% of New Jersey elementary schools standardized tests in reading from the same or different publishers are administered in each grade every year.

- In only 2% of the schools are no standardized reading tests used routinely.

- In 50% of the schools teachers are given the test scores for use in planning. No information was available from the survey as to whether teachers did in fact make use of these results.

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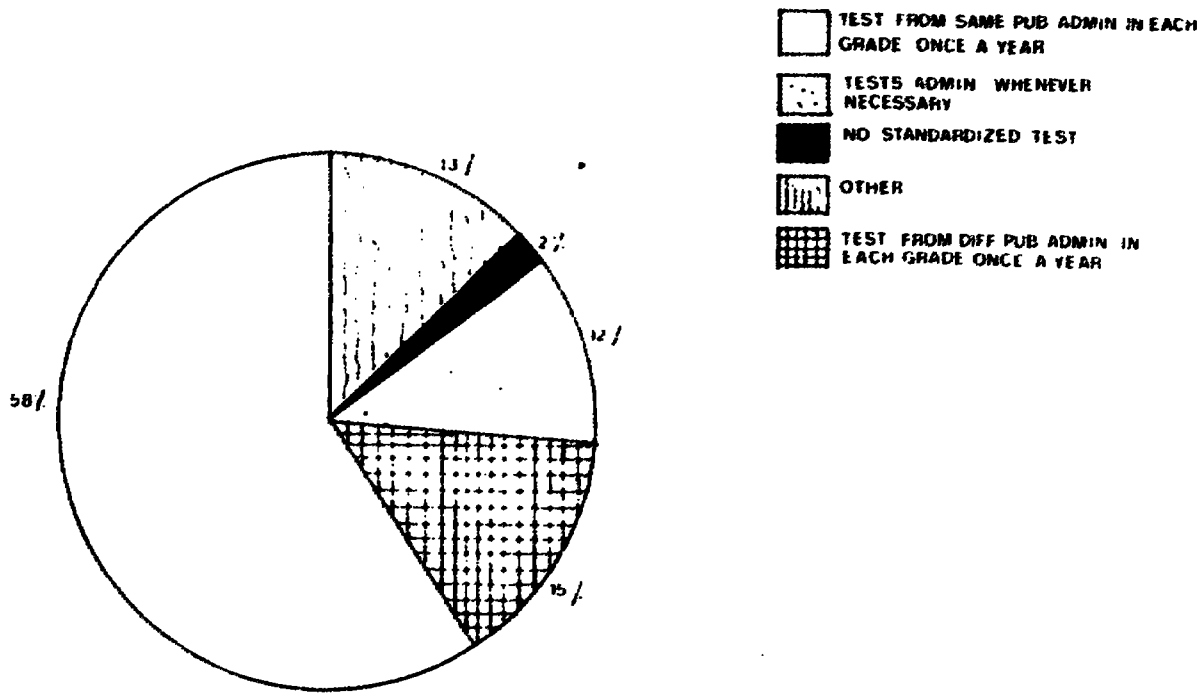

FIG 17

PERCENT ELEMENTARY SCHOOLS USING STANDARDIZED TEST PROGRAMS IN READING

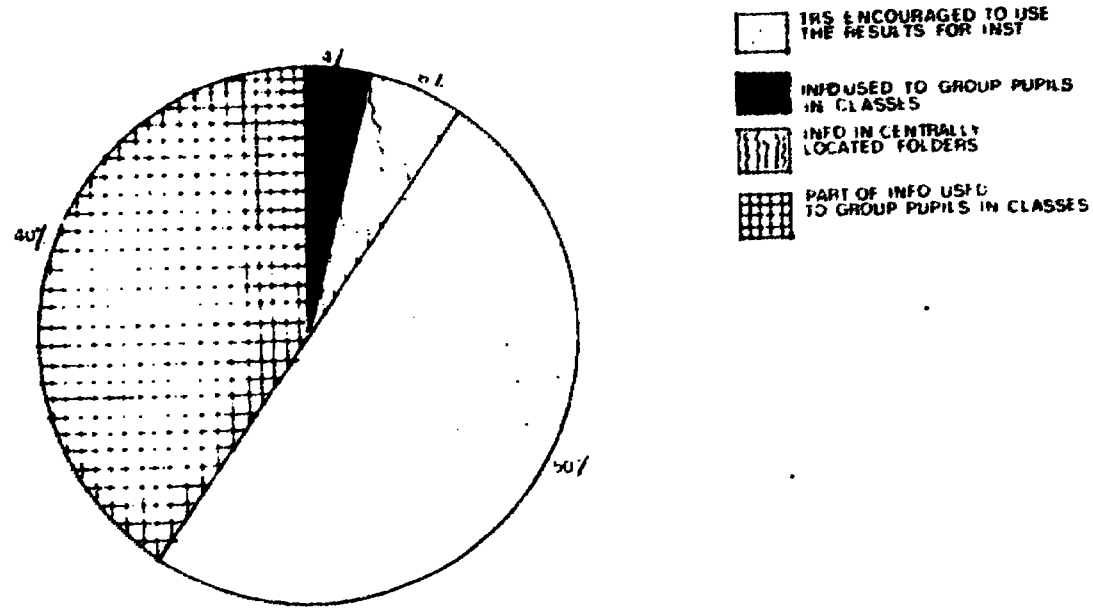

FIG 18

PERCENT ELEMENTARY SCHOOLS USING STANDARDIZED READING TEST INFORMATION

SPECIAL READING SERVICES

Screening and Selection of Students for Remedial and Supplemental Reading Programs in Elementary Schools

When considering which children to choose for special help in reading, it is necessary first to screen large numbers of children. Usually group tests will be used to provide an objective measure and also to guard against the possibility that a quiet withdrawn child may be overlooked. In addition to test results, the observations and comments of classroom teachers must be considered. These will provide valuable insights not available from the standardized measures, and also will help guard against another danger — that of the "orang-utang" score. This is the very misleading score which may be achieved by a child when guessing on a test which is too difficult for him.

Many difficult choices have to be made, and although selection policies must be set by individual schools and school systems, it is usually recommended that special reading help be given to those children who have the most potential to benefit from it. Children with severe emotional problems or serious learning disabilities should be provided for by other special services.

Figures 19, 20, and 21 show methods considered important in the screening procedure, frequency of individual diagnosis, and criteria considered important in selecting students for special reading programs.

Some Findings:

- In initial screening, most schools in the State follow recommended procedures and rely upon both teacher recommendations and reading achievement tests. Over half of the schools also consider IQ scores.

- Individual diagnosis is given to candidates for remedial reading in almost all cases.

- It would appear that students are selected more carefully for remedial reading than for supplementary programs, as all methods of screening and selection are considered more important and used more often in remedial programs.

- In the actual selection of students, after the initial screening, heavy consideration is given the potential to benefit from extra instruction.

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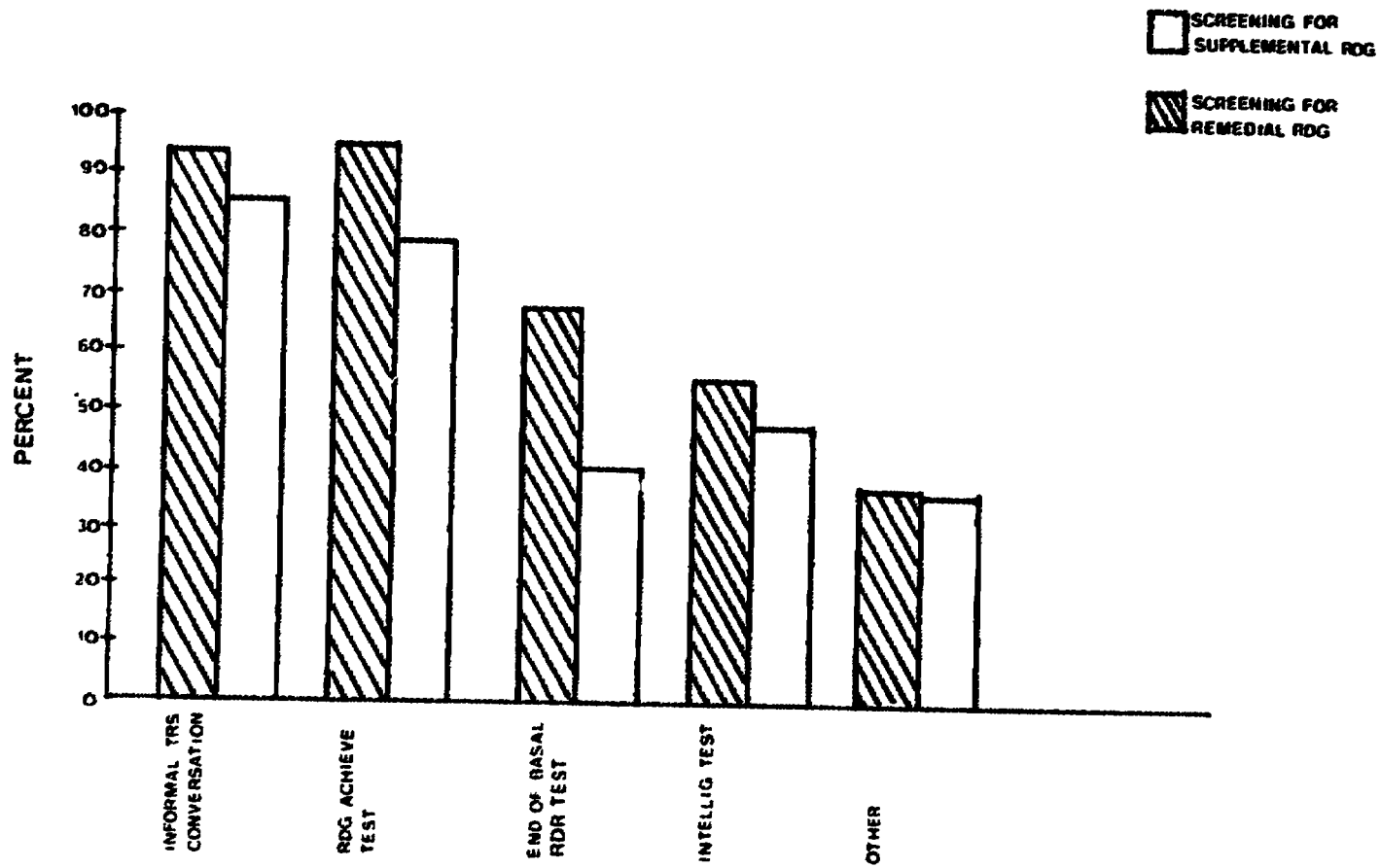

FIG 19

PERCENT OF ELEMENTARY SCHOOLS SCREENING FOR READING

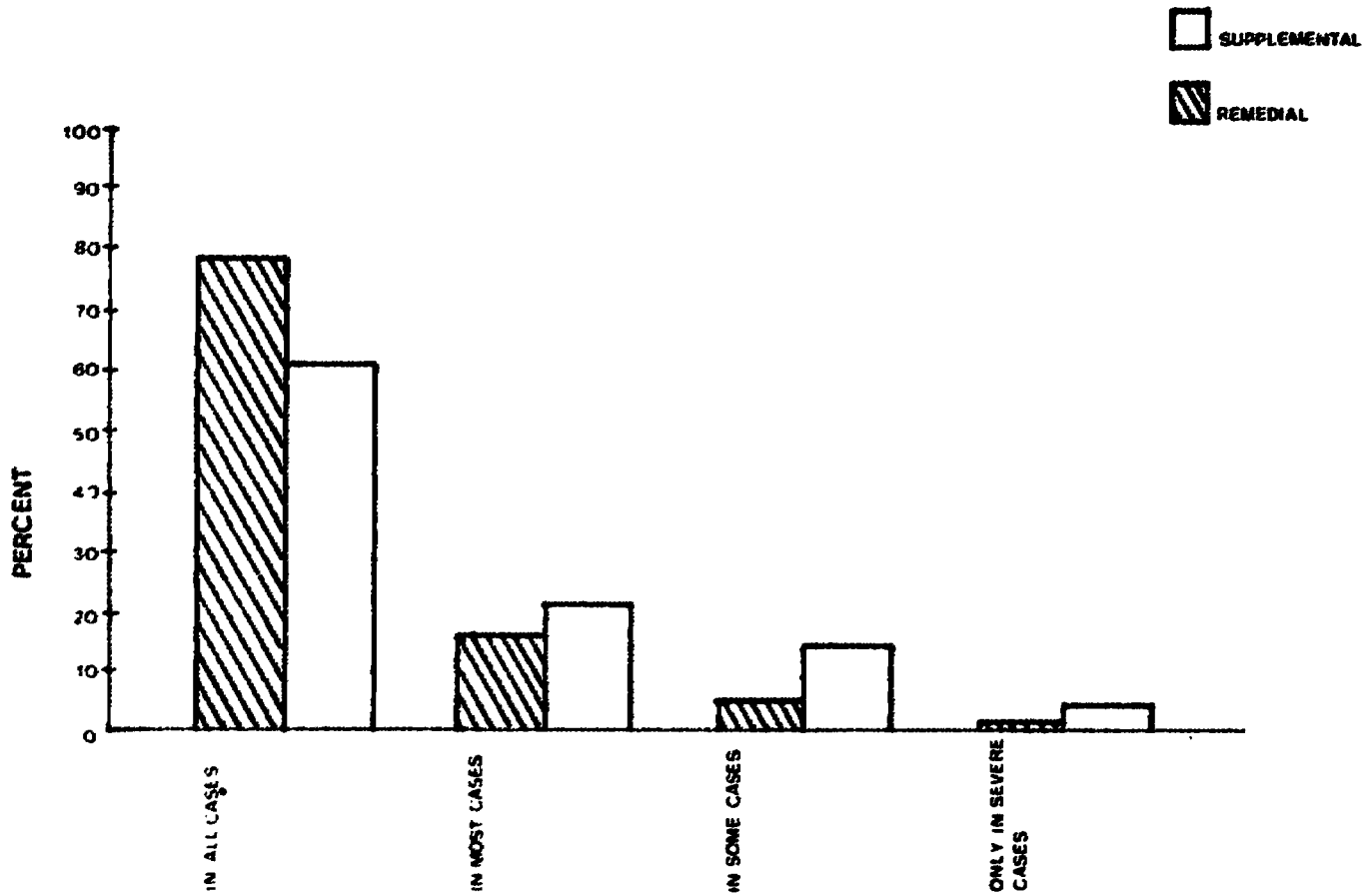

FIG 20

PERCENT OF ELEMENTARY SCHOOLS GIVING INDIVIDUAL DIAGNOSIS

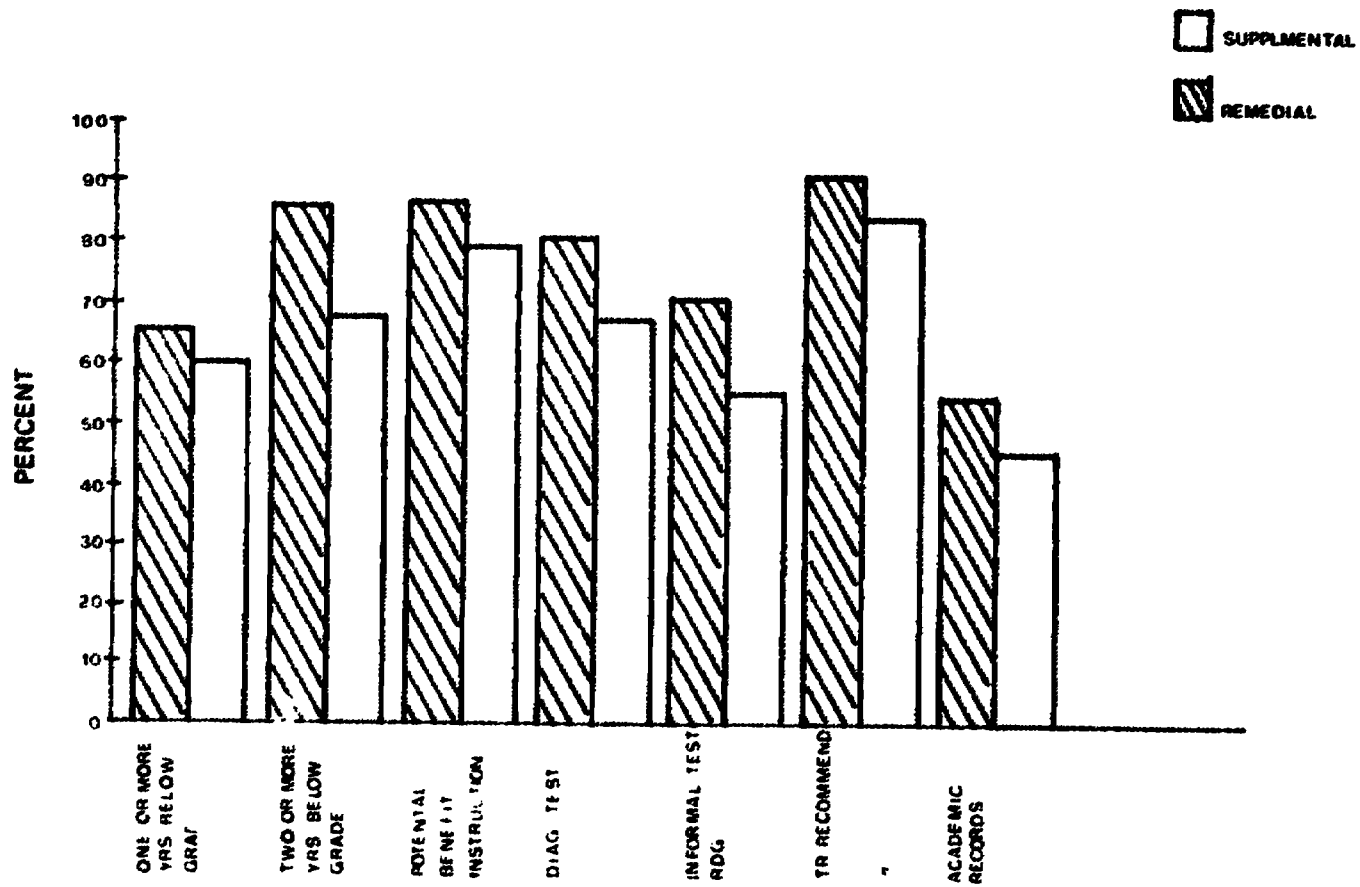

FIG 21

CRITERIA USED IN SELECTING STUDENTS FOR ELEMENTARY READING PROGRAMS

Diagnosis in Elementary School Special Reading Classes

Before remedial or supplementary instruction is given, an assessment of pupils' needs and skills must be completed as part of the initial screening and selection procedures. Some of this will be done after the students have been selected. At this point individual diagnostic tests, informal reading inventories and other criterion referenced measures are necessary in order to plan instruction and select materials for individual students.

Figures 22 and 23 show the frequency of use of several different diagnostic procedures used before instruction is provided. Choices for these items on the questionnaire were "always, frequently, usually, seldom, or never." Percentages are given for "always" and "frequently," for remedial and supplementary programs.

Some Findings:

- In remedial programs reading diagnostic tests and informal reading inventories are the measures most frequently used in addition to standardized tests and teacher observations.

- A slightly different emphasis in supplemental programs may be noted by comparing Figures 22 and 23. Supplemental programs less frequently use either standardized or diagnostic reading tests, and slightly more often use psychological evaluations and interest inventories.

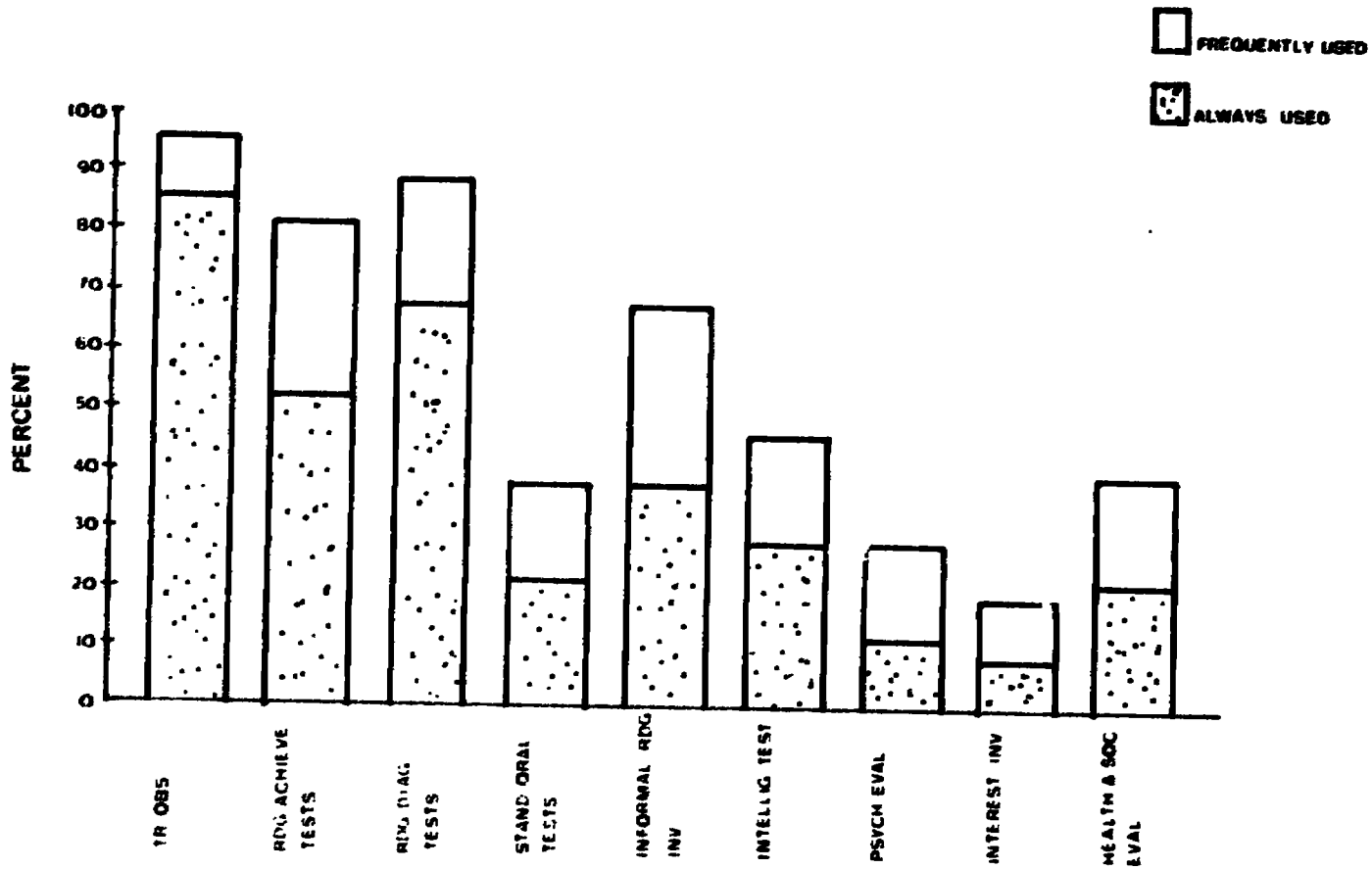

FIG 22

PERCENT OF ELEMENTARY SCHOOLS USING VARIOUS DIAGNOSTIC PROCEDURES FOR REMEDIAL READING

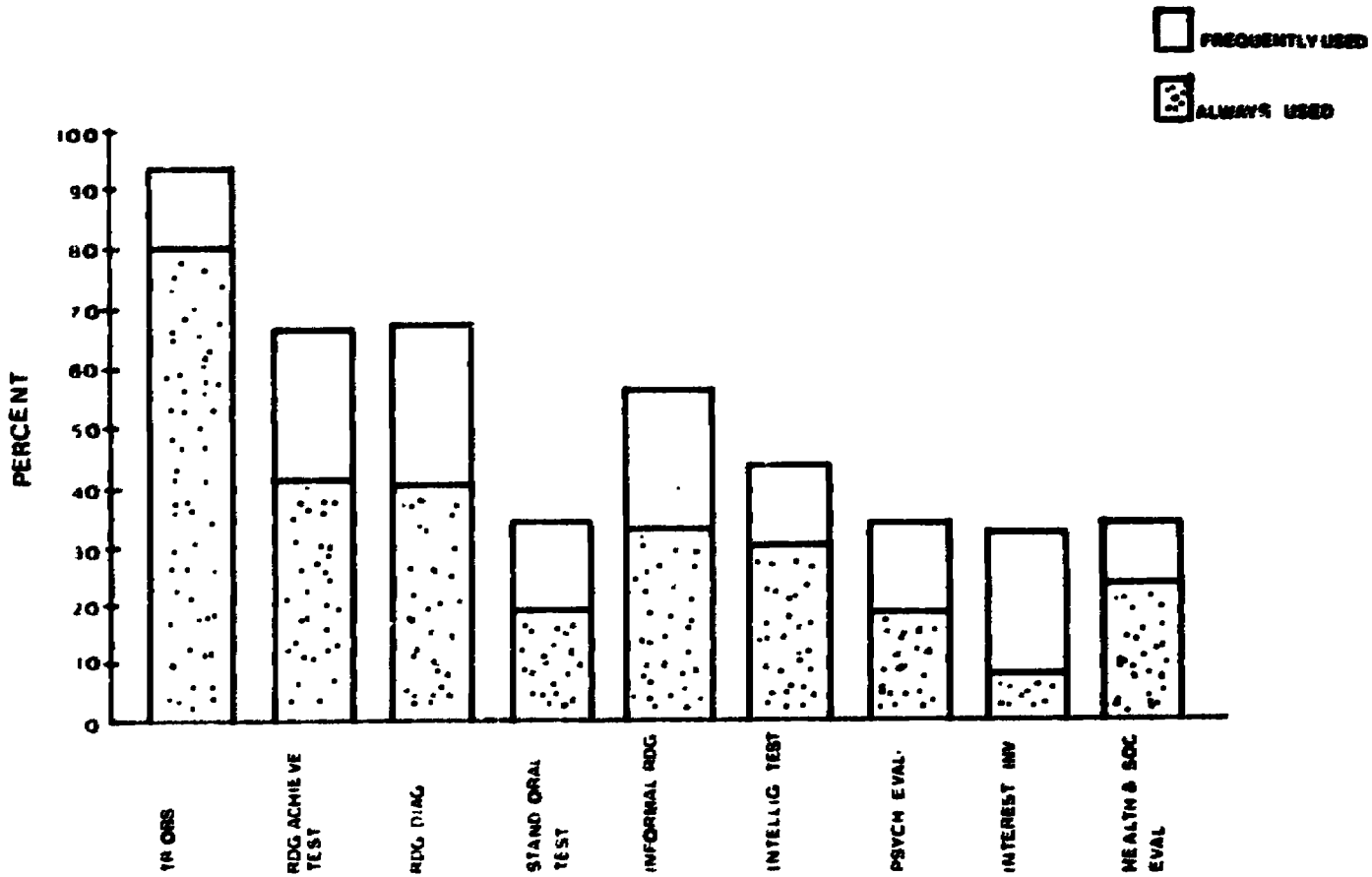

FIG 23

PERCENT OF ELEMENTARY SCHOOLS USING VARIOUS DIAGNOSTIC PROCEDURES FOR SUPPLEMENTAL READING

Grouping in Elementary School Special Reading Classes

There are several different ways of grouping children for remedial and supplemental instruction, the most desirable being to group them on the basis of their instructional needs. Age and grade must be taken into account both for convenience of scheduling and to ensure compatibility of the children. But, it is recommended that children's reading level and skill deficiencies be the major criteria used.

Figures 24 and 25 show the criteria most frequently used in grouping children.

Some Findings:

- Most schools follow desirable practices in placing more emphasis on children's reading levels and skill deficiencies than on age or grade when grouping students.

- Supplementary programs tend to use age and grade more and reading level somewhat less as criteria for grouping. This again probably reflects the slightly different nature of these programs.

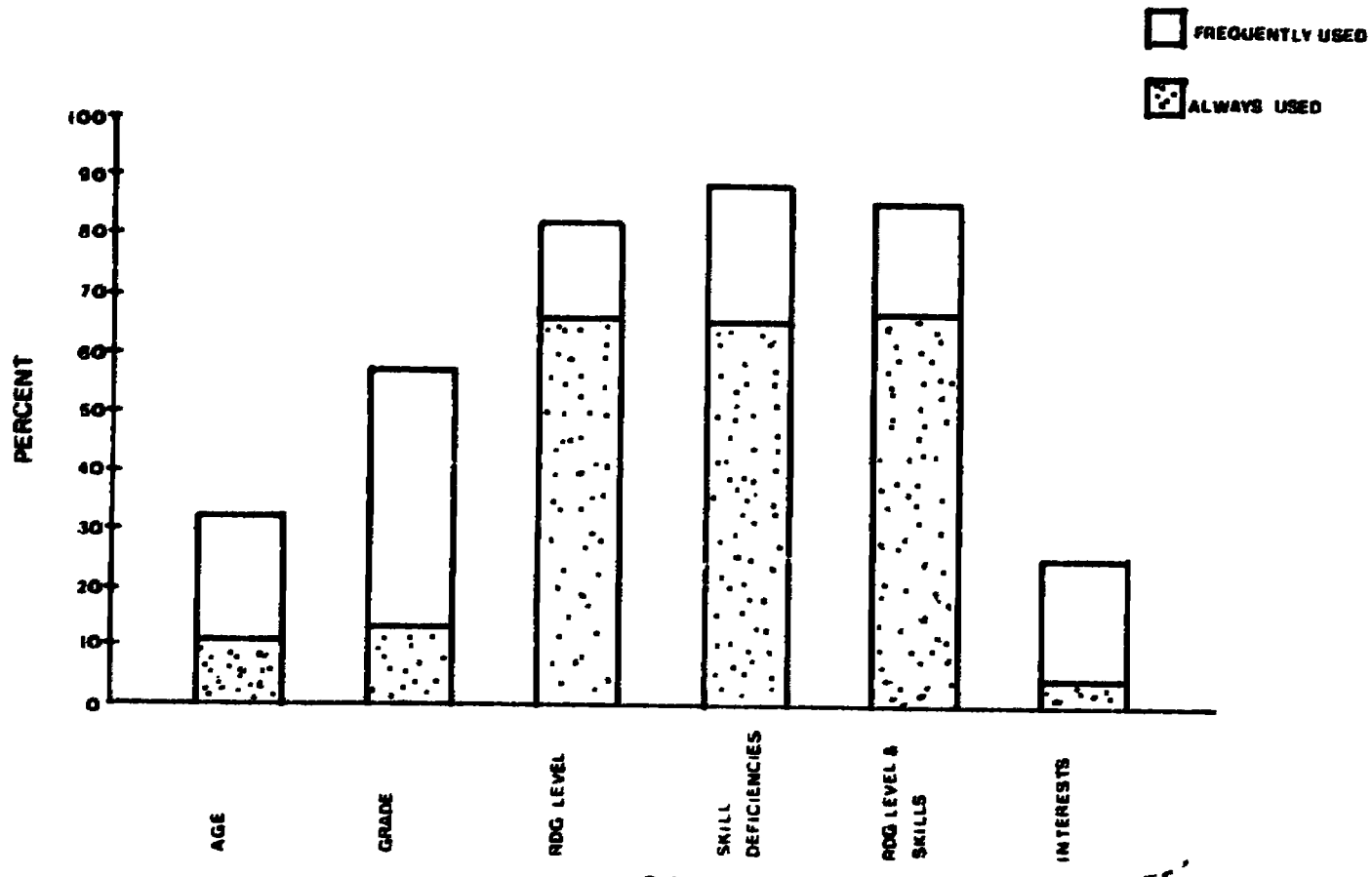

FIG 24

PERCENT ELEMENTARY SCHOOLS USING VARIOUS CRITERIA IN GROUPING FOR REMEDIAL INSTRUCTION

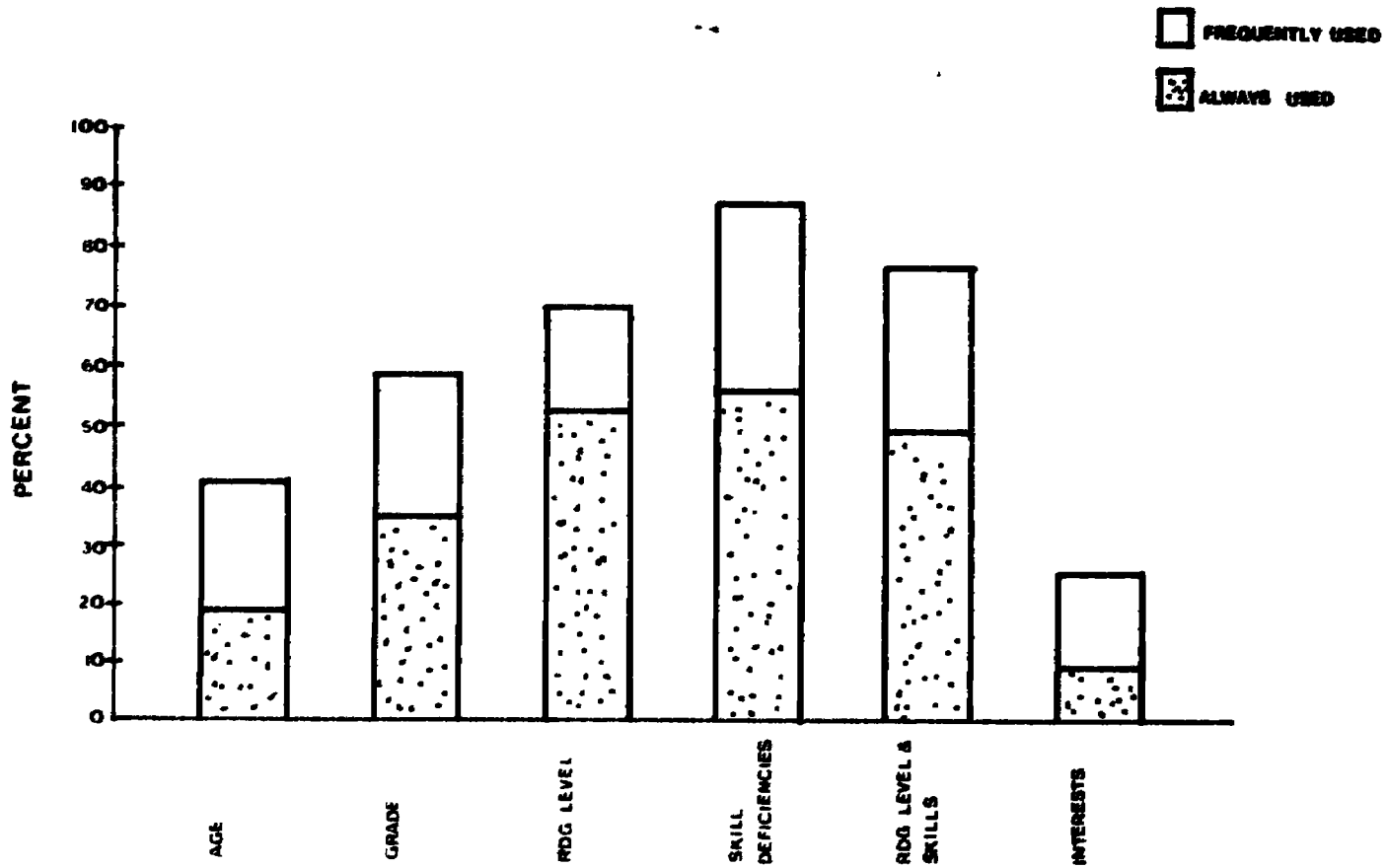

FIG 25

PERCENT ELEMENTARY SCHOOLS USING VARIOUS CRITERIA IN GROUPING FOR SUPPLEMENTAL INSTRUCTION

Scheduling of Remedial and Supplemental Classes in Elementary Schools

The best rule in scheduling remedial or supplemental reading classes is that the teacher be allowed flexibility in setting up the schedule so as to meet the needs of individual children. Some children will make good gains in groups of 4 or 5, whereas others may require individual attention. There should always be some time in the schedule kept free for on-going diagnostic testing and testing of new children.

Figures 26 and 27 show the percentage of remedial and supplementary classes meeting 2, 3, 4, or 5 days a week for various lengths of time. Figure 28 shows the average class size.

Some Findings:

- Sixty two percent of all remedial classes and 60% of all supplementary classes meet for 20-30 minutes. This time period is certainly an absolute minimum; in fact, unless a teacher is working with only 1 or 2 children, it is questionable whether 20 minutes is a sufficient length of time. Many children take 5 or 10 minutes to settle down to a new task. In a 20 minute period this would leave them 10 minutes of working time and 5 minutes to get ready to leave. This hardly seems a sufficient assault on a serious reading deficiency.

- Thirty-five percent of remedial classes and 45% of supplementary classes meet five days per week. Scheduling classes 5 days per week may leave the teacher no time for diagnostic testing and planning, unless she has a free period during the day. This is a possible weak spot which individual school systems may want to evaluate.

- Most classes are between 1-5 pupils, but about ¼ of remedial and supplementary classes are between 6-10 pupils. It may be that these groups are too large for the kind of individual attention children in special reading classes often need. Groups of 10 or more cannot truly be considered remedial reading classes.

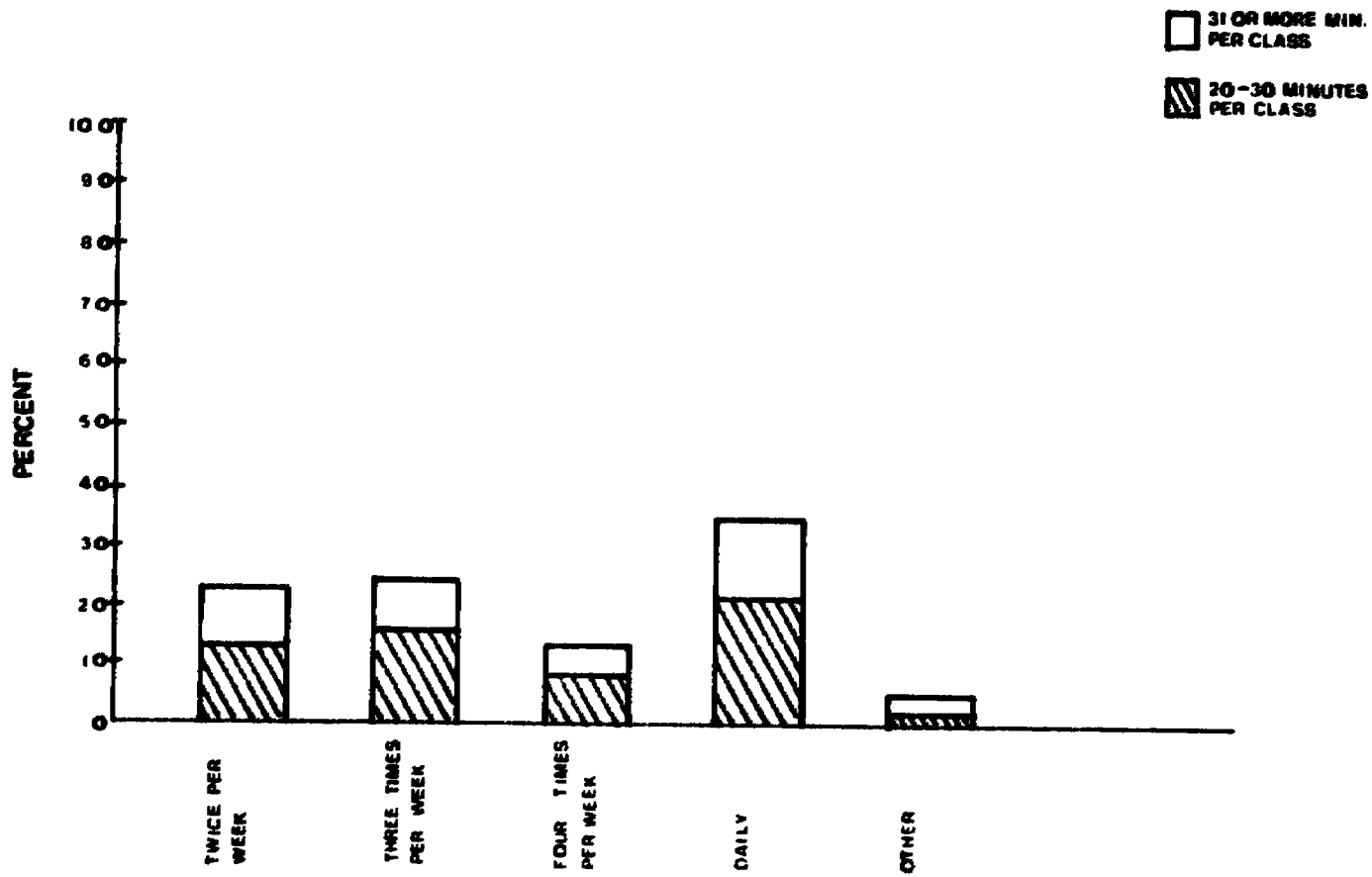

FIG 26

FREQUENCY AND LENGTH OF REMEDIAL READING CLASSES IN ELEMENTARY SCHOOLS

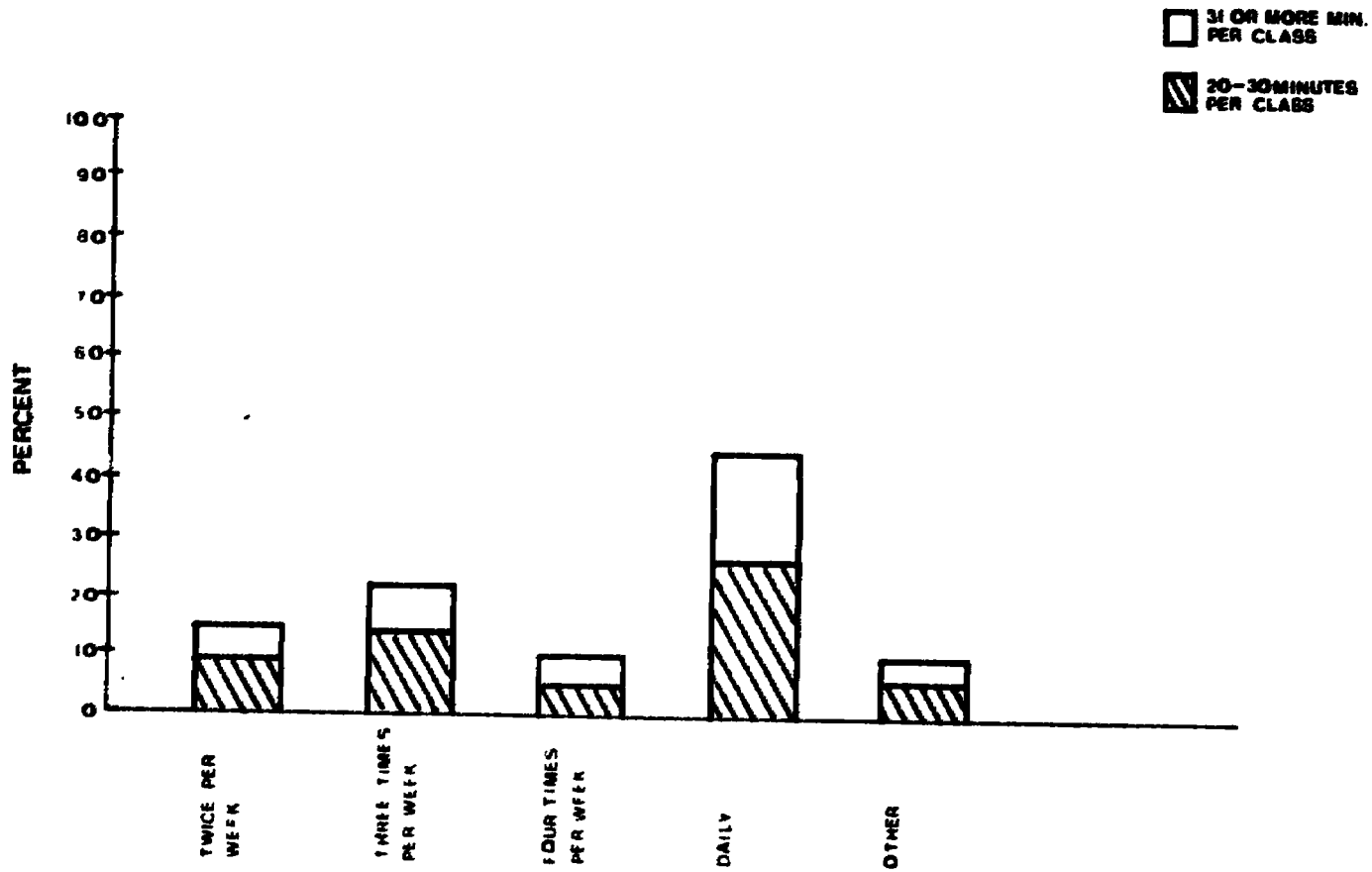

FIG 27

FREQUENCY AND LENGTH OF SUPPLEMENTAL READING CLASSES IN ELEMENTARY SCHOOLS

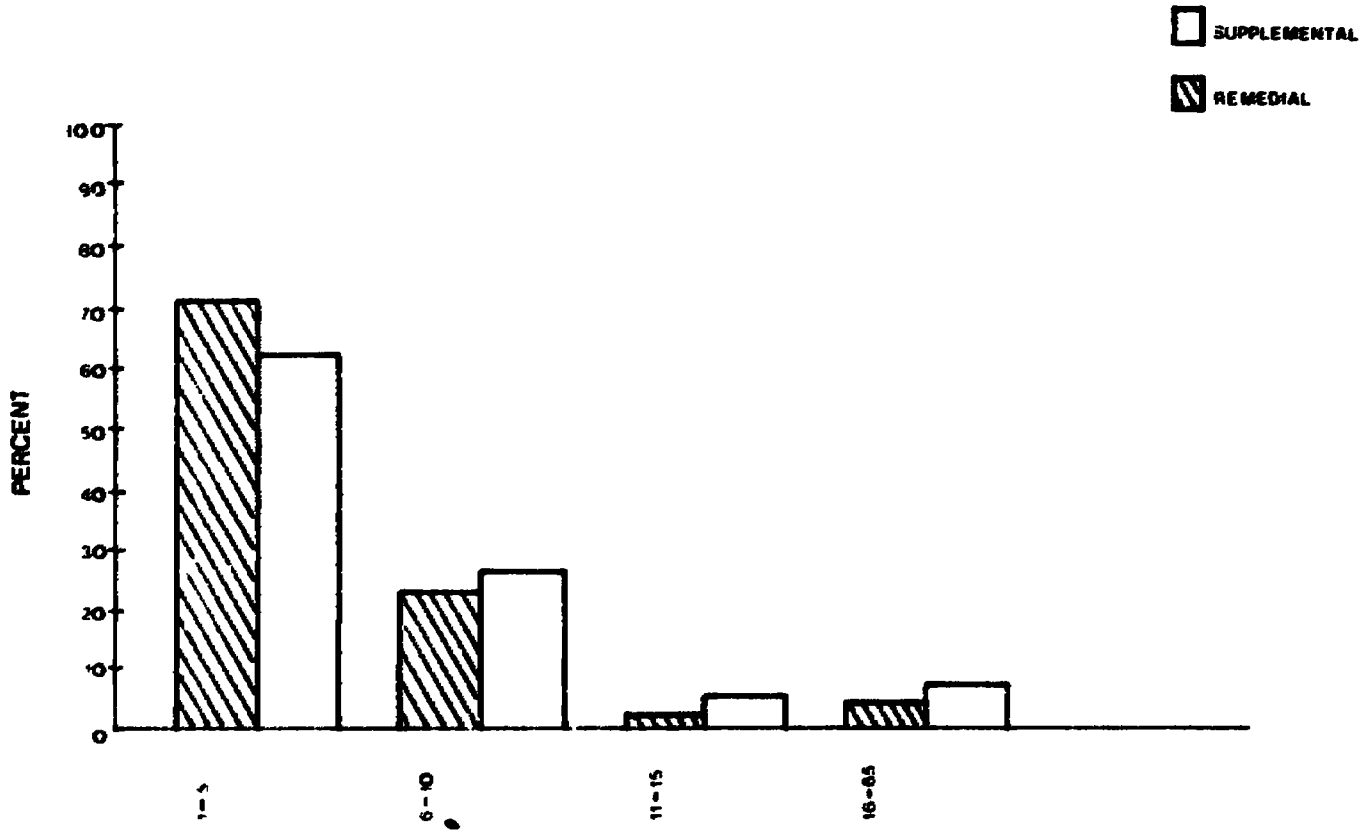

FIG 28

SIZE OF REMEDIAL & SUPPLEMENTAL READING CLASSES IN ELEMENTARY SCHOOLS

Location of Remedial and Supplemental Instruction

In some schools there is an effort not to remove children from the classroom, but to provide any special instruction needed within classroom settings. Figure 29 shows the percentage of schools reporting various locations for remedial and supplemental instruction.

Some Findings:

- Most remedial instruction is outside the classroom. Slightly less supplemental instruction is outside the classroom and more is in the class.

- It is difficult to evaluate this data since there is no information to indicate whether the out of class site is a large beautiful room or the traditional broom closet. Similarly, in-classroom situations may reflect the use of individualized instruction in an open classroom or may simply indicate lack of space for remedial instruction.

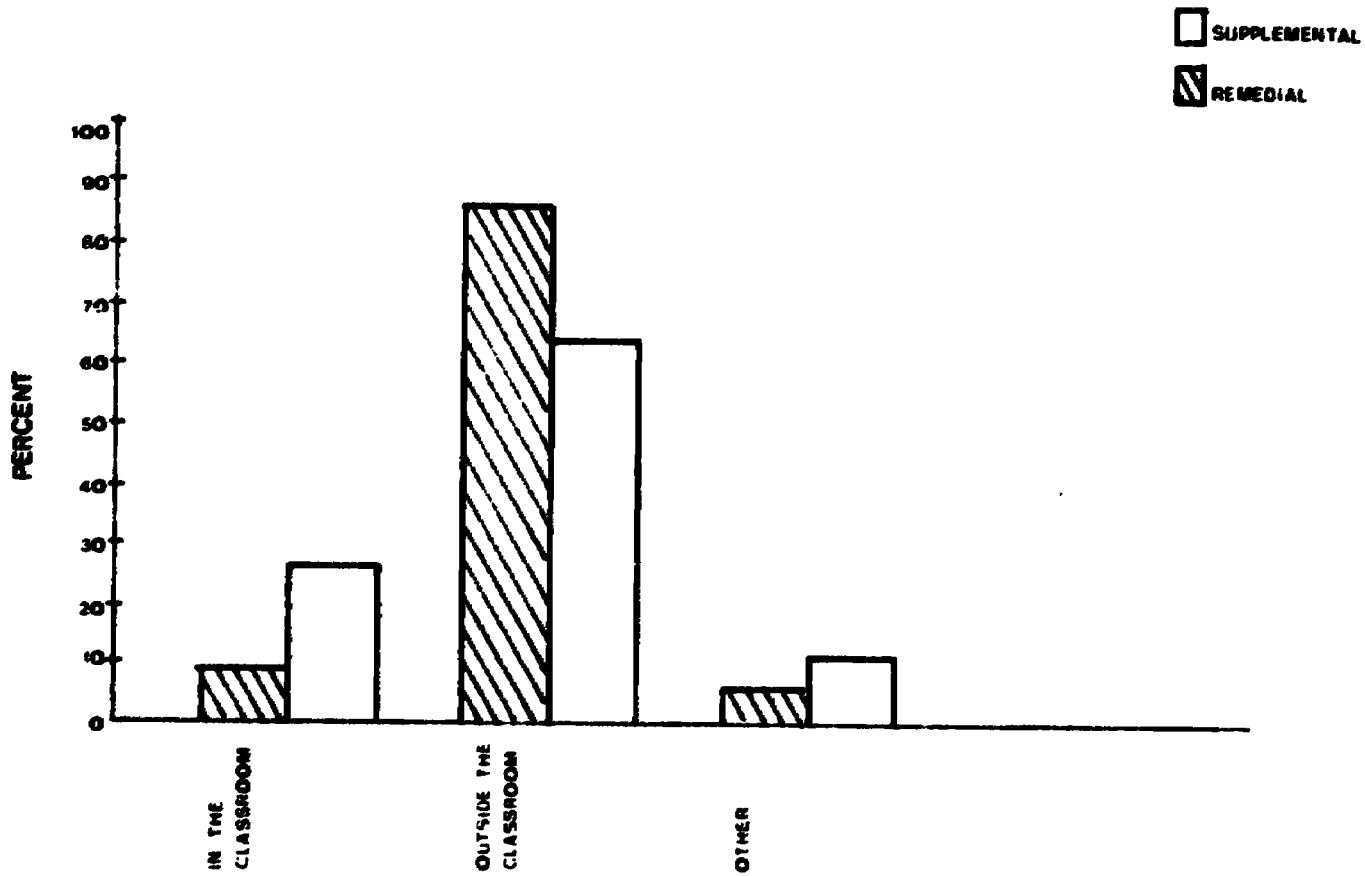

FIG 29

LOCATION OF REMEDIAL & SUPPLEMENTAL READING IN ELEMENTARY SCHOOLS

Materials Used for Remedial and Supplemental Reading Instruction in Elementary Schools

It is usually advisable to have materials for remedial instruction which do not duplicate those used in the classroom. In supplemental instruction this may not be the case, since the purpose is to supplement or give assistance with the work done in the classroom.

There is evidence that children in remedial and supplemental programs benefit from experience with manipulative materials — thus some successful programs may legitimately include blocks, clay, sand, and supplies for cooking or crafts as materials as essential to their programs as the more traditional workbooks and ditto sheets. Such manipulative materials promote readiness for reading by facilitating cognitive development and vocabulary growth. They also frequently provide much-needed motivation for older children.

Figure 30 shows the materials regularly used in remedial and supplemental reading classes.

Some Findings:

- There is an encouraging variety of materials checked as important and used regularly. Most frequently listed for remedial reading were audio-visual materials, reading games, supplementary phonics books and high-interest, low-level reading books.

- Supplementary programs used less of all materials listed except basal text and related materials. This is in keeping with the purpose of supplementary programs.

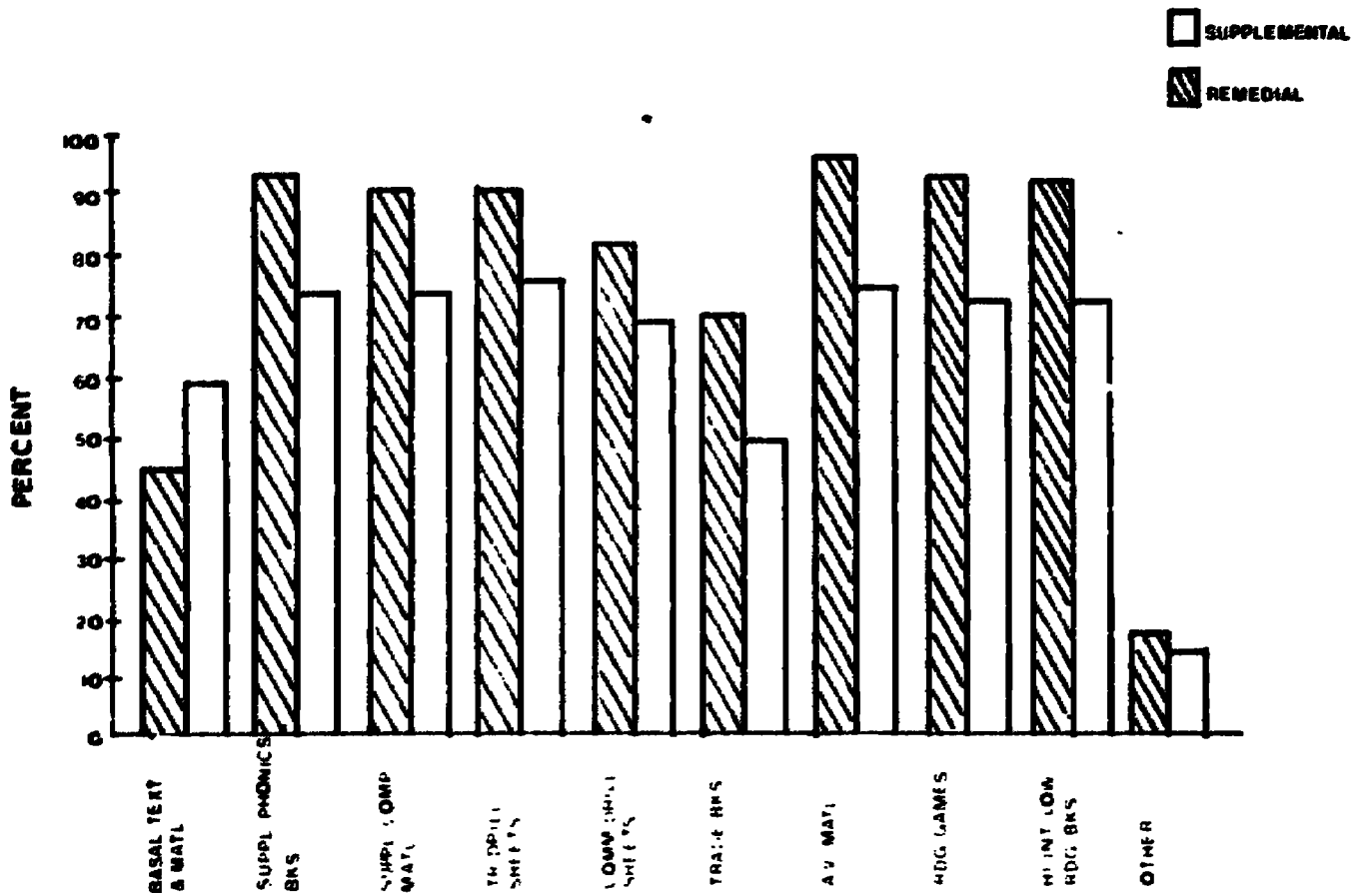

FIG 30

PERCENT OF ELEMENTARY SCHOOLS USING DIFFERENT MATERIALS FOR READING INSTRUCTION

Coordination with Classroom Teachers in Elementary Schools

It is extremely important that special reading teachers work in cooperation with classroom teachers. They need to exchange information about children's work and behavior. In addition, reading teachers may suggest techniques and materials to be used in the classroom with certain children.

Figure 31 indicates what techniques are most often used to coordinate special programs with regular classroom instruction.

Some Findings:

- In only 44% of remedial and 51% of supplementary programs are there regularly scheduled conferences between special reading teachers and classroom teachers.

- In 91% of remedial programs and 75% of supplementary programs "Teachers are expected to exchange information."

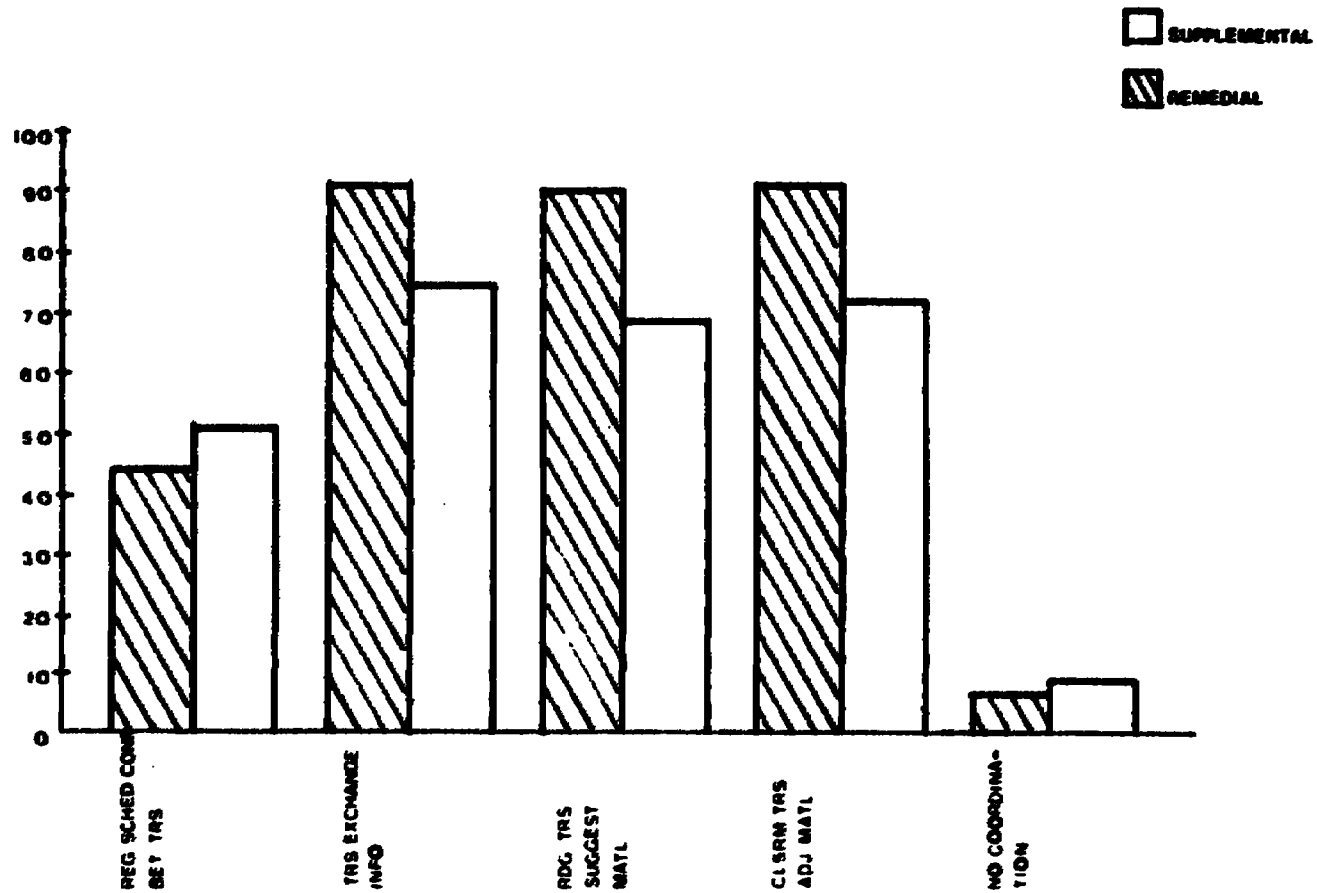

FIG 31

TYPES OF COORDINATION BETWEEN READING & CLASSROOM TEACHERS IN ELEMENTARY SCHOOLS

SECONDARY SCHOOL

GENERAL INFORMATION

Use of Elementary Information for Class Placement

All too frequently the jump from elementary school into high school is a jump into another planet for a child. Coordination between the two levels should be a goal for school systems.

Figure 32 indicates the degree to which reading information from the elementary school is used to place children in subject-matter classes in secondary schools.

Some Findings:

- In 80% of the secondary schools achievement test scores are used for incoming students.
- Only a little more than half use teachers' recommendations.
- In 13% of schools no information from the elementary school is used.

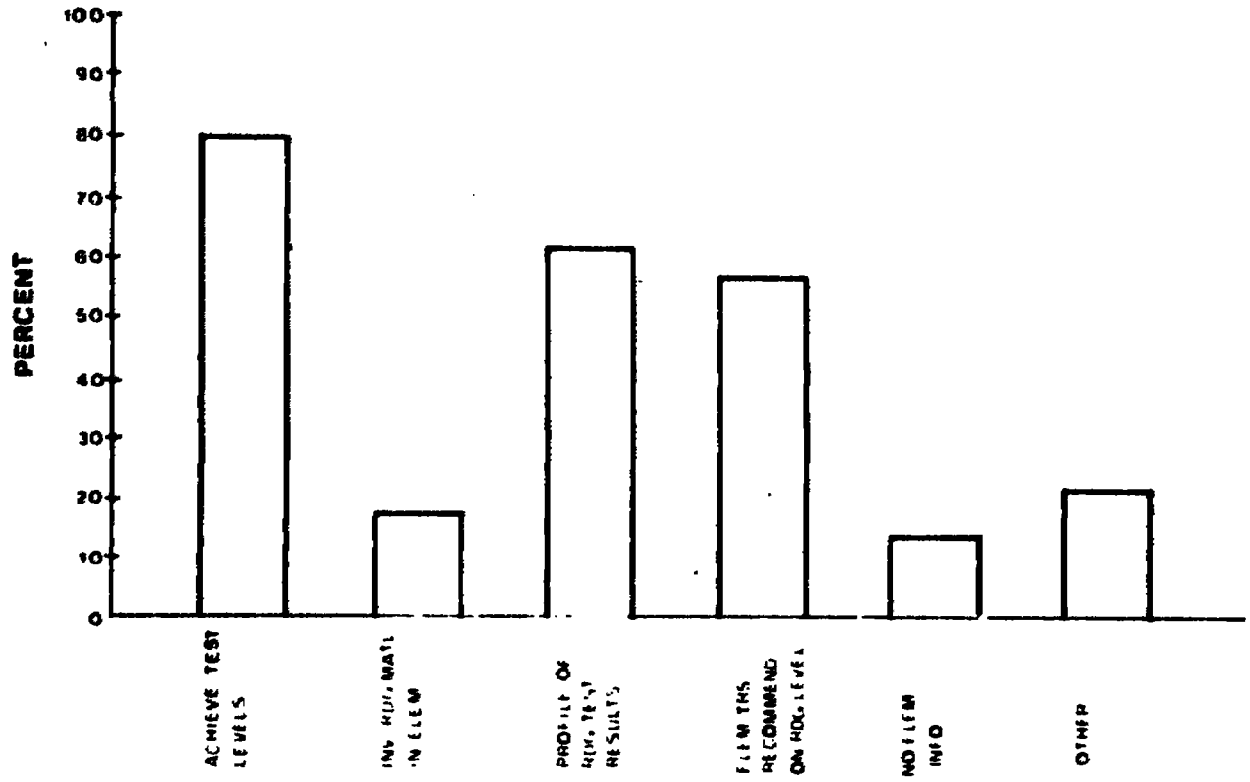

FIG 32

PERCENT OF SECONDARY SCHOOLS USING READING INFORMATION FROM ELEMENTARY SCHOOLS

Reading in Content Areas in Secondary Schools

Every content teacher should be prepared to teach the reading skills specific to his subject. In order to do this teachers must have identified the reading and study skills necessary for their content areas, and must receive assistance in techniques and choice of materials so that they will be prepared to incorporate such methods into their regular teaching procedure.

This area was identified as a possible weakness in elementary schools. What does the data from the secondary schools show? Figure 33 presents information on the extent of instruction in reading skills in content subjects in secondary schools. Figure 34 presents a comparison between 7th and 8th grades in elementary and in secondary schools, and Figure 35 shows what assistance in reading is available to content teachers.

Some Findings:

- In 36% of all secondary schools little emphasis is placed on incorporating reading skill instruction in content subjects.
- Another 32% indicated that reading skills are taught "as the need arises."
- Only 3% indicated that reading skills are taught as part of the prescribed curriculum.
- It appears that 7th and 8th graders are likely to receive more reading instruction in content areas if they are in an elementary rather than a secondary school. This probably reflects a general feeling that elementary schools are prepared to "deal with reading," whereas secondary school personnel have not traditionally expected to need to teach reading.
- In about 1/3 of secondary schools no formal help with the teaching of reading is provided to content teachers.

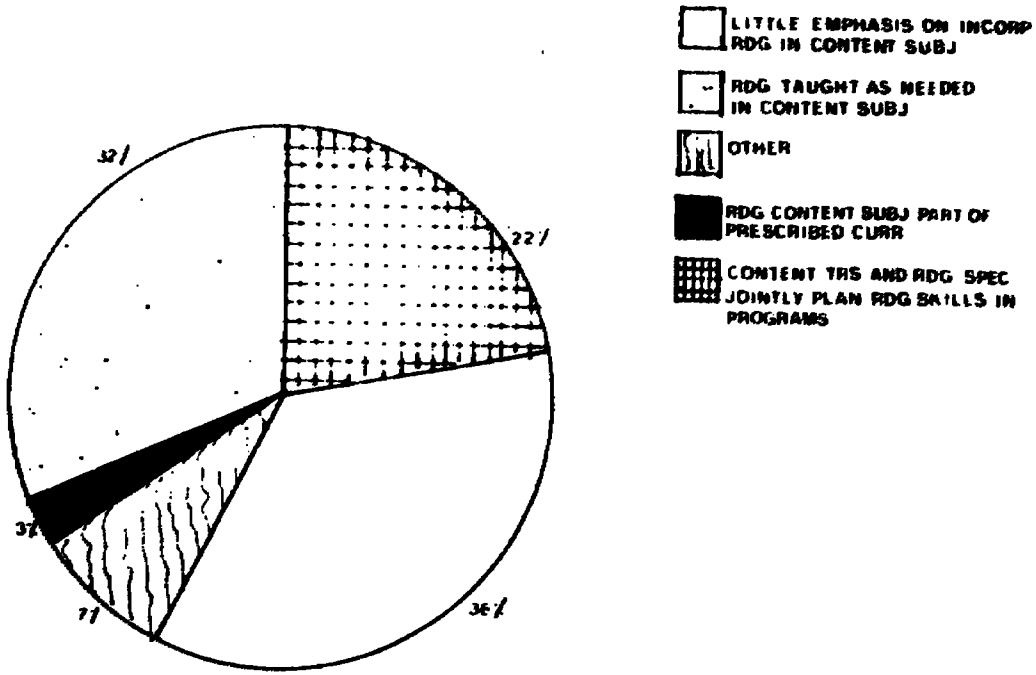

FIG 33

PERCENT READING INSTRUCTION IN CONTENT AREAS IN SECONDARY SCHOOLS

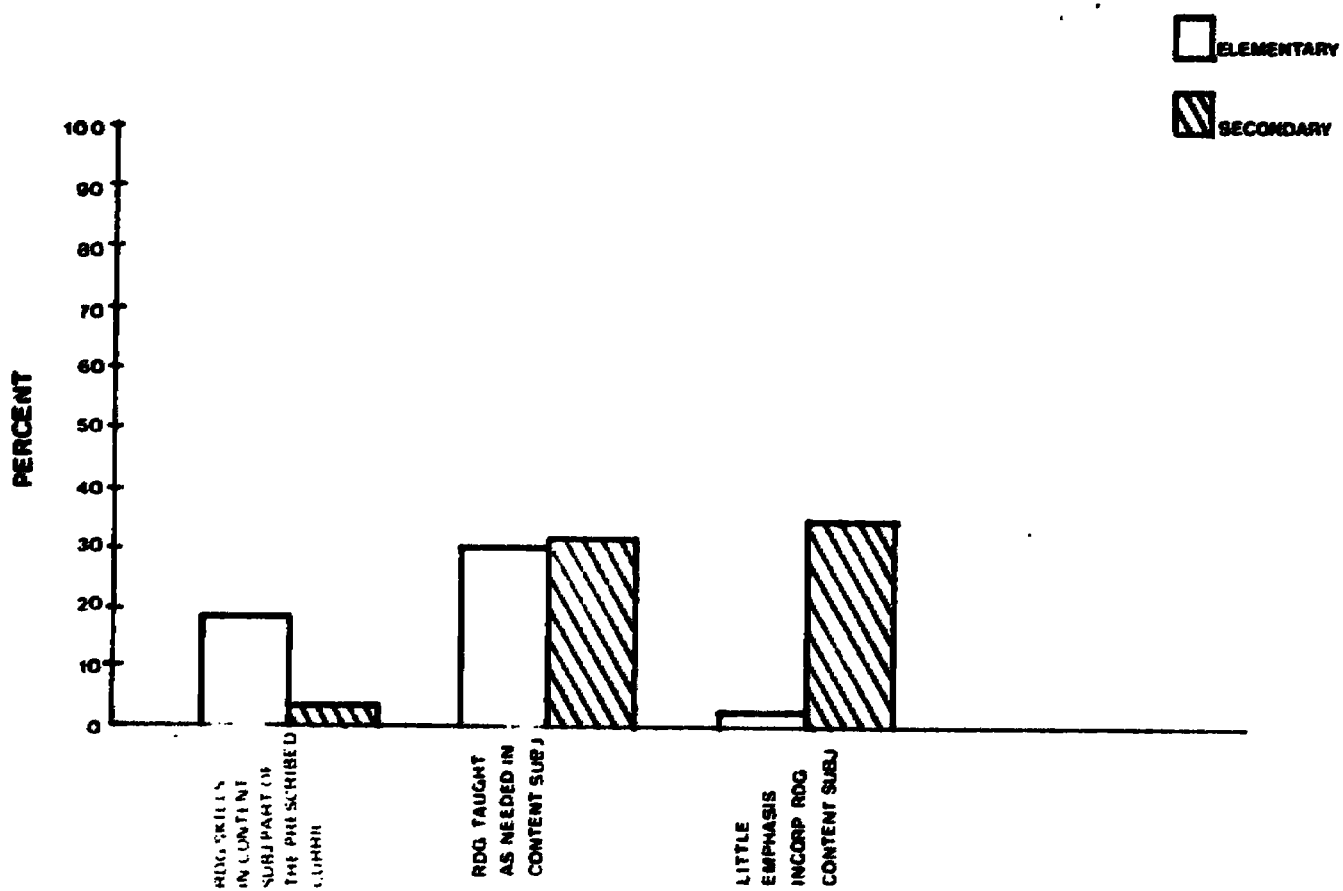

FIG 34

READING SKILLS OF 7 & 8 GRADE ELEMENTARY COMPARED WITH 7 & 8 GRADE SECONDARY

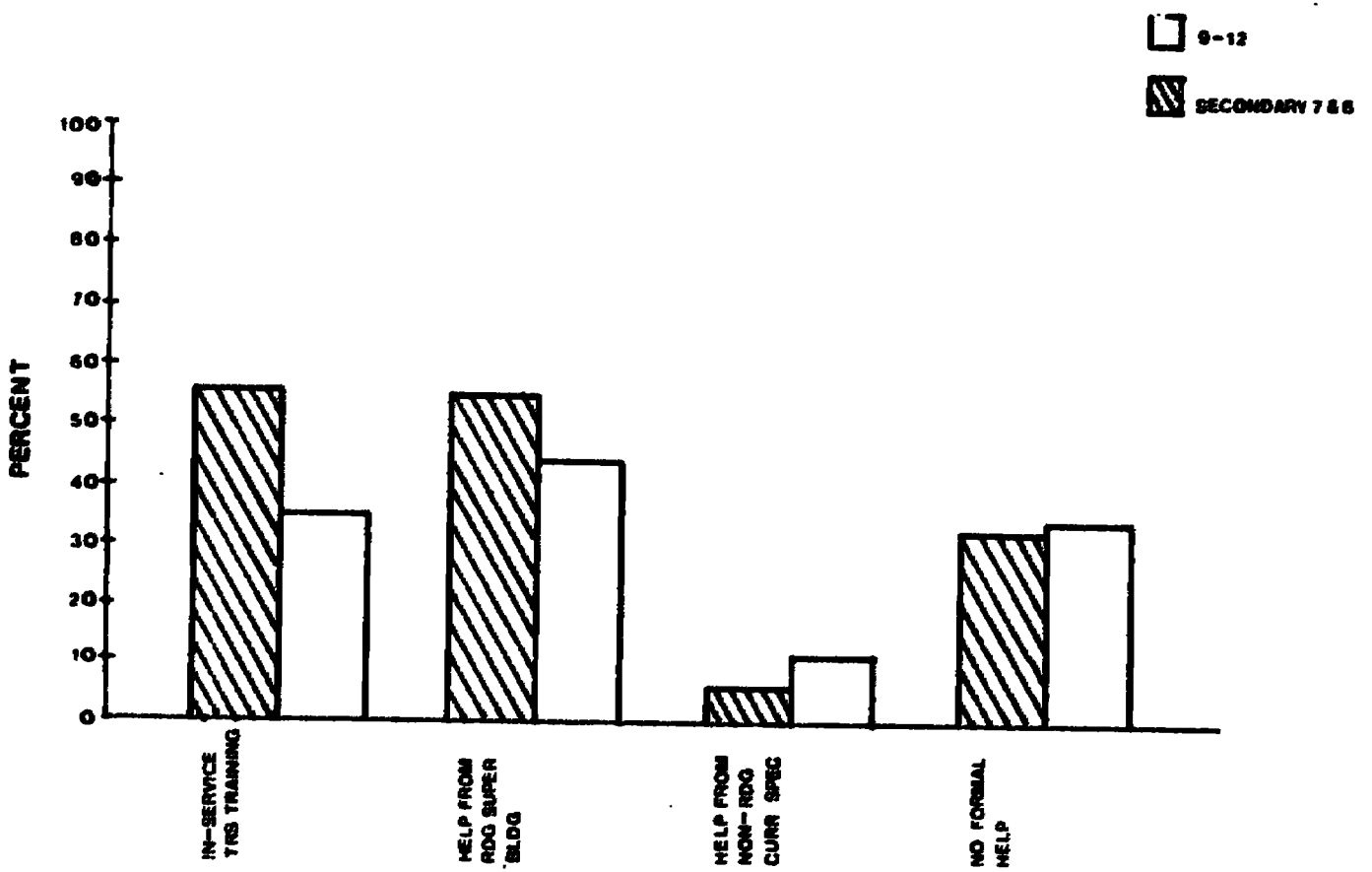

FIG 35

SECONDARY SCHOOLS PROVIDING ASSISTANCE IN TEACHING READING SKILLS FOR CONTENT TEACHERS

Standardized Testing in Reading in Secondary Schools

Figure 36 gives the percentages of secondary schools with different policies for administering standardized reading tests, and Figure 37 shows the uses made of this test information. Data from elementary school 7th and 8th grades is also included in Figure 37 for comparison.

Some Findings:

- In 89% of the secondary schools a standardized reading test from the same publisher is given to the 7th grade each year. In elementary schools only 55% of schools give such a test in 7th grade. This probably reflects a tendency to give standardized tests to students entering a different school. It may also help to explain the data in Figure 32 showing that in many cases little information from the elementary schools is used. Perhaps many of these schools rely on their own testing programs.

- In 9th grade 63% of secondary schools give standardized reading tests from the same publisher once each year. This practice received the highest percentage at each grade level in secondary school. However, as the grade levels went up, responses to this item went down and there was more of a tendency to have no standardized testing or to administer such tests only when teachers considered them necessary.

- Reading test scores are used to group secondary school 7th and 8th graders into content classes much more than they are used for that purpose with elementary school 7th and 8th graders or with 9th and 12th graders. This corresponds with the above finding that more secondary 7th and 8th graders are given such tests.

- It seems to be more common in elementary schools to give teachers test results for use in planning instruction. In 9th-12th grades, 62% of secondary schools keep the test scores in centralized folders, which may mean they are not often used by teachers.

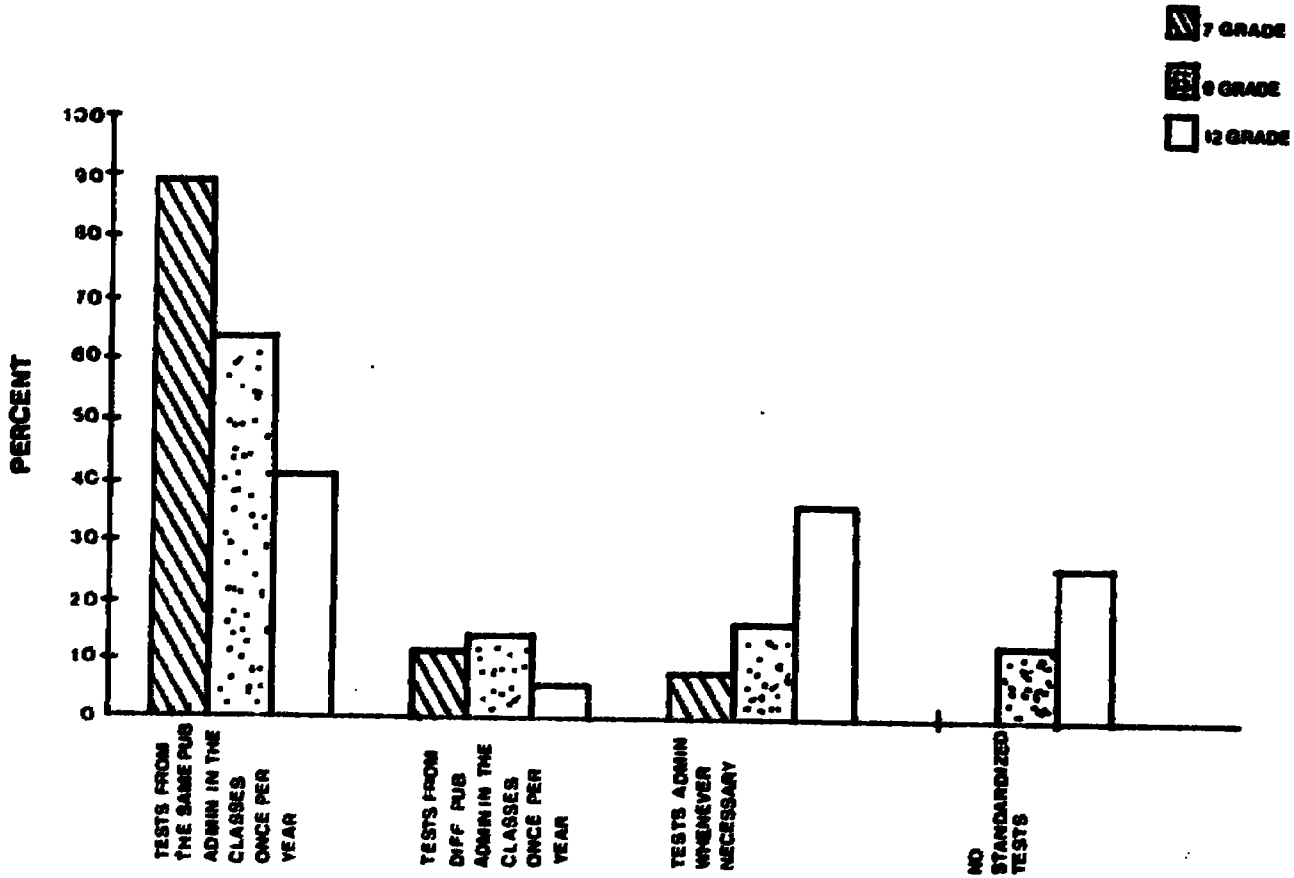

FIG 36

PERCENT SECONDARY SCHOOLS USING STANDARDIZED TESTING PROGRAMS IN READING

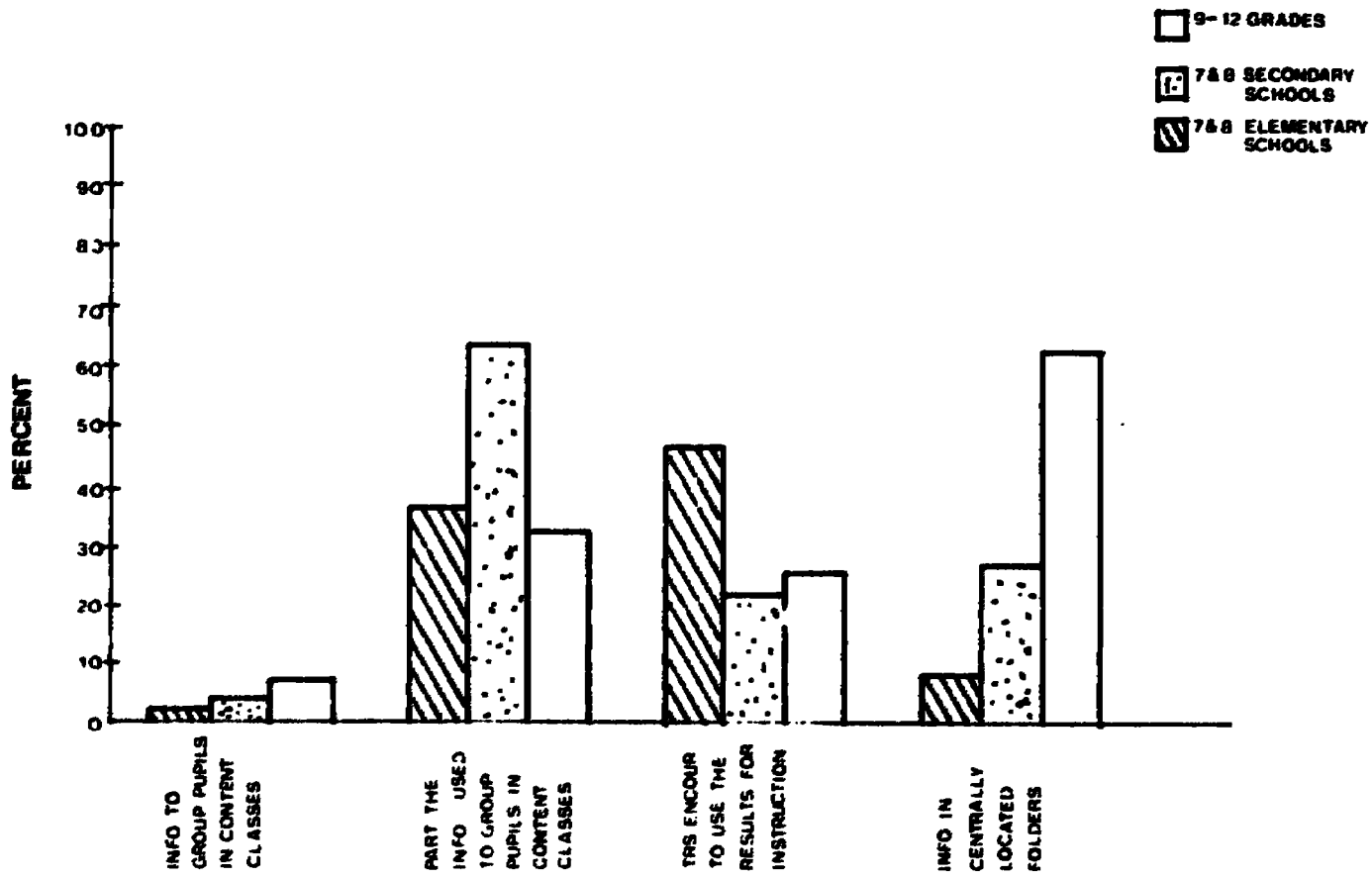

FIG 37

USES MADE OF STANDARDIZED TEST INFORMATION IN SECONDARY SCHOOLS WITH A COMPARISON OF THE 7&8 GRADES FROM ELEMENTARY SCHOOLS

Reading Courses Offered in Secondary Schools

What types of reading courses should be offered in secondary schools? In addition to teacher involvement in reading in all content areas, one should find courses for students who need some extra help in reading, small group or individual instruction for students who are severely disabled in reading, and classes in study skills and speed reading available for both average and college-bound students.

Figure 38 shows the types of reading programs offered in secondary schools in New Jersey. It should be borne in mind that these figures represent the percent of schools *offering* certain courses, not the percent of students receiving the services.

Some Findings:

- There is a wide variety of offerings in reading in New Jersey secondary schools.
- Only 59% of secondary schools offer any small group remedial instruction in grades 9-12, and only 18% offer courses in study skills. Of course, study skills may be included in many of the developmental reading courses.
- Only about ¼ of secondary schools offer speed reading in grades 9-12.

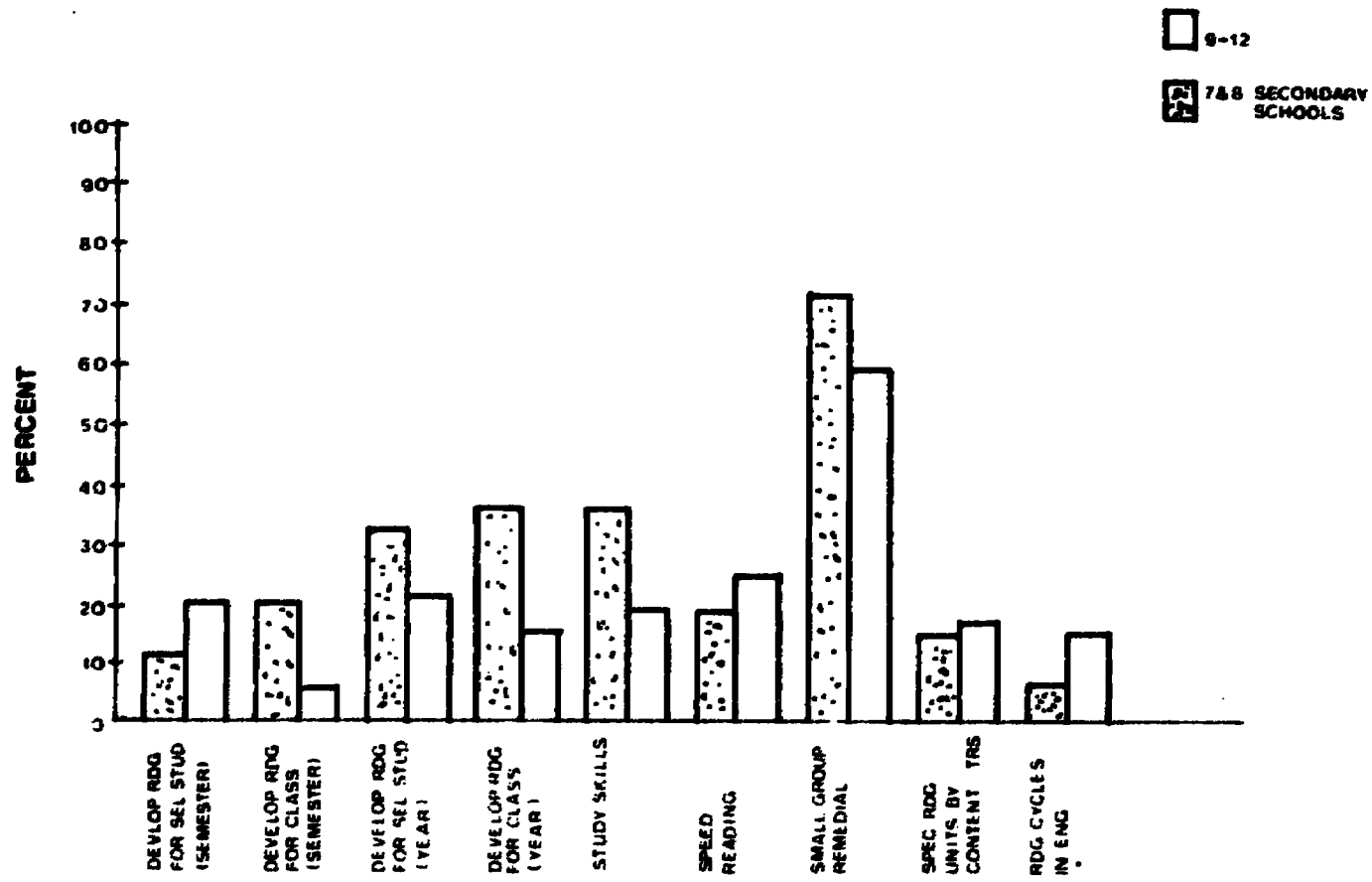

FIG 38

TYPES OF READING PROGRAMS OFFERED IN SECONDARY SCHOOLS

Status of Developmental Reading in Secondary Schools

The definition of secondary school developmental reading differs slightly from that in elementary school, and may include large groups of corrective classes.

Figures 39 and 40 present the percentages of schools which offer developmental reading as a required course or an elective, for credit or as a non-credit course. Figure 41 shows the class size in developmental reading courses.

Some Findings:

- Developmental reading is more often a required course in 7th and 8th grades. It is offered increasingly more often as an elective as the grade level goes up.

- In 7th and 8th grades developmental reading carries credit in about half the schools which offer it. In the upper grades it is a credit course about 5 times as often as it is a non-credit course.

- Almost half of developmental reading classes in grades 9-12 have 15 students or less, whereas developmental classes in 7th and 8th grade are mostly between 15-29 students. It is likely that this is because developmental reading is more often a whole class required course in 7th and 8th grades. In the upper grades it may more often be a smaller group corrective reading class.

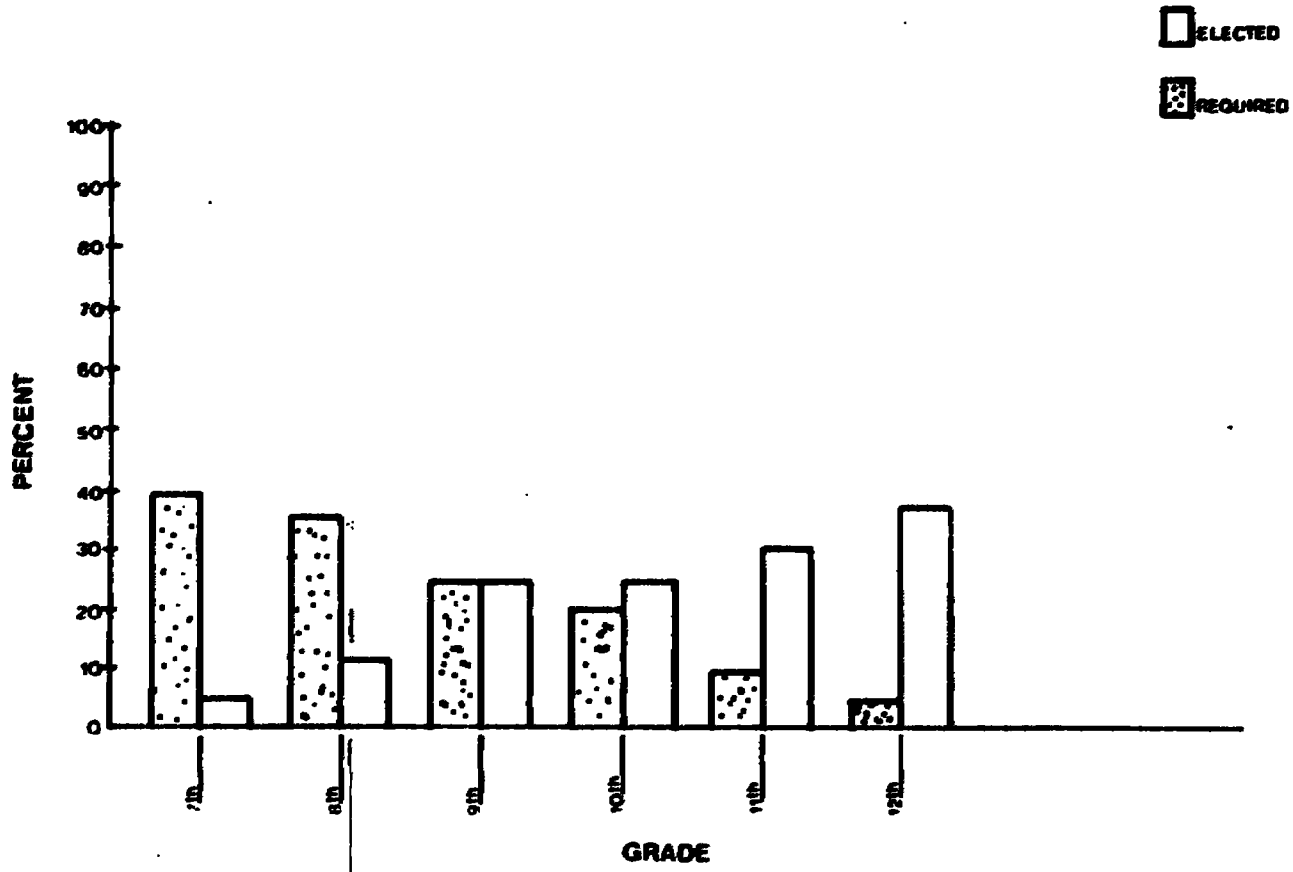

FIG 39
SECONDARY SCHOOLS OFFERING
DEVELOPMENTAL READING

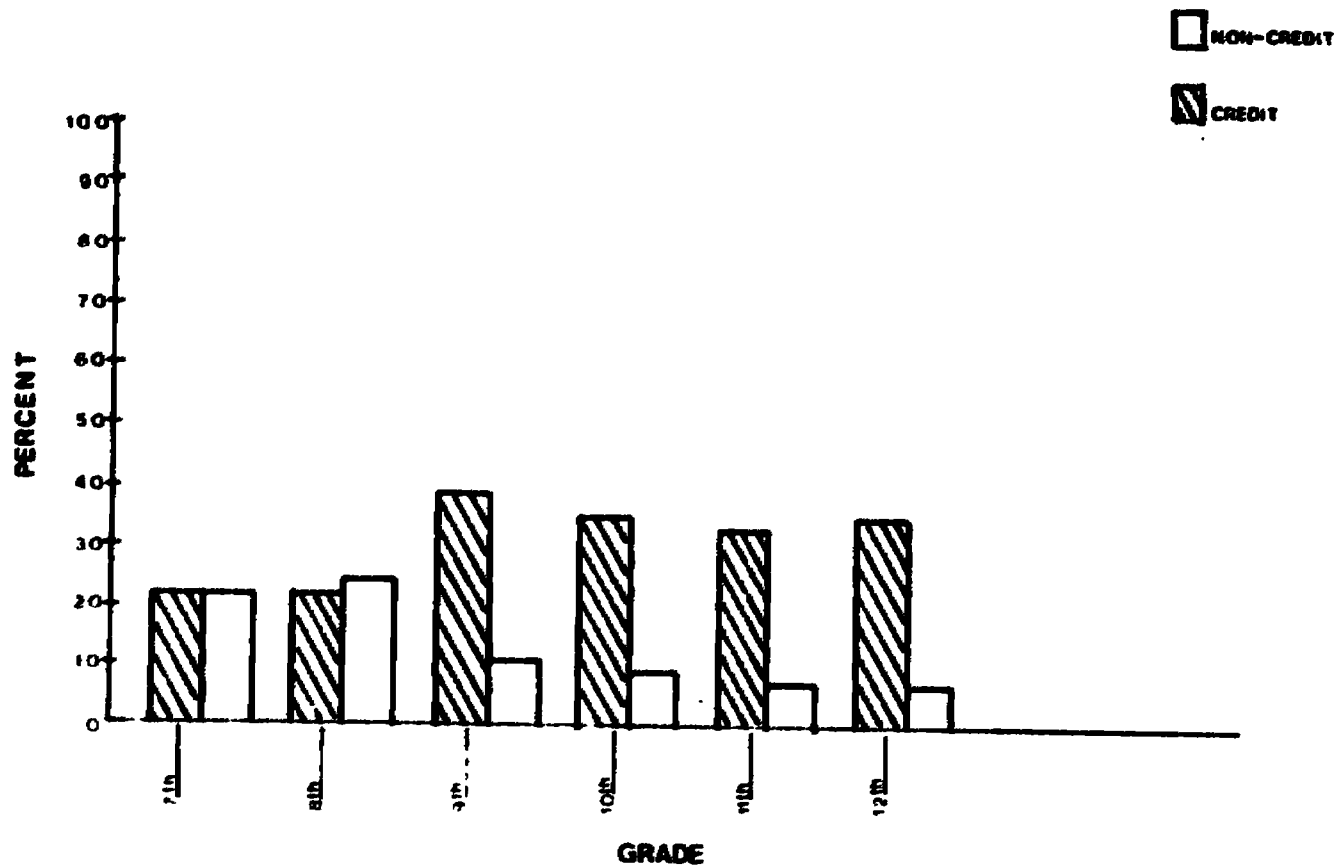

FIG 40

SECONDARY SCHOOLS OFFERING DEVELOPMENTAL READING FOR CREDIT OR NON-CREDIT

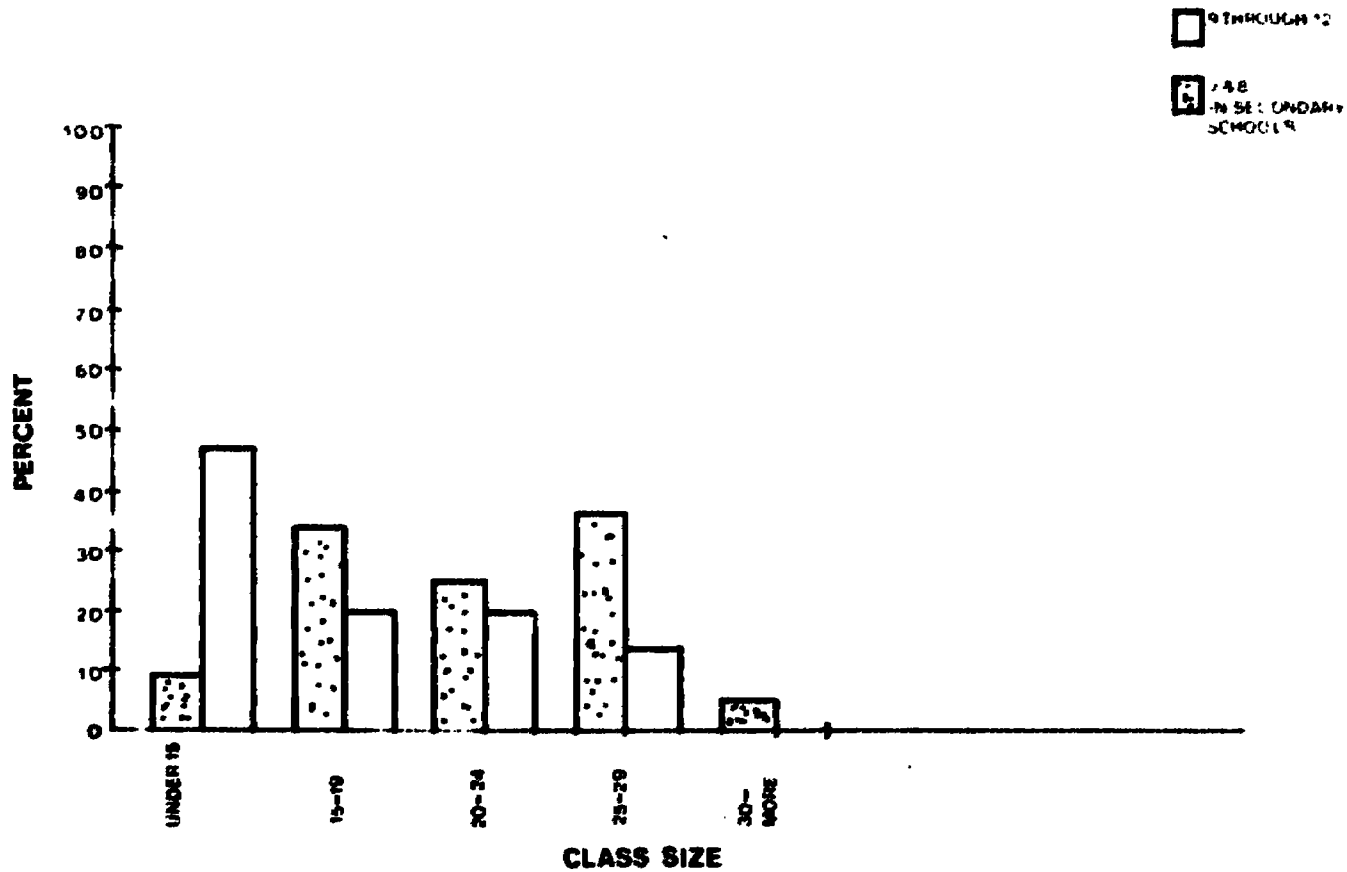

FIG 41

SECONDARY SCHOOL CLASS SIZE IN DEVELOPMENTAL READING

Screening and Selection of Students for Developmental or Remedial Programs in Secondary Schools

It is important that reading level, teacher judgment, and the student's potential to benefit from instruction all be taken into account in the selection of pupils for special reading programs.

Figure 42 shows which methods are considered important in the initial screening process in secondary schools. Figure 43 presents the frequency with which candidates for developmental and remedial reading receive individual diagnosis, and Figure 44 shows which criteria are considered most important in selecting pupils for such programs. In Figure 43 data for candidates for elementary remedial programs have been included so that comparisons may be made. Figure 45 presents data for grades 1-12 from the central office part of the questionnaire. It presents the minimum level of reading retardation required for assignment to remedial or supplementary classes.

Some Findings:

- Methods considered important in the initial screening process in secondary schools in Figure 42 are very similar to those considered important in elementary schools. In secondary schools there is slightly less emphasis on teacher conversations, and the percentage for reading achievement tests rises to 100%. Psychological tests also are frequently used in secondary school screening. In general, most schools seem to follow recommended procedures in screening pupils for reading programs.

- Individual diagnosis is used less frequently in secondary school programs, and is more likely to be used with candidates for remedial than for developmental programs. The percentage of candidates for remedial instruction in elementary school who receive individual diagnosis in all cases is 81%, compared with 61% in secondary schools.

- The most important criteria for selection of students for secondary remedial or developmental reading programs is teacher recommendations. Elementary schools seem to rely slightly more on all of the criteria listed in Figure 44, but the pattern is generally similar. A new factor enters the secondary school picture — "Scoring 3 years or more below grade level" — which is considered important by 74% of secondary schools.

- In schools which assign a minimum level of retardation for admission to special reading programs, the most common level cited is "two years below grade level."

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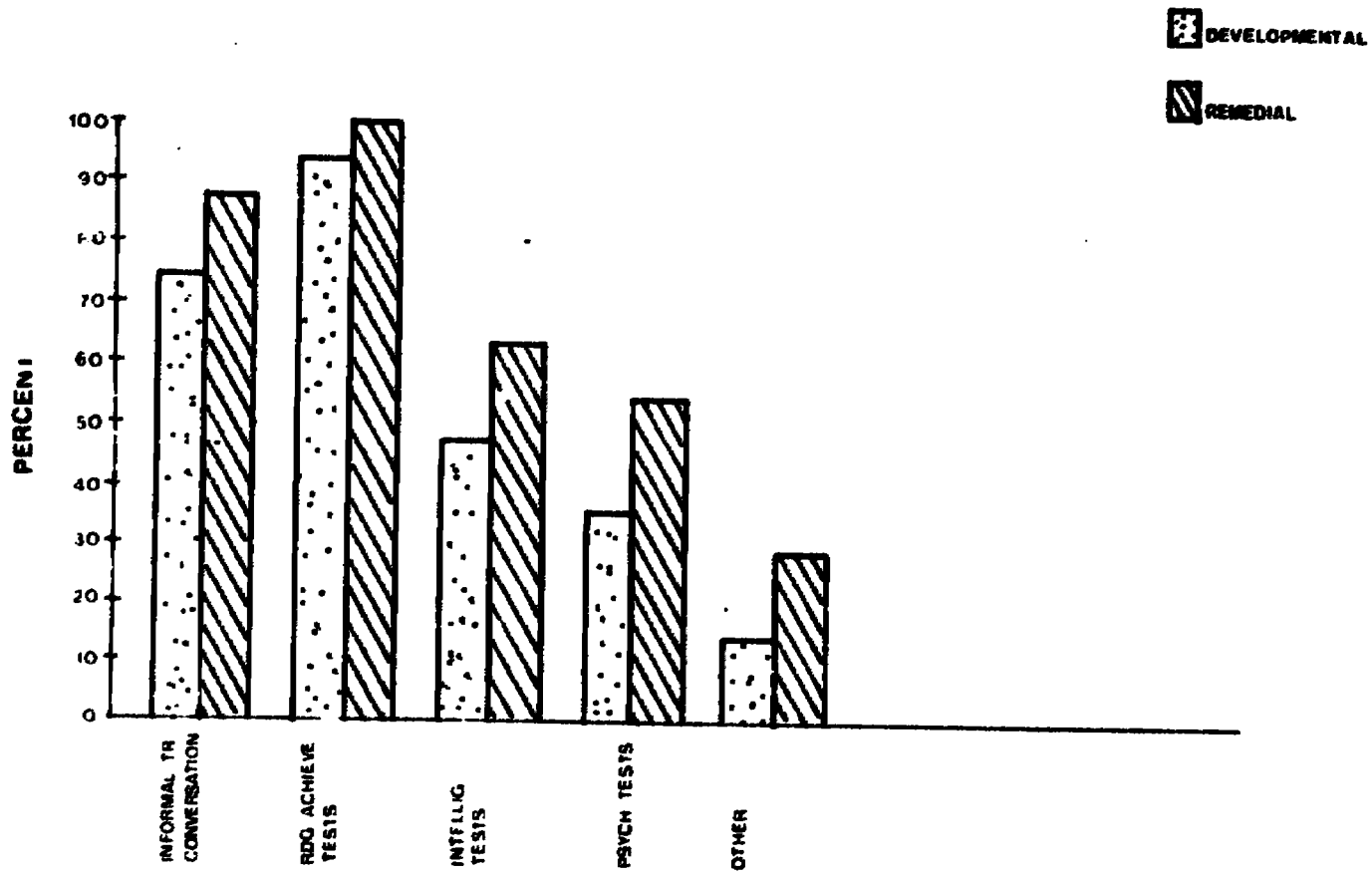

FIG 42

SECONDARY SCHOOL METHODS FOR SCREENING IN READING

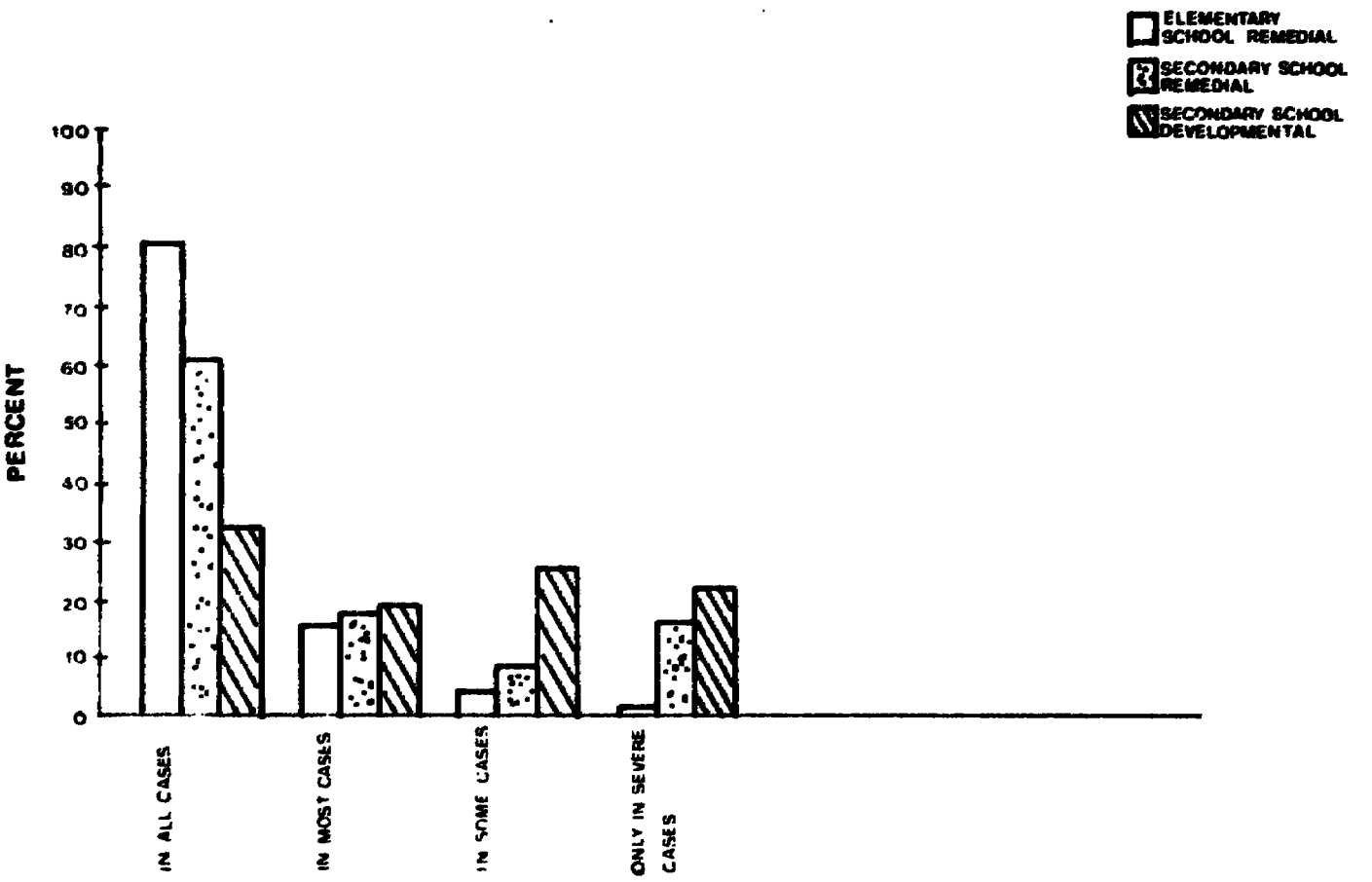

FIG 43
PERCENT OF ELEMENTARY & SECONDARY SCHOOLS GIVING INDIVIDUAL DIAGNOSIS

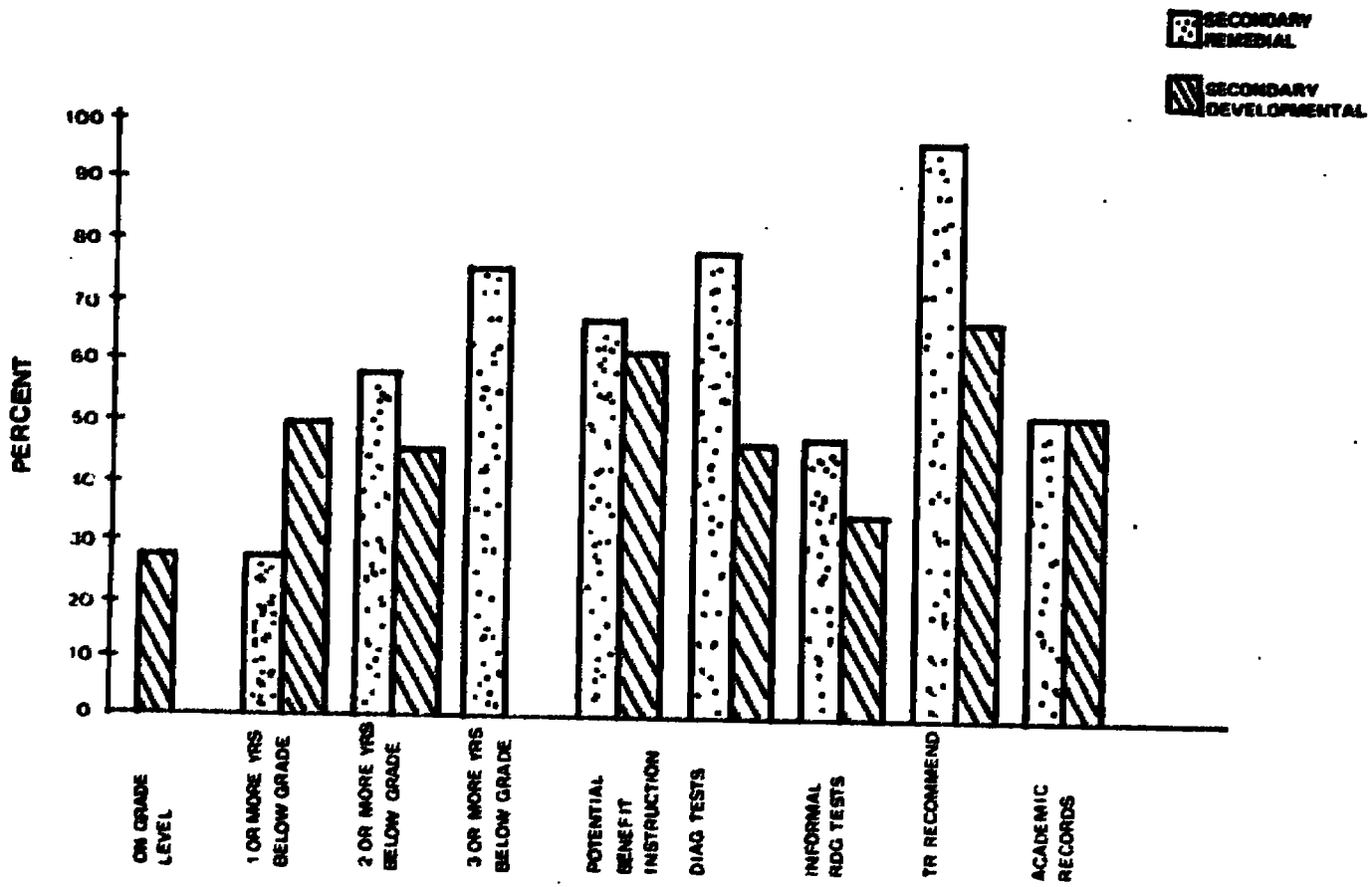

FIG 44

CRITERIA USED IN SELECTING STUDENTS FOR SECONDARY SCHOOL READING PROGRAMS

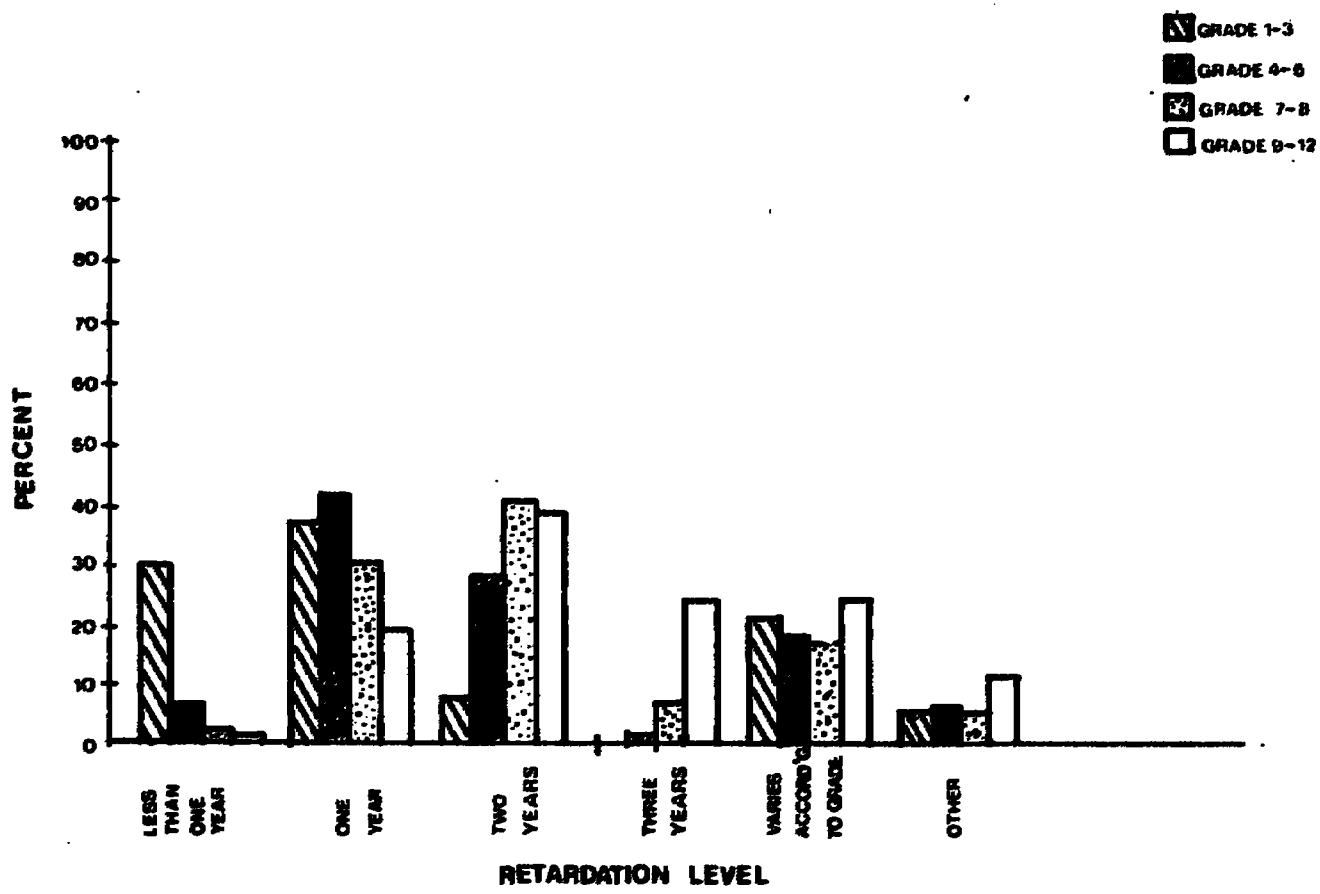

FIG 45
MINIMUM READING RETARDATION REQUIRED
FOR INSTRUCTION FOR GRADES 1-12

Diagnosis for Instruction in Secondary School Reading Programs

After students have been selected for special reading programs, they should be diagnosed further by informal inventories and criterion-referenced tests so that instruction may be planned and materials chosen to meet individual needs. Figure 46 shows the frequency of use of various diagnostic procedures used at this point. Choices on the questionnaire for this item were "Always, frequently, usually, seldom or never." Numbers presented in Figure 46 are the combined percentages for "Always" and "frequently."

Some Findings:

- If this figure is compared with Figure 22, which shows diagnostic procedures used in elementary remedial programs, it may be seen that the pattern is very similar. Remedial programs in secondary schools tend to rely slightly more on reading achievement tests and less on teacher observations. They use informal reading inventories somewhat less than do elementary school remedial programs. In general the criteria used are in keeping with recommendations in the reading profession.

- Differences between developmental and remedial programs in the diagnostic procedures used undoubtedly reflect the different nature of the two kinds of programs. Remedial programs service the students more severely disabled in reading, and therefore rely more on reading diagnostic tests, oral tests, and informal reading inventories. In other words, they tend to use more of all of the available diagnostic measures, since more careful diagnosis and more individualization is required by the nature of a remedial program.

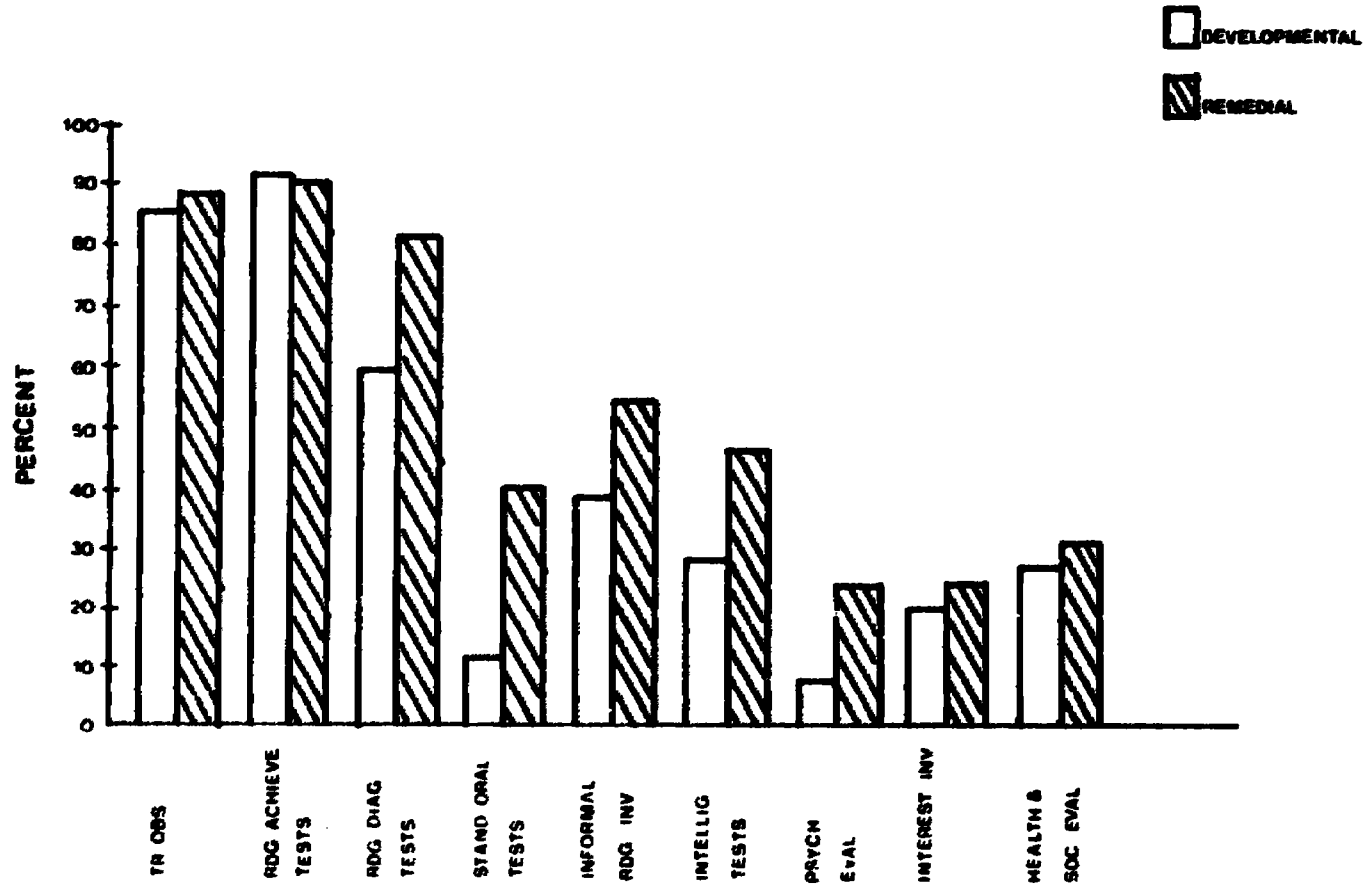

FIG 46

PERCENT SECONDARY SCHOOLS USING VARIOUS DIAGNOSTIC PROCEDURES FOR READING PROGRAMS

Grouping

When deciding how to group pupils for remedial instruction, it is recommended that more emphasis be placed on reading level and skill deficiencies than on age or grade. The latter must be taken into consideration mainly to ensure the compatibility of the students, and at times for scheduling convenience.

Figure 47 presents the criteria most often used in grouping secondary school pupils for remedial instruction.

Some Findings:

- The criterion most often checked as "always used" was Reading Level and Skills. When "Always" and "Frequently" were combined, Reading Level was the most frequently checked.

- It appears from this data that the secondary schools do follow recommended procedures in using age and grade as criteria less often than reading level or skill deficiencies. This data may be compared with the elementary school data presented in Figure 24. It may be noted that if one considers only the "always" category, the secondary schools tend to use grade more often and reading level and skill deficiencies somewhat less. It is possible that the nature of secondary school programs may make this emphasis necessary, but personnel evaluating or planning reading programs at the secondary level may wish to consider whether it is feasible for them to group students in a more flexible manner, with even less emphasis on grade level and more on their individual instructional needs.

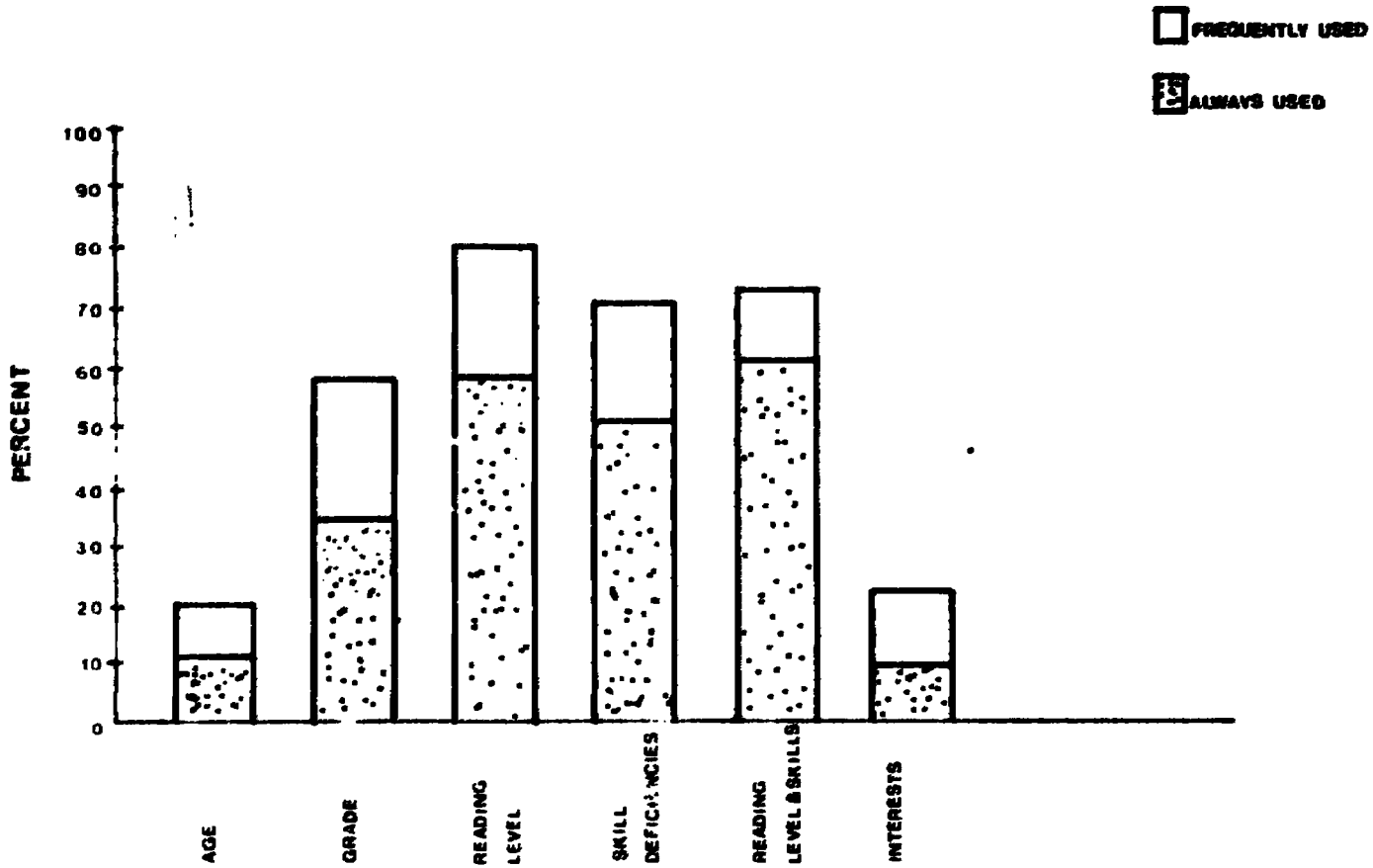

FIG 47
PERCENT SECONDARY SCHOOLS USING VARIOUS CRITERIA IN GROUPING FOR REMEDIAL INSTRUCTION

Scheduling of Classes in Secondary School Reading Programs

The most important rule in the scheduling of remedial classes is that the teacher be allowed flexibility in the size of groups and frequency and length of class meetings, so that individual needs may be met. Remedial classes must be kept small so that as much individual attention as possible may be given to seriously disabled readers. It is also important that the teacher have some free time for ongoing diagnosis, planning and testing of new students.

Figure 48 shows the frequency and length of secondary remedial reading classes. Figure 49 presents the average number attending, and Figure 50 shows whether or not credit is given for such classes.

Some Findings:

- As in elementary school, the most frequently checked item under frequency of class meetings was "daily." However, in secondary school 48% of the classes meet daily, as compared with 35% in elementary school. It may be that the teacher has no time for diagnosis and testing, unless she has a period set aside for such purposes. Such time is essential and should be allowed for when scheduling remedial classes.

- Most remedial classes (62%) in elementary school meet for 20-30 minutes a day, whereas 82% of remedial classes in secondary schools meet for 40-49 minutes per day. This is one of the few areas in which the secondary schools seem to have an edge on the elementary schools. It was noted in the elementary school section that not much can be done in 20 minutes. However, it is still possible that there are some secondary students who would benefit from more than 40 minutes a day of special reading help, especially if they are severely disabled readers at that age. Most secondary school schedules do not allow for much flexibility. Exceptions should be made for students who are unable to do the work in most other classes because of reading difficulties.

- The average size of remedial classes is 12-14 for classes meeting 2 or 3 times per week. Classes meeting more often than that tend to be smaller. Average size of the 48% of classes which meet daily is 9 pupils. The majority of elementary school remedial reading classes (71%) were found to be from 1-5 pupils. This number would also be desirable in secondary school. An average class size of 9 or more may indicate that the remedial teacher is unable to give sufficient attention to severely disabled students.

- Only 8% of schools give credit for remedial classes which meet 2 or 3 times weekly; 43% do give credit for classes meeting daily.

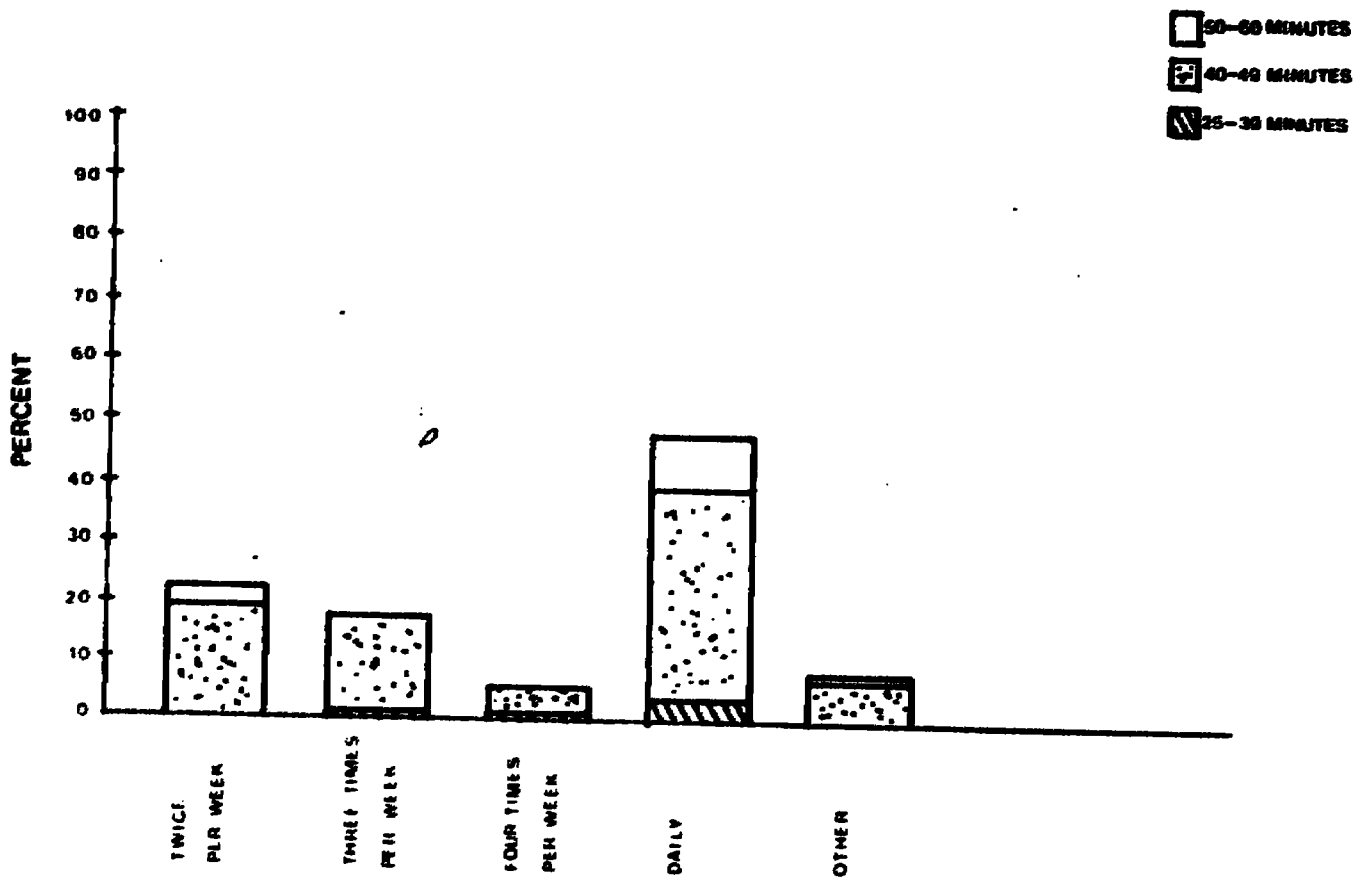

FIG 48

FREQUENCY & LENGTH OF REMEDIAL READING CLASSES IN SECONDARY SCHOOLS

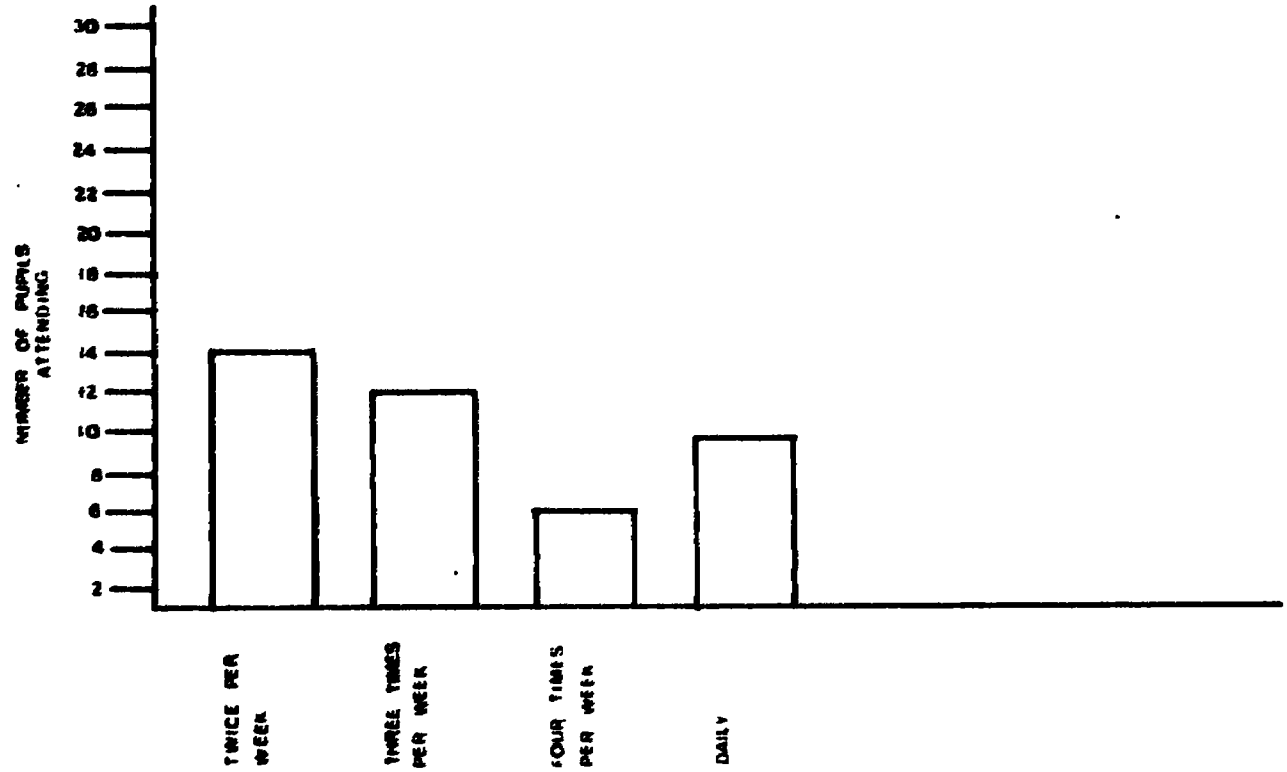

FIG 49

AVERAGE NO. TIMES REMEDIAL READING CLASSES MEET IN SECONDARY SCHOOL

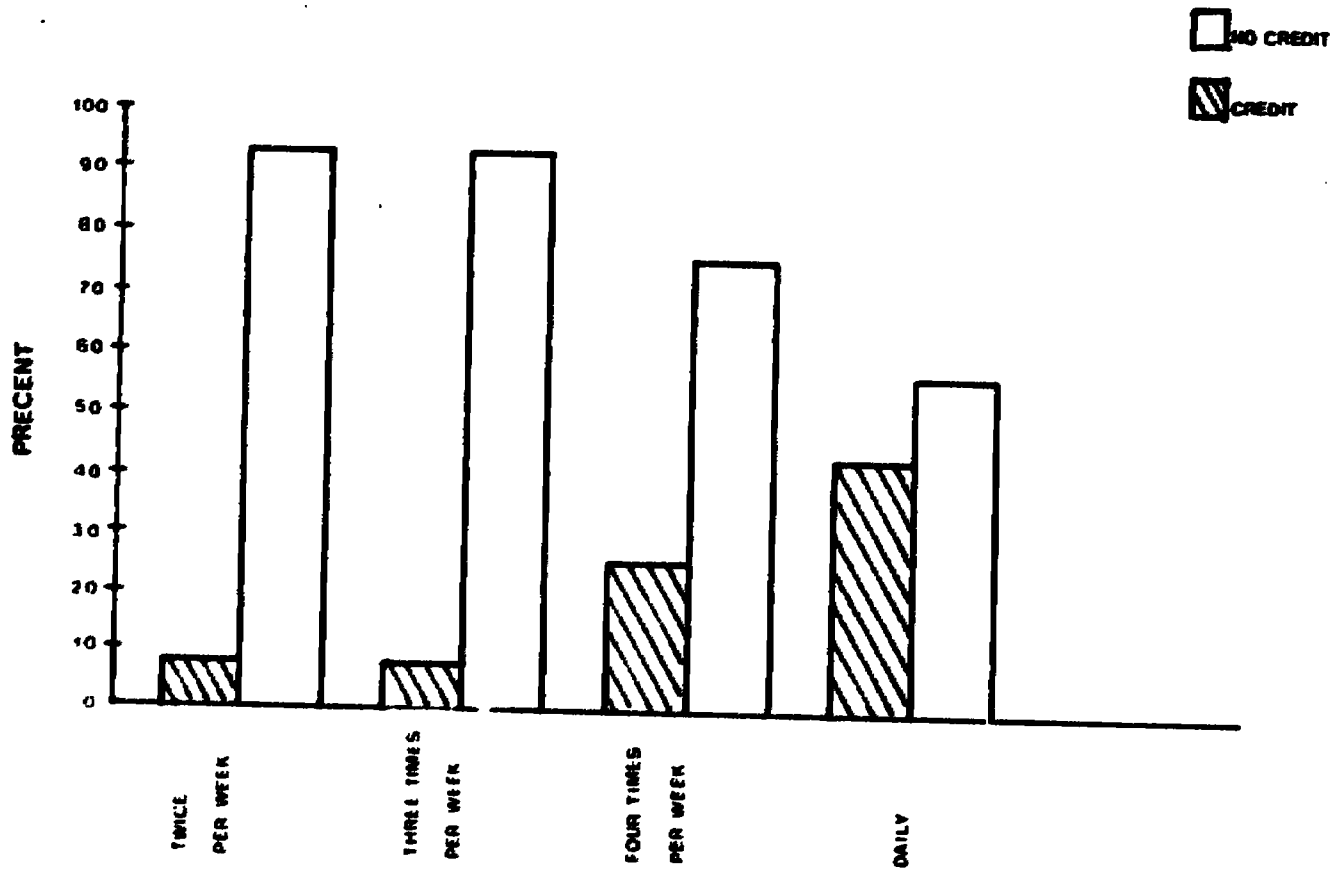

FIG 50

PERCENT OF SECONDARY SCHOOLS GIVING CREDIT FOR REMEDIAL CLASSES

Materials Used in Secondary School Developmental and Remedial Reading Instruction

One of the most difficult problems confronting the teacher of reading in the secondary school is the fact that any student who has had difficulty with reading for so many years is highly likely to have a tremendous aversion to the printed word in any form. Motivation, which is an important factor at any age, becomes a particularly crucial matter at this level. When one adds to this the wide variation in individual needs to be found at this age, it becomes apparent that it is necessary to have available a wide assortment of materials. This should include paperback books, magazines, and newspapers in addition to the necessary phonics materials. Inventive teachers will also use many other types of materials, and may have great success teaching reading through popular music, science, crafts, mechanics and other experiences in which the students are genuinely interested.

Figure 51 shows the types of materials most often used in secondary school reading classes.

Some Findings:

- It is encouraging to note that *many* things are frequently used. One hundred percent of schools used high-interest, low-level books in remedial classes, and audio-visual materials are used in 96% of the schools.

- Remedial classes use more of most materials than do developmental classes, especially more phonics workbooks and more reading games. This is probably because of the different nature of the programs. Students in the remedial classes are likely to have a wider variety of special needs.

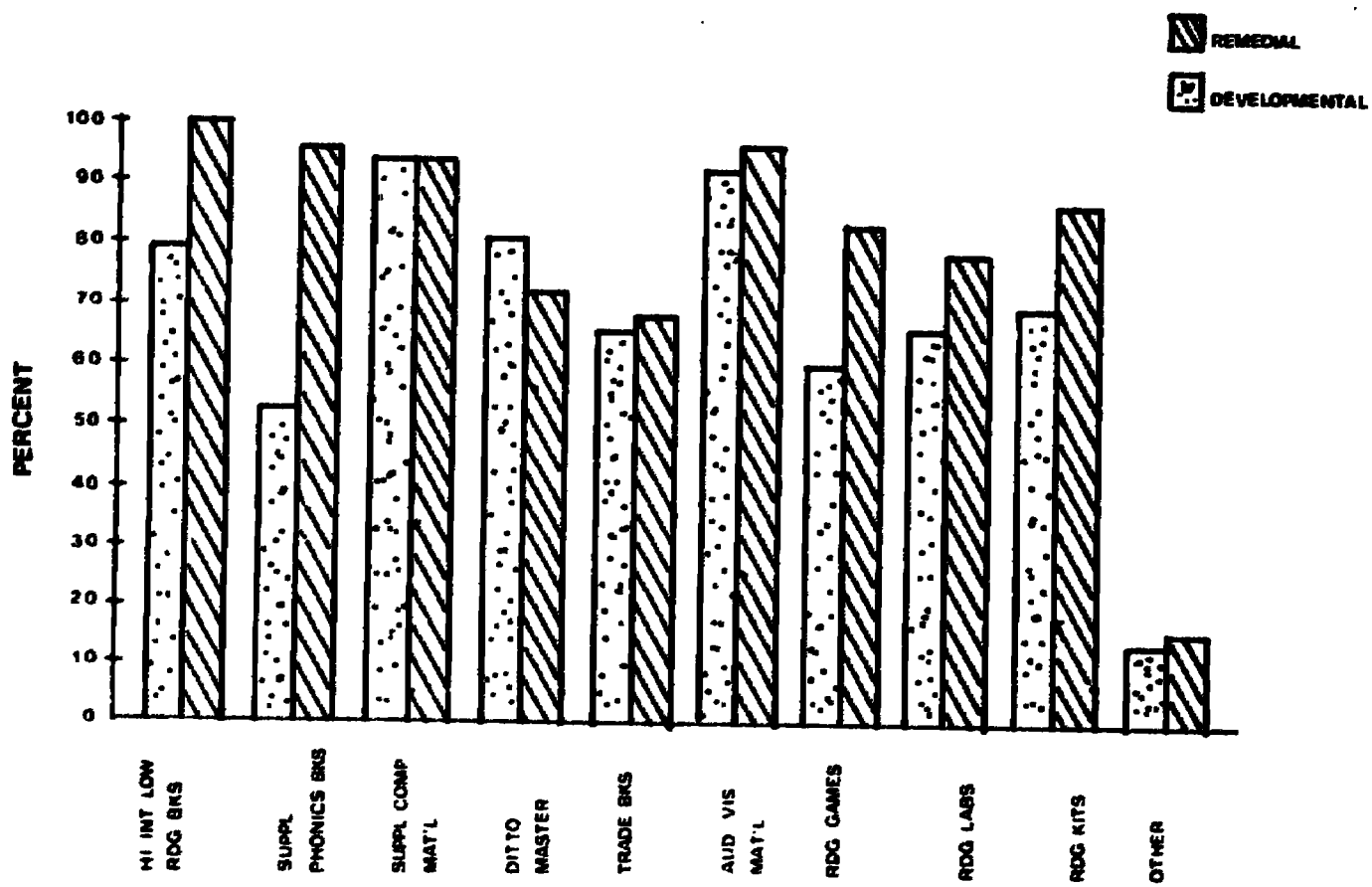

FIG 51

PERCENT OF SECONDARY SCHOOLS USING DIFFERENT MATERIALS IN INSTRUCTION

Coordination of Special Reading Programs with Subject Matter Instruction in Secondary Schools

Almost all content subjects at the secondary school level require some reading. It may be noted that the definition of secondary school remedial reading states, "Students receiving this instruction cannot progress satisfactorily in a regular classroom." Since they are *in* regular classrooms for most of their school life, it is clear that coordination and cooperation between the special reading teacher and the content teachers is essential.

Figure 52 shows the techniques most frequently used to coordinate special reading programs with subject matter instruction.

Some Findings:

- In only 17% of the schools are there regularly scheduled conferences between content teachers and reading teachers. Sixty-three percent of the schools report that the special reading teacher suggests materials for classroom teachers, and 61% report that classroom teachers do adjust teaching materials to special pupil needs.

- Reading this table in reverse, one may see that in half of the schools teachers are not encouraged to have meetings. In 37% of the schools the special reading teacher does not suggest special materials to classroom teachers for remedial reading pupils, and in 39% of the schools no adjustment is made by the classroom teachers to meet remedial reading pupil needs.

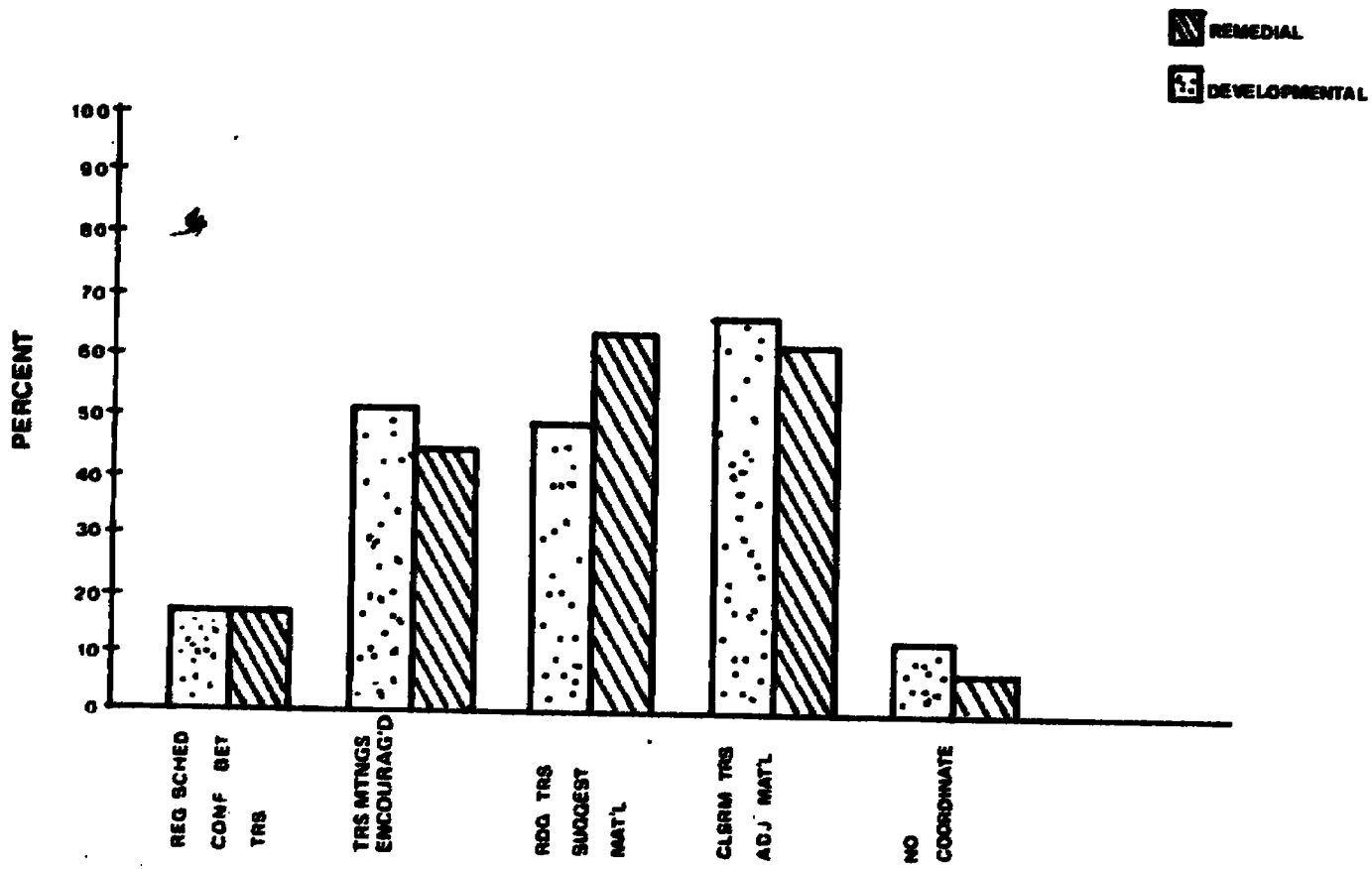

FIG 52

TYPES OF COORDINATION BETWEEN READING & CLASSROOM TEACHERS IN SECONDARY SCHOOLS

SOME HIGHLIGHTS

OVERALL PROGRAM

- Almost all school districts pay for their own developmental reading programs.

- Sixty-three percent of districts pay for half or more than half of their remedial programs, with the remaining funds coming from state or federal sources. About half of the districts pay for half or more of their supplemental reading programs.

- One hundred percent of districts offer developmental reading in grades 1-4. Only 30%-40% offer it in secondary school. Approximately 12 or 13% of secondary school students are enrolled in a developmental reading course.

- The percentage of students receiving remedial reading peaks at 13% in the second grade and declines to about 2% in 12th grade.

- Over 1/3 of the districts in the State offer no inservice training to teachers.

ELEMENTARY SCHOOLS

- Kindergarten programs use many flexible criteria in determining readiness for formal reading. About 1/4 of kindergarten students read some materials developed in a language experience approach.

- Time spent in developmental reading programs is at a minimum, with an average of about 9 hours per week in 1st and 2nd grades, down to about 4 hours weekly in grades 7 and 8.

- Thirty-nine percent of schools use one basal reading program, but many other programs are also frequently used.

- Many supplementary materials are found in classrooms, but 34% have no trade books, either paperbacks or hard cover.

- There is diversity in grouping patterns, although grouping for reading instruction within classrooms is still predominant in grades 1-5.

- Reading skills in the content areas are not usually taught as a prescribed part of the curriculum, and little assistance is given to content teachers in the teaching of reading skills necessary for their content areas.

- In over 70% of the schools standardized tests in reading are given in each grade every year. In 50% of the schools teachers are given the test scores for use in diagnosis and planning.

- Remedial and supplementary programs use recommended criteria in screening and selection of students and in diagnostic procedures.

- Most remedial classes contain from 1-5 pupils. Most classes meet daily, which may mean many remedial teachers do not have time for necessary diagnostic testing and planning.

- Many remedial classes meet for very short periods, the most common length of class being 20-30 minutes.

- Although in 44% of the schools there are regularly scheduled conferences between remedial reading teachers and classroom teachers, in many others there is insufficient coordination between special teachers and classroom teachers.

SECONDARY SCHOOLS

- Eighty percent of schools use reading achievement test scores from elementary schools, but only about half use other information from the elementary schools.

- Only 3% of elementary schools teach reading skills needed in content areas as part of the prescribed curriculum. About 1/3 indicated that little emphasis is placed on incorporating such skill instruction. Another 1/3 teach reading skills "as the need arises." In 1/3 of schools no assistance is provided to content teachers in the teaching of needed reading skills.

- Standardized test scores are more often kept in centralized folders in secondary schools and less often given to teachers for use in planning than in elementary schools.

- There is wide variety in the types of reading courses offered in secondary schools throughout the State, but probably not enough of anything in secondary reading in the State as a whole.

- Developmental reading classes most often contain under 15 pupils, and most developmental and remedial classes meet daily. The average size of remedial classes which meet daily is 9 pupils, larger than the 1-5 most often found in elementary schools.

- Remedial reading class periods are most often 40-49 minutes in secondary school — longer than the 20-30 minutes found in elementary school special reading classes.

- Selection and screening procedures and diagnosis for instruction generally follow recommended procedures in secondary reading programs.

- A wide variety of materials is used in secondary remedial programs, especially high-interest, low-level books and audio-visual materials.

- In over 1/3 of secondary schools there is little coordination between reading teachers and teachers in the subject areas and little is done to meet the special needs of remedial pupils in regular classes.

CONCLUSIONS AND RECOMMENDATIONS

Much was learned from this survey of reading practices in the State of New Jersey. It has been possible to identify both strengths and weaknesses in reading programs throughout the State.

The many strengths include the kindergarten programs, the diversity found in grouping practices, materials and systems used. In both elementary and secondary schools, special reading programs use recommended criteria in selection, diagnosis and grouping of pupils, although the number of students receiving these services is far below the number who need them, especially in the upper grades.

More coordination is needed bet[illegible]n reading programs and regular content areas, and more assistance must be given to classroom teachers in the incorporation of reading skills into subject areas. More than 1/3 of the districts in the State offer no inservice training in reading.

Time spent on both developmental and special reading is at a minimum in many schools, and many remedial teachers may have insufficient time for diagnosis and planning. More flexibility in scheduling might assist special teachers in meeting individual needs.

Reading in secondary schools is a definite area of weakness in the State as a whole. There is little evidence of coordination between elementary and secondary reading programs. A wide variety of reading courses is offered in secondary schools, but the offerings, in most cases, are not sufficient to meet even a minimum estimate of students' needs.

In many cases the weaknesses noted are of the "not enough" variety, reflecting a shortage of funds, whereas the many strengths include good training and good understanding of the reading process on the part of many personnel. Such strengths can be used in providing more coordination with content teachers, more flexibility in scheduling and more inservice training in reading for teachers of all subjects at all levels.