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ABSTRACT

The goal of this guide is to provide a secondary language arts curriculum which encompasses student centered, relevant learning experiences with equal attention given to reading, writing, thinking, and oral communication. The guide contains curriculum check lists for grades 7-12, reading skills check lists for reading levels 4-12, a reading materials list, a library and reference usage guide, a glossary of library terminology, graded literature lists, independent reading book lists, a language arts materials chart, course descriptions for an elective language arts program, and an elective minicourse description for the Gallup high school English department. (JM)

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A GUIDE FOR THE SECONDARY LANGUAGE ARTS

THINKING

LISTENING

SPEAKING

READING

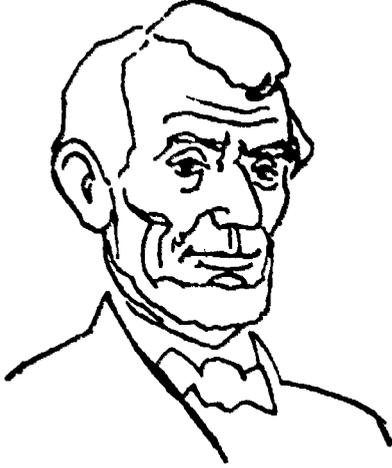
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GALLUP - MCKINLEY COUNTY PUBLIC SCHOOLS
Fall, 1973
Gallup, New Mexico

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FOREWORD



Lincoln never stopped, they say, with one achievement . . . he immediately began to work toward the next.

Now about us--please continue to study this excellent beginning for re-emphasis and improvement of the language arts program. Many persons have been involved in this process--all are continually needed.

Be sure to remain involved. Write wherever needed in this publication. Suggest deletions, additions, and/or changes as your professional opinion dictates. It is most important that each teacher keep in contact with the faculty representative on the committee.

Thank you for your time, effort, and professional talent directed toward better instructional services for students in this district.

Ralph Drake
Director of Instruction

PREFACE



The Secondary Language Arts Curriculum Committee has prepared the materials in this curriculum guide for the benefit of two groups of very important people -- the students and teachers in the Gallup-McKinley County Public Schools. It was felt there was a need to revise the language arts curriculum to meet the needs of all students in a realistic and relevant manner. It was also deemed necessary that it should be done in such a way that any teacher, whether he was new to our system or had taught here for many years could use this guide to ascertain the goals for each year and to use these goals as the basic structure of his language arts classes.

It is the hope of the Secondary Language Arts Curriculum Committee that the teachers will use this guide and that they will also use their own initiative and creativity in reaching the desired goals.

It is the belief of the committee that the goals for each grade level can be met by adapting activities to meet the needs of each level of student ability.

Deep thanks and appreciation are extended to all of the members of the Secondary Language Arts Curriculum Committee who have given so much of their time, effort, and experience to the work of the Committee. Without their help, this Guide for the Secondary Language Arts would have remained only a thought and a dream.

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Crownpoint High School
Gallup Junior High School
Gallup Senior High School
Gallup Senior High School
John F. Kennedy Junior High School
John F. Kennedy Junior High School
Navajo Junior High School
Thoreau High School
Tohatchi High School
Zuni High School
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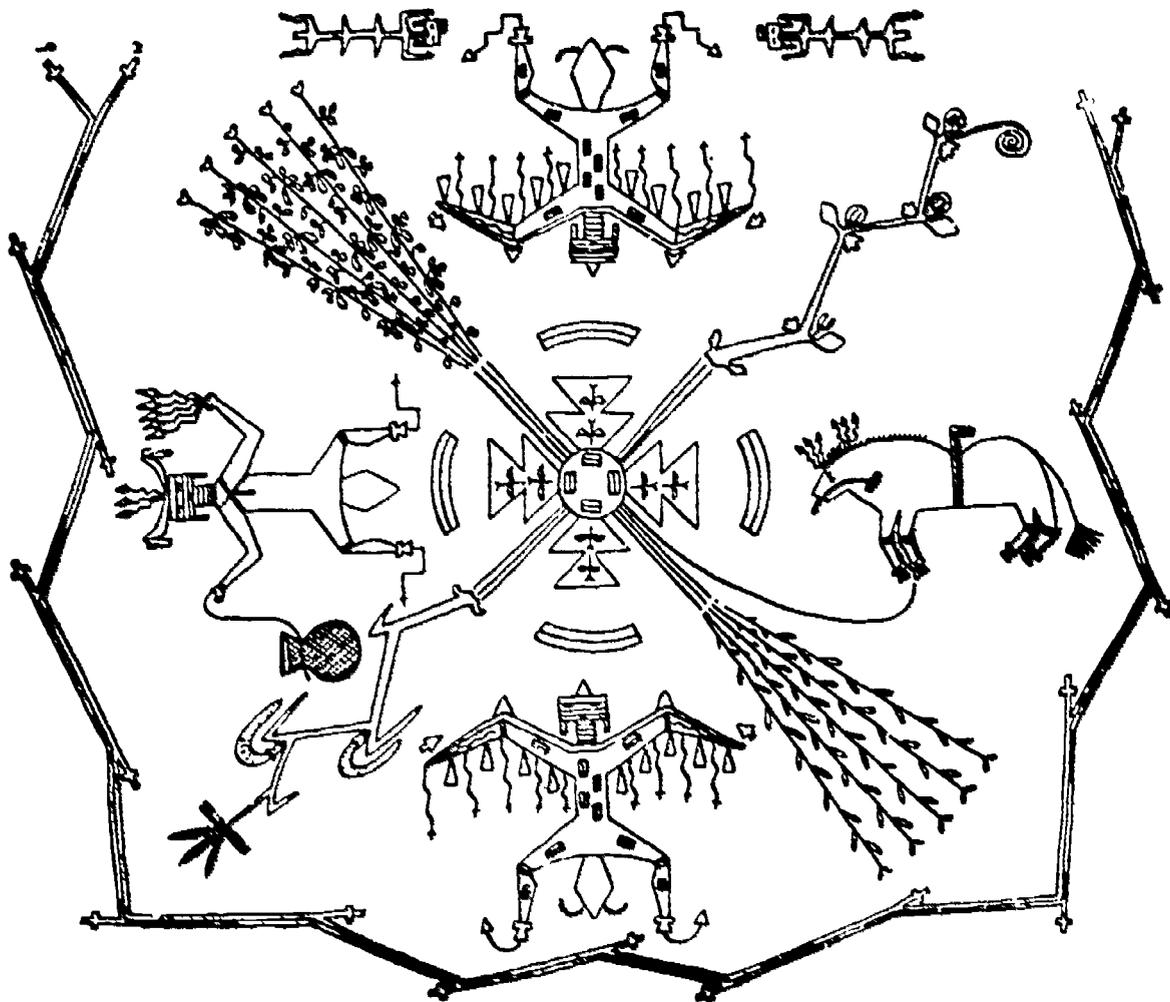
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I. PHILOSOPHY

Education is a continuous part of the life process. It should help each student develop self-confidence, creativity, and productivity; so that being efficient and happy within himself, he will join society as a committed and productive member.

Education must provide rich and varied experience opportunities for all citizens. The curriculum must reflect this goal.

The language arts curriculum should encompass student-centered, relevant, learning experiences with equal attention given to reading, writing, thinking and oral communication.



II. INTRODUCTION: CURRICULUM CHECK LISTS

The Secondary Language Arts Curriculum Committee felt that it was vital to have a workable format for student goals at each grade level. It was decided that a check list format would best meet the teachers' needs. It enables a teacher to see quickly what should be covered at a given grade level, and allows a teacher to check items off as a student meets a desired goal.

Each teacher will be provided with sufficient check lists to keep a record of each individual student's progress. As a student changes grades and/or moves to a different school, the check lists for the grades he has completed and/or the grade he is in, will be sent to his new language arts teacher. This will help the teacher to assess quickly the strengths and weaknesses of each student.

The check list goals are minimal for each grade level. If a teacher feels a student has reached the desired goals for his grade level, that teacher is urged to establish further goals for that student in the areas of listening, speaking, reading, and writing.

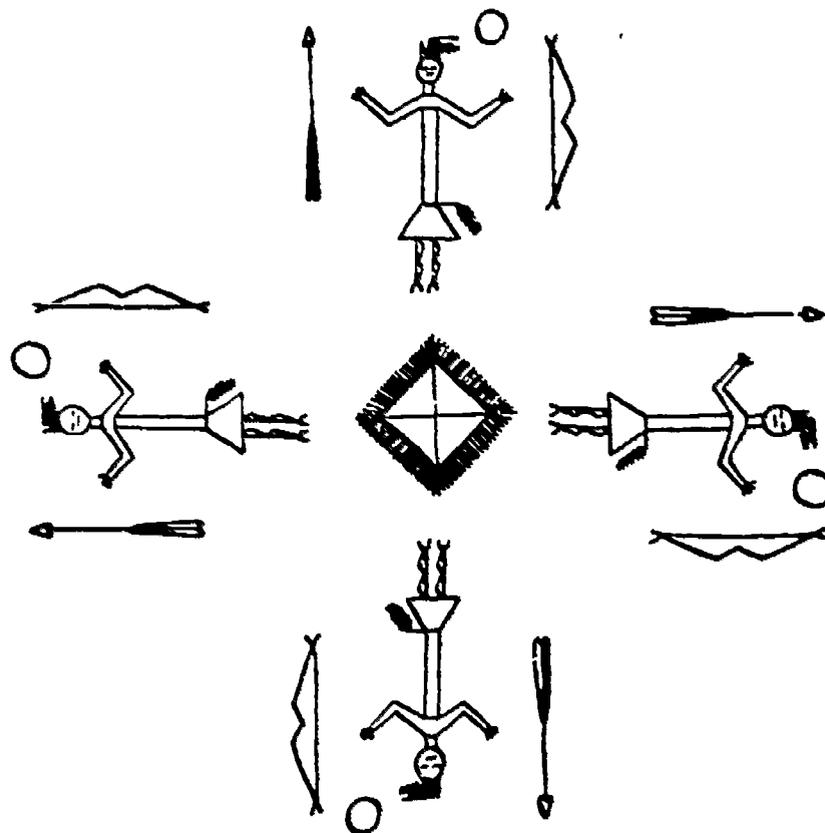
Each student should be aware of the goals for each grade level, and he should be actively involved in the marking of the check list so he knows his standing at all times. Check lists may also be used during parent conferences so the parents will have an idea of the student's accomplishment.

Below is a suggested code for marking the check lists:

A - Attainment

P - Partial Attainment

L - Limited Attainment



CALLUP-MCKINLEY COUNTY PUBLIC SCHOOLS
SEVENTH LEVEL LANGUAGE ARTS SKILLS CHECK LIST

CODE: A= Attainment
P= Partial Attainment
L= Limited Attainment

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. LISTENING

A. Follows Oral Directions:

- 1. Knows when assignment is to be finished
- 2. Knows what materials and sources are needed
- 3. Knows what problems may be encountered
- 4. Knows the order of steps to be taken

B. Identifies the Following in Oral Narrative

- 1. Sequence of events
- 2. Mood
- 3. Main characters
- 4. Setting
- 5. How the title relates to the story

C. Aware of "Truth in Advertising"

- 1. Recognizes "sex appeal" sell
- 2. Recognizes "band wagon" sell
- 3. Recognizes other selling techniques

II. SPEAKING

A. Formal Speaking

- 1. Uses appropriate pronunciation
- 2. Uses intonation and rhythm
- 3. Uses appropriate pitch and stress
- 4. Uses appropriate facial expression
- 5. Uses natural gestures
- 6. Displays proper volume
- 7. Uses correct subject-verb agreement

B. Informal Speaking:

- 1. Expresses himself orally by:
 - a. Participating in discussions
 - b. Telling stories he has written
 - c. Asking pertinent questions
 - d. Giving directions clearly
 - e. Improvising in role playing
- 2. Uses telephone properly
 - a. Able to understand and use all parts of the telephone directory
 - b. Able to use the proper procedure in making local and long distance phone calls
 - c. Able to use the telephone efficiently and courteously
 - d. Able to understand the use and abuse of the telephone
 - e. Able to use the phone for emergency and communication problems (know who to call or write when one needs service for the telephone)

III. WRITING

A. Sentences:

- 1. Writes a simple sentence
- 2. Writes a compound sentence

B. Paragraphs:

- 1. Writes a topic sentence for a paragraph
- 2. Develops a paragraph from topic sentence
- 3. Able to write descriptive paragraph
- 4. Able to write narrative paragraph
- 5. Able to outline paragraph

C. Vocabulary:

- 1. Incorporates reading vocabulary into writing
- 2. Chooses words that express his ideas
- 3. Able to spell "2000 Most Common Words"

D. Mechanics:

- 1. Able to write or print legibly
- 2. Able to use capital letters correctly
- 3. Able to use periods, question marks, exclamation points, commas, colons, and semi-colons correctly
- 4. Able to spell and differentiate between the use of their, there, and they're; its and it's; to, too, and two; your and you're

E. Types of Writing:

- 1. Letter writing:
 - a. Short friendly letter
 - b. Thank-you notes
 - c. Business letter to place order
- 2. Writing answers to discussion questions
 - a. Be able to list
 - b. Be able to explain
 - c. Be able to discuss
 - d. Be able to describe
 - e. Be able to label
- 3. Poetry writing:
 - a. Summarize poetry he reads
 - b. Writes limericks
 - c. Writes haiku

IV. READING

A. Reading Level (Check one)

- 1. Below Fourth Level
- 2. At Fourth Level
- 3. At Fifth Level
- 4. At Sixth Level
- 5. At Seventh Level
- 6. Above Seventh Level

(Refer to Reading Section for skills to be taught at appropriate level)

V. LIBRARY AND REFERENCE USAGE

(Refer to Seventh-Ninth Curriculum Section for Library Instruction)

GALLUP-MCKINLEY COUNTY PUBLIC SCHOOLS
EIGHTH LEVEL LANGUAGE ARTS SKILLS CHECK LIST

CODE: A= Attainment
P= Partial Attainment
L= Limited Attainment

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. LISTENING

A. Identifies Main Idea In An Oral Presentation

- 1. Knows the speaker's stated subject
- 2. Identifies supporting statements
- 3. Aware of stress on certain points

B. Listens For Specific Details

- 1. Identifies details to support main idea
- 2. Identifies verbal illustrations

II. SPEAKING

A. Formal Speaking

- 1. Express himself by presenting:
 - a. Reports and short talks with one main idea and several supporting details
 - b. Summarizations of short selections
 - c. Role playing and dramatization

B. Informal Speaking

- 1. Express himself orally by:
 - a. Answering questions
 - b. Participating in panel discussions
 - c. Communicating ideas clearly
 - d. Identifying setting, main characters, etc., from reading selections
 - e. Defending opinions
 - f. Describing objects and events he has experienced

- 2. Demonstrates ability to write a comparison and/or contrast paragraph

C. Vocabulary

- 1. Incorporates reading vocabulary into writing
- 2. Chooses words that express his ideas
- 3. Able to spell words he uses

D. Mechanics

- 1. Able to use capital letters correctly
- 2. Able to use periods, question marks, and exclamation points correctly
- 3. Able to use commas, colon, and semi-colon correctly
- 4. Able to print or write legibly
- 5. Able to spell and differentiate between homonyms as they appear in his writing

E. Types of Writing

- 1. Biographical paper
- 2. Practical writing
 - a. Fill out application for employment
 - b. Write a check
 - c. Fill out insurance forms
- 3. Book report
- 4. Factual report
- 5. Outlining
- 6. Short research paper using library
- 7. Poetry writing
 - a. Further development of forms taught previously
 - b. Creates a short original poem

III. WRITING

A. Sentences

- 1. Writes a complex sentence expressing complete thought
- 2. Writes a compound-complex sentence expressing a complete thought
- 3. Varies sentence patterns in compositions
- 4. Recognizes and avoids fragments, dangling and misplaced modifiers

B. Paragraphs

- 1. Demonstrates ability to write a three paragraph composition showing introduction, development, and conclusion

IV. READING

A. Reading Level (check one)

- 1. Below fourth level
- 2. At fourth level
- 3. At fifth level
- 4. At sixth level
- 5. At seventh level
- 6. At eighth level
- 7. Above eighth level (Refer to Reading Section for skills to be taught at appropriate level)

V. LIBRARY AND REFERENCE USAGE

(Refer to Seventh-Ninth Curriculum Section for Library Instruction)

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	
<p>I. LISTENING</p> <p>A. Participates in "Tuning In" Unit</p> <p><input type="checkbox"/> 1. Knows if he is listening</p> <p><input type="checkbox"/> 2. Knows why he doesn't listen</p> <p><input type="checkbox"/> 3. Knows how to overcome barriers to poor listening</p> <p><input type="checkbox"/> 4. Knows how to listen to suit situation</p> <p><input type="checkbox"/> a. Oral instruction</p> <p><input type="checkbox"/> b. Stories and poems</p> <p><input type="checkbox"/> c. Debates and discussions</p> <p>B. Assimilates Oral Lecture and Organizes into Useful Notes</p> <p><input type="checkbox"/> 1. Discerns main topics of lecture</p> <p><input type="checkbox"/> 2. Discriminates between fact and opinion</p> <p>3. Demonstrates ability to write a three-paragraph expository composition</p> <p>C. Vocabulary</p> <p><input type="checkbox"/> 1. Incorporates reading vocabulary into writing</p> <p><input type="checkbox"/> 2. Chooses words that express his ideas</p> <p><input type="checkbox"/> 3. Able to spell words he uses</p> <p>D. Mechanics</p> <p><input type="checkbox"/> 1. Able to incorporate quotes in writing and punctuate correctly</p> <p><input type="checkbox"/> 2. Able to use commas, semi-colons, and colons correctly</p> <p><input type="checkbox"/> 3. Able to use parentheses and brackets correctly</p> <p><input type="checkbox"/> 4. Able to write or print legibly</p> <p><input type="checkbox"/> 5. Able to spell and differentiate between the use of homonyms as they appear in writing</p> <p>E. Types of Writing</p> <p>1. Journalistic writing</p> <p><input type="checkbox"/> a. Write an editorial expressing a personal opinion</p> <p><input type="checkbox"/> b. Write a factual report using inverted pyramid approach</p> <p><input type="checkbox"/> c. Write a factual report on social event without inverted pyramid approach</p> <p>2. Practical writing</p> <p><input type="checkbox"/> a. Fill out questionnaire</p> <p><input type="checkbox"/> b. Fill out application for employment</p> <p><input type="checkbox"/> c. Fill out check and check register</p> <p><input type="checkbox"/> 3. Take notes on main ideas from lecture on reading</p> <p><input type="checkbox"/> 4. Write a dialogue for two people</p> <p><input type="checkbox"/> 5. Write a book report</p> <p><input type="checkbox"/> 6. Write an outline for report or paper</p> <p><input type="checkbox"/> 7. Write a short research paper using library</p> <p><input type="checkbox"/> 8. Poetry writing</p> <p><input type="checkbox"/> a. Use similes and metaphors in poetry</p> <p><input type="checkbox"/> b. Write short poem using end rhyme</p>		
<p>II. SPEAKING</p> <p>A. Interpretive Reading:</p> <p>1. Drama</p> <p><input type="checkbox"/> a. Gives oral interpretations of characters from plays</p> <p><input type="checkbox"/> b. Participates in choral reading of selected scenes by entire class or group</p> <p><input type="checkbox"/> c. Plays role of selected characters</p> <p><input type="checkbox"/> d. Memorizes favorite lines or short scenes for presentation to the group</p> <p>2. Poetry</p> <p><input type="checkbox"/> a. Participates in choral reading:</p> <p><input type="checkbox"/> 1) with entire class</p> <p><input type="checkbox"/> 2) with small group</p> <p><input type="checkbox"/> 3) with special voices</p> <p><input type="checkbox"/> b. Memorizes favorite lines for oral presentation</p> <p><input type="checkbox"/> c. Gives oral interpretation of imagery and thought</p> <p>3. Narrative</p> <p><input type="checkbox"/> a. Reads aloud short selections with basic inflection</p> <p><input type="checkbox"/> b. Asks for help with vocabulary and idiomatic speech</p> <p><input type="checkbox"/> c. Discusses orally:</p> <p><input type="checkbox"/> 1) the characters (motivations, behavior patterns)</p> <p><input type="checkbox"/> 2) plot</p> <p><input type="checkbox"/> 3) setting (where, when)</p> <p><input type="checkbox"/> 4) author's use of vocabulary, concepts, dialogues</p> <p>B. Interpretive Speaking</p> <p><input type="checkbox"/> 1. Describes scenes from movies and television drama</p> <p><input type="checkbox"/> 2. Describes emotions evoked by assigned readings</p> <p><input type="checkbox"/> 3. Describes "messages" in popular songs</p> <p>III. WRITING</p> <p>A. Sentences</p> <p><input type="checkbox"/> 1. Varies sentence patterns in compositions</p> <p><input type="checkbox"/> 2. Changes stress in sentence by varying structure</p> <p>B. Paragraphs</p> <p><input type="checkbox"/> 1. Demonstrates ability to write a three-paragraph narrative composition</p> <p><input type="checkbox"/> 2. Demonstrates ability to write a three-paragraph descriptive composition</p> <p>IV. READING</p> <p>A. Reading Level (check one)</p> <p><input type="checkbox"/> 1. Below Fourth level</p> <p><input type="checkbox"/> 2. At Fourth level</p> <p><input type="checkbox"/> 3. At Fifth level</p> <p><input type="checkbox"/> 4. At Sixth level</p> <p><input type="checkbox"/> 5. At Seventh level</p> <p><input type="checkbox"/> 6. At Eighth level</p> <p><input type="checkbox"/> 7. At Ninth level</p> <p><input type="checkbox"/> 8. Above Ninth level</p> <p>(Refer to Reading Section for Skills to be taught at appropriate level)</p> <p>V. LIBRARY AND REFERENCE USAGE</p> <p>(Refer to Seventh-Ninth Curriculum Section for Library Instruction)</p>		



(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	
I. LISTENING		
A. Determines Main Idea and Sequence in Oral Presentation Of		
<input type="checkbox"/> 1. Lecture	<input type="checkbox"/> 2. Chooses words that express his ideas	
<input type="checkbox"/> 2. Speech	<input type="checkbox"/> 3. Able to spell words he uses	
<input type="checkbox"/> 3. Poetry	D. Mechanics:	
<input type="checkbox"/> 4. Drama	<input type="checkbox"/> 1. Able to use commas, semi-colons, and colons correctly	
<input type="checkbox"/> 5. Narrative	<input type="checkbox"/> 2. Able to use quotation marks, parentheses, and brackets correctly	
B. Paraphrases	<input type="checkbox"/> 3. Able to use dash and ellipsis correctly	
<input type="checkbox"/> 1. Able to paraphrase material from oral presentation	<input type="checkbox"/> 4. Able to write or print legibly	
<input type="checkbox"/> 2. Able to paraphrase materials from two or more related oral presentations	<input type="checkbox"/> 5. Able to spell and differentiate between the use of homonyms as they appear in his writing	
C. Formulates Own Ideas and Opinions:	E. Types of Writing	
<input type="checkbox"/> 1. Able to formulate own ideas based on material from an oral presentation	1. Practical writing	
<input type="checkbox"/> 2. Able to draw his own conclusions from oral presentation	<input type="checkbox"/> a. Write letter of application for job	
<input type="checkbox"/> 3. Able to form personal opinions based on material in oral presentation	<input type="checkbox"/> b. Write personal resume	
<input type="checkbox"/> 4. Able to recognize propaganda techniques in oral presentation	<input type="checkbox"/> c. Fill out questionnaire	
<input type="checkbox"/> 5. Able to recognize and differentiate among statements of fact, fiction, and opinion in oral presentation	2. Take efficient notes from:	
	<input type="checkbox"/> a. Lectures	
	<input type="checkbox"/> b. Film	
	<input type="checkbox"/> c. Book	
	<input type="checkbox"/> d. Record	
	<input type="checkbox"/> e. Radio broadcast	
	3. Journalistic writing	
	<input type="checkbox"/> a. Write a news article	
	<input type="checkbox"/> b. Write a sports story	
	<input type="checkbox"/> c. Write a movie or record review	
	<input type="checkbox"/> d. Write article and/or advertisement using propaganda techniques	
	<input type="checkbox"/> e. Write article and/or advertisement without using propaganda techniques	
	<input type="checkbox"/> 4. Write a short story incorporating elements of plot, setting, characterization, and mood	
	<input type="checkbox"/> 5. Write a biography and/or autobiography	
	<input type="checkbox"/> 6. Write review of fiction and/or non-fiction book	
	<input type="checkbox"/> 7. Write evaluation of another student's paper	
	<input type="checkbox"/> 8. Adapt a short story into play form	
	<input type="checkbox"/> 9. Write outline for report or paper	
	<input type="checkbox"/> 10. Write a short research paper using library materials	
	<input type="checkbox"/> 11. Poetry writing	
	<input type="checkbox"/> a. Use similes, metaphors, and personification in original poetry	
	<input type="checkbox"/> b. Write short poem using end rhyme	
	<input type="checkbox"/> c. Write short poem using rhyme	
II. SPEAKING		
A. Formal Speaking:		
<input type="checkbox"/> 1. Able to prepare and deliver a short speech to persuade		
<input type="checkbox"/> 2. Able to prepare and deliver a short speech to explain		
<input type="checkbox"/> 3. Able to prepare and deliver a short demonstration speech		
<input type="checkbox"/> 4. Able to debate on given topic		
<input type="checkbox"/> 5. Able to prepare and deliver speech using propaganda techniques		
B. Informal Speaking:		
<input type="checkbox"/> 1. Able to give extemporaneous speech		
<input type="checkbox"/> 2. Able to lead an informal discussion		
<input type="checkbox"/> 3. Able to summarize written material		
III. WRITING		
A. Sentences:		
<input type="checkbox"/> 1. Varies sentence patterns in compositions		
<input type="checkbox"/> 2. Changes stress in sentence by varying structure		
B. Paragraphs		
<input type="checkbox"/> 1. Demonstrates ability to write a three-paragraph argumentative paper		
<input type="checkbox"/> 2. Demonstrates ability to write a three-paragraph narrative paper		
<input type="checkbox"/> 3. Demonstrates ability to write a three-paragraph descriptive paper		
<input type="checkbox"/> 4. Demonstrates ability to write a three-paragraph expository paper		
<input type="checkbox"/> 5. Demonstrates ability to write a paragraph defining an abstract term		
C. Vocabulary		
<input type="checkbox"/> 1. Incorporates reading vocabulary into writing		
IV. READING		
A. Reading Level (check one)		
<input type="checkbox"/> 1. Below Fourth level		
<input type="checkbox"/> 2. At Fourth level		
<input type="checkbox"/> 3. At Fifth Level		
<input type="checkbox"/> 4. At Sixth level		
<input type="checkbox"/> 5. At Seventh level		
<input type="checkbox"/> 6. At Eighth level		
<input type="checkbox"/> 7. At Ninth level		
<input type="checkbox"/> 8. At Tenth level		
<input type="checkbox"/> 9. Above Tenth level		
(Refer to Reading Section for skills to be taught at appropriate level)		
V. LIBRARY AND REFERENCE USAGE		
(Refer to Tenth-Twelfth Curriculum Section for Library Instruction)		

GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS
 TWELFTH LEVEL LANGUAGE ARTS SKILLS CHECK LIST

CODE: A= Attainment
 P= Partial Attainment
 L= Limited Attainment

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. LISTENING

- A. Able to Determine Purpose of Oral Presentation**
- 1. Recognizes informative oral presentation
 - 2. Recognizes entertaining oral presentation
 - 3. Recognizes persuasive oral presentation
- B. Able to Differentiate Among Statements of:**
- 1. Fact
 - 2. Fiction
 - 3. Opinion
- C. Able to Recognize Propaganda Techniques in Oral Presentation**
- D. Knows How to Listen to Suit Situation:**
- 1. Oral instruction
 - 2. Stories, poems, plays
 - 3. Debates and discussions
- E. Able to Determine Main Idea, Supporting Ideas, and Sequence in Oral Presentation**
- F. Able to Assimilate Information from Oral Presentation for Own Use**

- b. Detail
 - c. Illustration
 - d. Definition
 - e. Comparison and/or contrast
- 3. Demonstrates ability to write a coherent, logical paper during class on a given topic with no prior preparation**
- 4. Demonstrates ability to write a well-developed paper on a specific symbol or character from a literary selection to show significant relationship to the total work**
- C. Vocabulary**
- 1. Incorporates reading vocabulary in writing
 - 2. Chooses words that express his ideas
 - 3. Able to spell words he uses
 - 4. Able to work word analogies
- D. Mechanics**
- 1. Able to use common punctuation marks correctly
 - 2. Able to write or print legibly
 - 3. Able to spell and differentiate between the use of homonyms as they appear in his writing

II. SPEAKING

- A. Formal Speaking**
- 1. Able to deliver a speech for a specific purpose
 - a. Entertain
 - b. Inform
 - c. Persuade
 - 2. Able to do interpretive reading of:
 - a. Part in a play
 - b. Poem
 - c. Narrative story
 - 3. Able to debate on a given topic
- B. Informal Speaking**
- 1. Able to give impromptu speech
 - 2. Able to participate in impromptu role playing
 - 3. Able to participate in class discussion
 - 4. Able to read a written selection with proper inflection and rhythm

- E. Types of Writing**
- 1. Practical writing
 - a. Write a personal resume for job and/or college application
 - b. Fill out job and/or college application
 - c. Write a business letter for information on job and/or college
 - 2. Writing précis
 - a. Write a précis of a factual essay
 - b. Write a précis of a factual article or chapter
 - c. Write a précis of a narrative story
 - 3. Write a personal essay
 - 4. Write a complete research paper following specified procedures
 - 5. Write a review of a literary selection
 - 6. Write a criticism of a literary selection
 - 7. Write original poetry with/without set format
 - 8. Keep a journal reflecting personal views, feelings, etc.

III. WRITING

- A. Sentences**
- 1. Varies sentence patterns in compositions
 - 2. Changes stress in sentence by varying structure
- B. Compositions**
- 1. Demonstrates ability to write a long paper of the four major types:
 - a. Argumentative
 - b. Descriptive
 - c. Expository
 - d. Narrative
 - 2. Demonstrates ability to develop a paper
 - a. Example

IV. READING

- A. Reading Level (check one)**
- 1. Below Fourth level
 - 2. At Fourth level
 - 3. At Fifth level
 - 4. At Sixth level
 - 5. At Seventh level
 - 6. At Eighth level
 - 7. At Ninth level
 - 8. At Tenth level
 - 9. At Eleventh level
 - 10. At Twelfth level

(Refer to Reading Section for skills to be taught at appropriate level)

V. LIBRARY AND REFERENCE USAGE

(Refer to Tenth-Twelfth Curriculum Section for Library Instruction)

III. READING SKILLS CHECK LISTS



The farther students progress at the secondary level, the greater the difference becomes among their reading abilities. Therefore, it is the philosophy of this school district that reading instruction should be individualized according to each pupil's abilities. The following objectives are outlined according to reading level rather than grade level: Basic Reading Skills for those pupils reading at fourth grade level or below, Functional Reading Skills for those pupils reading at fifth or sixth grade level, and Advanced Reading Skills for pupils reading at seventh grade level or above. Regardless of a pupil's grade placement, he should be taught at his instructional reading level.

Basic Reading Skills. For students reading at fourth grade level or below, the "Barbe Reading Skills Check List: Fourth Level Reading Skills" will serve as an outline for reading skills to be taught. Materials may be chosen from the Basic Reading Materials list.

Functional Reading Skills. For students reading at fifth or sixth grade level the "Barbe Reading Skills Check List: Fifth Level Reading Skills or Sixth Level Reading Skills" will serve as an outline for reading skills to be taught. Materials may be chosen from the Functional Reading Materials list.

Advanced Reading Skills. For students reading at seventh grade level or above, the appropriate skills for each level have been outlined under Advanced Reading Skills. Curriculum content will consist mainly of literature selections.

BARBE READING SKILLS CHECK LIST (BASIC)
FOURTH LEVEL READING SKILLS

(Last Name)	(First Name)	(Name of School)
(Age)	(Grade Placement)	(Name of Teacher)
I. Vocabulary:		
A. Word Recognition		
1. Introduce new words in content fields _____		
2. Recognizes similarities of known words _____		
a. compound words _____ d. plurals _____		
b. root words _____ e. hyphenated words _____		
c. suffixes, prefixes _____ f. contractions _____		
3. Recognizes unusual characteristics of words _____		
B. Word Meaning		
1. Develop ability in getting meaning from context _____		
2. Use new words in sentences to show meaning _____		
4. Knows punctuation _____		
a. italics _____ c. parenthesis _____		
b. quotation marks _____ d. exclamation marks _____		
5. Use of map skills _____		
C. Review Dolch Words		
II. Word Attack Skills:		
A. Structural analysis		
1. Knows rules for syllables _____		
a. Each syllable must contain a vowel and a single vowel can be a syllable _____		
b. Suffixes and prefixes are syllables with meanings of their own _____		
c. The root word is not divided _____		
d. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (example: pen cil) _____		
e. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable (example: a maze, am ple) _____		
f. If a word ends in le preceded by a consonant, that consonant begins the last syllable _____		
g. The letter x always goes with the preceding vowel to form a syllable (example: ex it) _____		
h. The letters ck go with the preceding vowel and end the syllable (example: chick en) _____		
2. Knows accent clues _____		
a. The first syllable is usually accented, unless it is a prefix _____		
b. Beginning syllables de, re, be, in and a are usually unaccented _____		
c. Endings that form syllables are usually unaccented (run ning) _____		
d. ck following a single vowel is accented (example: jack et) _____		
3. Teach these suffixes and prefixes:		
a. Suffixes:		
ness (being)	sickness _____	
ment (result of)	movement _____	
ward (in direction of)	backward _____	
ous (full of)	joyous _____	
ious (abounding in)	gracious _____	
ous _____		
et (little)	leaflet _____	
able (capable of being)	capable _____	
ible _____	credible _____	
ic (like, made of)	magic _____	
ish (like)	foolish _____	
ant (being)	vacant _____	
ent (one who)	president _____	
age (collection of)	baggage _____	
ance (state of being)	disturbance _____	
ence (state or quality)	violence _____	
wise (ways)	crosswise _____	
ling (little)	duckling _____	
ty (state)	unity _____	
ity _____	vicinity _____	
ure (denoting action)	pleasure _____	
ion (condition or quality)	action _____	
b. Prefixes:		
dis (not, apart)	dismiss _____	
in (not)	invade _____	
nia (wrong)	mistake _____	
anti (against)	anticlimax _____	
non (not)	nonsense _____	
com (with)	combine _____	
con (with) _____		
pre (before) _____		
super (over) _____		
tri (three) _____		
sub (under) _____		
post (after) _____		
ab (from) _____		
trans (across) _____		
em (in) _____		
de (from) _____		
inter (between) _____		
pro (in front of) _____		
ex (out of or out) _____		
en (in) _____		
ob (against) _____		
per (fully, through) _____		
connect _____		
prepare _____		
superior _____		
tricycle _____		
submarine _____		
postscript _____		
abnormal _____		
translate _____		
embark _____		
depart _____		
interurban _____		
promote _____		
explain _____		
enter _____		
object _____		
perfect _____		
B. Phonic analysis		
1. Review phonic skills _____		
a. Single consonants and blends _____		
b. Short and long vowels _____		
c. Vowel teams:		
ee _____	au _____	oi _____
ea _____	aw _____	oy _____
ai _____	oa _____	ou _____
ay _____	oo _____	ow _____
2. Review Vowel rules _____		
a. In attacking a vowel sound try first the short sound; if the word then doesn't make sense try the long sound.		
b. Vowels are usually short when they appear as single vowels and are followed by a consonant.		
c. Vowels are usually given the long sound when they appear alone and are the last letters of a word.		
d. When two vowels appear together in a word, the first vowel is long and the second is silent.		
e. In short word containing two vowels where one of the vowels is a final e, the first vowel will have a long sound while the final e is silent.		
C. Training in use of dictionary and glossary		
1. As taught on third grade level.		
a. Review order of letters in alphabet.		
b. Review the alphabetical arrangement of words.		
2. Teach the division of dictionary to determine in which 1/3 or 1/4 the word may be found.		
3. Teach the meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary.		
4. Teach the meaning and use of the pronunciation key given at the bottom of every page.		
5. Teach the selecting of the meaning which fits best according to the context in which the word is used.		
6. Teach the meaning and use of guide words.		
7. Teach the meaning and use of the secondary accent mark.		
III. Comprehension:		
A. Finding the main idea		
1. Choosing titles for material read _____		
2. Summarizing _____		
3. Can identify key words and topic sentences _____		
B. Finding details		
1. Finding specific information _____		
2. Interpreting descriptive words and phrases _____		
3. Selecting facts to remember _____		
4. Selecting facts to support main idea _____		
5. Using study guides, charts, outlines _____		
6. Verifying answers _____		
7. Arranging ideas in sequence _____		
C. Creative reading		
1. Able to interpret story ideas (generalize) _____		
2. Able to see relationships _____		
3. Able to identify the mood of a reading selection _____		
4. Able to identify author's purpose _____		
5. Able to identify character traits _____		
D. Formal outlining		
1. Form _____		
a. Main ideas (I, II, III) _____		
b. Subordinate ideas (A, B, C) _____		
2. Talking from an outline _____		
IV. Oral Reading:		
A. Review previously taught skills _____		
B. Eye-voice span of three words _____		

BARBE READING SKILLS CHECK LIST

FIFTH LEVEL READING SKILLS (FUNCTIONAL)

(Last Name)	(First Name)	(Name of School)
(Age)	(Grade Placement)	(Name of Teacher)

I. Vocabulary:

A. Word recognition of vocabulary in content areas
 Social Studies—English—Arithmetic—Science—Miscellaneous

B. Meaning of words

1. Interpreting word meanings
2. Semantics
3. Synonyms, antonyms, homonyms, heteronyms
4. Knows abstract meanings of words
5. Understands figurative and colorful expressions
6. Understands colloquial speech

II. Word Attack Skills:

A. Phonics skills

1. Syllabication

- a. Each syllable must contain a vowel and a single vowel can be a syllable.
- b. The root or base word is a syllable and is not divided.
- c. Blends are not divided. (th str)
- d. Suffixes and prefixes are syllables. (dust y in come)
- e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.
- f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel.
- g. If a word ends in le, the consonant just before the l begins the last syllable.
- h. When there is an r after a vowel, the r goes with the vowel to make the "er" sound. (er ir ur)

2. Vowel sounds (review long and short sounds)

- a. When there is only one vowel in a word or syllable the vowel is short.
- b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.

3. Accent.

- a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix.

B. Dictionary

1. Alphabetization.

- a. Division into quarters and thirds.
- b. Classifying words by second, third, and fourth letters.

2. Using a dictionary.

- a. Recognize and learn abbreviated parts of speech as n. = noun; v. = verb; adj. = adjective; adv. = adverb.
- b. Learning the preferred pronunciation.

3. Use of guide words.

4. Syllabication and accent.

5. Interpreting diacritical markings. (bottom of page)

6. Interpreting key to pronunciations. (bottom of page)

7. Interpreting phonetic re-spellings.

8. Cross references.

9. Plurals—irregular. (deer, deer shelf, shelves)

10. Comparative and superlative adjectives. (many, more, most)

11. Change in accent and its effect on pronunciation and meaning of words. (pre'sent, present')

12. Secondary accent.

13. Parts of a verb. Tenses—present and past.

14. Adverbs derived from adjectives. (ly ending as a clue or help.)

C. Glossary

1. Dictionary of words for one particular book.
2. Use guide words.
3. Find meanings to understand what is being read.

D. Context clues

1. Review using context clues.
2. Review associating ideas with words.
3. Review associating ideas with characters.
4. Sentence structure. (Noun, verb)
5. In poetry. Rhythm scheme can sometimes help.

III. Comprehension:

A. Locating information

1. Table of contents.
 - a. Examine tables of contents of several books.
 - b. List titles and have pupils use table of contents to locate pages.
2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year.

B. Reference materials

1. The encyclopedia
 - a. Topics arranged alphabetically.
 - b. Show meaning of characters on back of each volume.
 - c. Compare dictionaries and encyclopedias for differences of materials.
 - d. Pupils should know names of important children's encyclopedias.
2. The atlas and maps.
 - a. Examine atlas to find answers for questions on location, relative size, direction and distance.
 - b. Use maps to explain latitude and longitude. Compare with known facts about streets and highways.
3. Magazines and newspapers. Use to supply more recent information than textbook could contain.
4. Knows proper use of dictionary.
5. Time tables.
 - a. Reading and interpreting.
 - b. Following directions.
6. Card catalogue.
 - a. Explain that every book has its place on the shelf.
 - b. Each class of books has its own call number.
 - c. Examine cards. Author, title, subject
 - d. Give practice in location of titles and call numbers.
7. Using a telephone book.
8. Catalogues.

C. Reading to organize

1. Outlining. Use roman numerals and letters.
2. Establish a sequence. Pupils list sentences in order of event.
3. Follow directions.
4. Summarize.

D. Note taking

1. From reading
2. From lectures

E. Reading for appreciation

1. To derive pleasure
2. To form sensory impressions
3. To develop imagery
4. To understand characters
 - a. physical appearance
 - b. emotional make-up

IV. Oral Reading:

- A. Recognize and pronounce words with speed and accuracy.
- B. Group words into meaningful phrases.
- C. Interpret marks of punctuation accurately.
- D. Re-express to an audience the meaning and feelings expressed by an author.
- E. Express emotion sincerely.
- F. Read in a pleasant, well-modulated voice.
- G. Read with poise and self-confidence.
- H. Dramatize portions of the story.
- I. "Televise" or give radio version of story incidents.
- J. Take part in a stage version of a story.
- K. Verify answers to questions.
- L. Interpret characterizations.
- M. Interpret word pictures.
- N. Interpret general mood of text. e.g. humor—suspense.
- O. Interpret sensations given by words.
- P. Interpret the organization of text.
 1. Main thought in the paragraph.
 2. Main events in sequence.
 3. Main heads and sub-heads in outline.
 4. Directions for carrying out an activity.

(Last Name)

(First Name)

(Name of School)

(Age)

(Grade Placement)

(Name of Teacher)

I. Vocabulary:

A. Word recognition.

1. Context clues.
 - a. How the word is used in a sentence.
 - b. Function of word.
2. Picture clues.
 - a. Visual impressions of words.
 - b. Configuration.
3. Language rhythms.
 - a. Rhyming clues.
 - b. Appreciation for general rhythm of well-expressed ideas.

B. Prefixes.

Prefix	Meaning
ab	from, away
ab	without, not
ad	to, toward
ante	before
bi	two, twice
circum	around
de	from, down from
dis	apart, not
dis	through, around
ex	out of, from
in	not, in
in	into, not
inter	between
in, on	in, into, among
intro	within, against
mis	wrong, wrongly
non	not
pan	whole, all
per	fully, through
post	around, about
post	after, behind
pre	before
pro	for, in front of
re	back, again
se	aside
semi	half, partly
sub	under
super	over, above
trans	beyond, across
tri	three, thrice
us	not

Suffixes.

Suffix	Meaning
able, ible	capable of being
acy, ace, ancy	
ance	state of being
an, can, lan	one who, relating to
age	act or condition
ant	n.—one who, adj. being
er, ar	relating to, like
ary	n.—one who—(Place where)
	dj.—relating to
ante	
an	one who is little, made
ence	state of quality
ent	adj.—being, n.—one who
full	full of
fy, lfy	to make
hood	state, condition
ic	like, made of
ice	that which, quality or
	state of being
id	being in a condition of
ion	act or state of being
ize, ise	to make
ist, ite	one who
ity, ty	state
ive	relating to
less	without
ly	in a way
ment	act or state of being
ness	state of being
er, ar, or	one who, that which
ory	
ous, ois	abounding in

some full of
ward turning to, in direction
y like or full of

Prefixes and suffixes list prepared by Ruth Strang.

4. Initial and ending sounds.
 - a. Listening for beginning sounds.
 - b. Completing sounds of words.

C. Word Meaning.

1. Multiple meanings.
2. Associating words and feelings.
3. Formal and informal language.
 - a. Speech pattern.
 - b. Level of language usage.
4. Recall.
 - a. Aided.
 - b. Unaided.
5. Hyphenated words.
6. Synonyms—same or nearly same.
7. Homonyms—pronounced same—different meaning and spelling.
8. Antonyms—opposites.
9. Heteronym (pronounced differently—same spelling)
10. Interpreting colloquial and figurative expressions.
11. Enriching imagery.

II. Word Attack Skills:

- A. Phonic and structural characteristics of words.
 1. Initial consonants—word families—simple endings.
 2. Consonant blends and short and long vowels.
 3. Syllabication, prefixes, suffixes.
 4. Teams—oi, oy, aw, au.
- B. Vowel sounds.
 1. Vowel rules.
 - a. When there is only one vowel in a word or syllable, the vowel is short.
 - b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
 - c. When there are two vowels together, the first vowel is long and the second is silent.
 2. Rule I—Every syllable has at least one vowel in it. eg. ever—never—children.
 3. Rule II—Two vowels in a word or syllable—first is long, second is silent. kit—kite; nt—ate.
 4. Rule III—When 2 vowels are together, the first is long and the second is silent. ("ou" an exception) mail, meat, pie, boat.

5. Blended sounds of vowel forms. The combination of au and aw makes a sound like awe. Ou and ow make the sound "ow" like when you are hurt. Oy and oi make sound like boy.

C. Syllabication.

1. Rules for syllables.
 - a. Each syllable must have a vowel and a single vowel can be a syllable.
 - b. The root word is a syllable and not divided.
 - c. Blends are not divided (th, str, wh, etc.)
 - d. Suffixes and prefixes are syllables.
 - e. Suffix—ed if preceded by a single d or t usually forms separate syllable. (rest ed)
 - f. If vowel in a syllable is followed by two consonants, the syllable ends with the first consonant.
 - g. If vowel in a syllable is followed by only one consonant, the syllable ends with a vowel.
 - h. If a word ends in le, the consonant just before the l begins the last syllable. (ta-ble han-die)
 - i. When there is an r after a vowel, the r goes with the vowel to make the "er" sound.

D. Accents. (Rules)

1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix.
2. In most two syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.
3. Beginning syllables de, re, be, er, in, and a are usually not accented.
4. When a suffix is added, the accent falls on or within the root word.
5. Endings that form syllables are usually unaccented.
6. When a final syllable ends in le, that syllable is usually not accented.

E. Possessives.

F. Contractions.

G. Silent letters.

H. Dictionary skills.

I. Glossary.

III. Comprehension:

A. Outlining.

1. Note taking.
2. Sequence of ideas or events.
3. Skimming.
 - a. Locating facts and details.
 - b. Selecting and rejecting materials to fit a certain purpose.
4. Main ideas of paragraphs.
5. Interpreting characters' feelings.
6. Topic sentences.

B. Following directions.

C. Drawing conclusions.

D. Reading for verification.

E. Locating information.

1. Reference Materials in reading.
 - a. Graphs.
 - b. Maps—Reading and interpreting in detail.
 - c. Encyclopedias—Locating materials or research.
 - d. Headings and other typographical aids.
2. Library skills.
 - a. Card catalogs, use of. (Cross reference)
 - b. Book classifications.
 - c. Care of books and other materials.
3. Periodicals or sources of information.
 - a. Authors.
 - b. Introductions—author's.
 - c. Table of Contents.
 - d. Index—use of.
 - e. Glossary.
 - f. Title page.
 - g. Copyright.
 - h. Date of publication.
 - i. Footnotes.
 - j. Tables.
4. Resource materials.
 - a. Packets and pictures.
 - b. Charts—detail.
5. Resource people.

F. Rate or Reading.

1. Different rate for different purpose.
2. Comprehension at high level.

G. Critical reading.

IV. Oral Reading:

A. Choral reading and poetry.

1. Pronunciation.
2. Phrasing.
3. Rhymes.
4. Interpretations.

B. Listening appreciation.

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. COMMON READING SKILLS

A. Word Analysis Skills

1. Phonetic
 - a. Identification of vowel sounds (short, long)
 - b. Identification of consonant sounds
 - c. Identification of blends
 - d. Identification of other speech sounds
 - e. Accent marks
2. Structural
 - a. Identification of roots, prefixes and suffixes
 - b. Identification of compound words
 - c. Syllabication

B. Word Meaning Skills

1. Specific word meanings
 - a. Use in context
 - b. Use through modification by prefixes and suffixes
 - c. Use through interpretation from roots
 - d. Reference to dictionary
 - e. Study of word origins
 - f. Study of synonyms, antonyms, and homonyms
2. Multiple word meanings
 - a. Use in context
 - b. Use through modification by suffixes and prefixes
 - c. Use through interpretation from roots
 - d. Use through reference to dictionary
 - e. Use through study of word origins
 - f. Use through study of synonyms, antonyms, and homonyms

C. Comprehension Level

1. Reading the main idea
 - a. Identification of main idea in the topic sentence of a paragraph
 - b. Matching of a given set of main ideas with paragraph
 - c. Distinguishing between main idea and titles through paragraph analysis
2. Reading for detail
 - a. Finding main idea and major details in paragraphs
 - b. Finding major and minor details in paragraphs
3. Organizational skills
 - a. Outlining
 - 1) Finding the main idea and subordinate ideas in a paragraph and placing these in modified outline structures

II. STUDY SKILLS

- A. SQ3R Method**
1. Survey
 2. Question
 3. Read
 4. Review
 5. Recite

B. Reading to Follow Directions

- C. Location of Information**
1. Use of table of contents
 2. Use of dictionary
 3. Use of index
 4. Use of almanacs
 5. Use of encyclopedia
 6. Use of maps, charts, and graphs

D. Use of the Library

1. Card catalog
 - a. Author cards
 - b. Title or subject cards
2. Dewey Decimal classification system

III. INTERPRETATION AND ANALYSIS

A. Reading to Draw Conclusions (non-fiction)

1. Statements of the author
2. Statements of reader made on basis of evaluation of the author's remarks

B. Reading to Distinguish Between Fact or Opinion

1. Known facts related to the topic (utilization of student experiences)
2. Designation by reader of fact or opinion

C. Reading to Make Generalizations

IV. READING LITERATURE

A. Reading Short Stories and Novels

1. Reading to understand a character in a story
2. Reading to enjoy a description of a setting
3. Reading to follow development of plot
4. Reading to understand dialect
5. Reading to interpret figures of speech
6. Reading to identify time
7. Reading to identify place
8. Reading to recognize and describe the personality traits of literary characters and give evidence from the selection to support his discussions

B. Reading Drama

1. Reading to follow the plot through conversation
2. Reading to detect the printed format of a play (stage directions)

C. Reading Poetry

1. Reading to appreciate music in a poem
2. Reading to appreciate description
3. Reading to appreciate humor
4. Reading to identify and understand limericks, haiku, etc.

- D. Reading Myths, Fables, and Legends**
- 1. Reading to recognize moral of story in fables
 - 2. Reading to apply morals to general life experiences
 - 3. Reading to attain familiarity with some mythological and legendary heroes

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	
I. COMMON READING SKILLS		
A. Word Analysis Skills		
1. Phonetic		
<input type="checkbox"/> a. Accent marks		
2. Structural		
<input type="checkbox"/> a. Identification of roots, prefixes, and suffixes		
<input type="checkbox"/> b. Identification of compound words		
<input type="checkbox"/> c. Syllabication		
B. Word Meaning Skills		
1. Specific word meanings		
<input type="checkbox"/> a. Use in context		
<input type="checkbox"/> b. Use through modification by prefixes and suffixes		
<input type="checkbox"/> c. Use through interpretation from roots		
<input type="checkbox"/> d. Reference to dictionary		
<input type="checkbox"/> e. Study of word origins		
<input type="checkbox"/> f. Study of synonyms, antonyms, and homonyms		
2. Multiple word meaning		
<input type="checkbox"/> a. Use in context		
<input type="checkbox"/> b. Use through modification by prefixes and suffixes		
<input type="checkbox"/> c. Use through interpretation from roots		
<input type="checkbox"/> d. Use through reference to dictionary		
<input type="checkbox"/> e. Use through study of word origins		
<input type="checkbox"/> f. Use through study of synonyms, antonyms, and homonyms		
3. Words evoking emotional moods		
<input type="checkbox"/> a. Use in context (primarily)		
<input type="checkbox"/> b. Through study of word origins		
<input type="checkbox"/> c. Through reference to dictionary		
C. Comprehension Level		
1. Reading the main idea		
<input type="checkbox"/> a. Identification of main idea in the topic sentence of a paragraph		
<input type="checkbox"/> b. Matching of a set of main ideas with paragraph		
<input type="checkbox"/> c. Distinguishing between main idea and titles through paragraph analysis		
2. Reading for detail		
<input type="checkbox"/> a. Finding the main idea and major details		
<input type="checkbox"/> b. Finding major and minor details in paragraphs		
D. Organizational Skills		
1. Outlining		
<input type="checkbox"/> a. Finding the main idea and subordinate ideas in a paragraph and placing these in modified outline structures		
II. STUDY SKILLS		
A. SQ3R Method		
<input type="checkbox"/> 1. Survey		
<input type="checkbox"/> 2. Question		
<input type="checkbox"/> 3. Read		
<input type="checkbox"/> 4. Review		
<input type="checkbox"/> 5. Recite		
B. Reading to Follow Directions		
C. Location of Information		
<input type="checkbox"/> 1. Use of table of contents		
<input type="checkbox"/> 2. Use of dictionary		
<input type="checkbox"/> 3. Use of Index		
<input type="checkbox"/> 4. Use of almanacs		
<input type="checkbox"/> 5. Use of encyclopedias		
<input type="checkbox"/> 6. Use of maps, charts, and graphs		
D. Use of Library		
<input type="checkbox"/> 1. Card catalog		
<input type="checkbox"/> a. Author cards		
<input type="checkbox"/> b. Title or subject cards		
<input type="checkbox"/> 2. Dewey Decimal Classification System		
III. CLASSIFICATION, INTERPRETATION, AND ANALYSIS SKILLS		
A. Reading to Draw Conclusions (non-fiction)		
<input type="checkbox"/> 1. Statements of author		
<input type="checkbox"/> 2. Statements of reader made on the basis of evaluation of the author's remarks		
B. Reading to distinguish Between Fact and Opinion		
<input type="checkbox"/> 1. Known facts related to the topic (utilization of student experiences)		
<input type="checkbox"/> 2. Designation by reader of fact or opinion		
<input type="checkbox"/> C. Reading to Make Generalization		
IV. READING LITERATURE		
<input type="checkbox"/> A. Reading to classify literary selections as short story, the novel, poetry, drama, biography, and various kinds of non-fiction		
<input type="checkbox"/> B. Reading to pick out the main idea in a literary selection		
<input type="checkbox"/> C. Reading to recognize and describe the personality traits of literary characters and give evidence from the selection to support his discussions		
<input type="checkbox"/> D. Reading to demonstrate comprehension of the plot sequence in a literary selection		
<input type="checkbox"/> E. Reading biography and autobiography		
<input type="checkbox"/> 1. Introduction to and differentiation between biography and autobiography		
<input type="checkbox"/> F. Reading Myths, Fables, and Legends		
<input type="checkbox"/> 1. Reading to recognize moral of story or fable		
<input type="checkbox"/> 2. Reading to apply morals to general life experience		
<input type="checkbox"/> 3. Reading to attain familiarity with some mythological and legendary heroes		

G. Reading Short Stories and Novels

- 1. Reading to understand a character in a story
- 2. Reading to enjoy a description of a setting
- 3. Reading to understand dialect
- 4. Reading to follow plot of development
- 5. Reading to interpret figures of speech

H. Reading Drama

- 1. Reading to follow the plot through conversation
- 2. Reading to detect the printed format of a play (stage direction)

I. Reading Poetry

- 1. Reading to appreciate music in a poem
- 2. Reading to appreciate descriptions
- 3. Reading to appreciate humor
- 4. Read to understand and recognize limericks, haiku, etc.

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. COMMON READING SKILLS

A. Word Analysis Skills

1. Phonetic
 - a. Accent marks
2. Structural
 - a. Identification of roots, prefixes and suffixes
 - b. Syllabication

B. Word Meaning Skills

1. Specific word meaning
 - a. Use in context
 - b. Use through modification by prefixes and suffixes
 - c. Use through interpretation from roots
 - d. Reference to dictionary
 - e. Study of word origins
 - f. Study of synonyms, antonyms, and homonyms
2. Multiple word meanings
 - a. Use in context
 - b. Use through modification by prefixes and suffixes
 - c. Use through interpretation from roots
 - d. Use through reference to dictionary
 - e. Use through study of word origins
 - f. Use through study of synonyms, antonyms, and homonyms
3. Words evoking emotional moods
 - a. Through use in context (primarily)
 - b. Through study of word origins
 - c. Through reference to dictionary
 - d. Through use of Roget's Thesaurus

C. Comprehension Level

1. Reading the main idea
 - a. Identification of main idea in the topic sentence of a paragraph
 - b. Matching of a given set of main ideas with paragraph
 - c. Distinguishing between main idea and titles through paragraph analysis
2. Reading for detail
 - a. Finding the main idea and major details
 - b. Finding major and minor details in paragraphs
3. Organizational skills
 - a. Outlining
 - 1) Finding the main idea and subordinate ideas in a paragraph and placing these in modified outline structures
 - 2) Finding the main idea and subordinate ideas of a larger selection involving several paragraphs and arranging these in extended outline form

II. STUDY SKILLS

A. SQ3R Method

1. Survey
2. Question
3. Read
4. Review
5. Recite

B. Reading to Follow Directions

C. Skimming

1. Skimming to preview
2. Skimming for main idea
3. Skimming for details
4. Skimming for key words

D. Location of Information

1. Use of table of contents
2. Use of dictionary
3. Use of index
4. Use of almanacs
5. Use of encyclopedias
6. Use of biographical dictionaries
7. Use of maps, charts, and graphs

E. Use of Library

1. Card catalogue
 - a. Author cards
 - b. Title or subject cards
2. Dewey Decimal classification system

III. CLASSIFICATION, INTERPRETATION, AND ANALYSIS SKILLS

A. Reading to Draw Conclusions (non-fiction)

1. Statements of the author
2. Statements of reader made on the basis of evaluation of the author's remarks

B. Reading to Distinguish Between Fact and Opinion

1. Background of author
2. Known facts related to the topic (utilization of student experiences)
3. Designation by reader of fact or opinion

C. Reading to Detect Propaganda

1. Name calling
2. Glittering generalities
3. Testimonial
4. Transfer
5. Plain folks
6. Band wagon
7. Card stacking

D. Reading to Forecast Results

1. Reading about an exciting situation
2. Identifying relationships of details in the situation
3. Predicting the outcome of that situation (a specific outcome)

___ E. Reading to Make Generalizations

F. Reading to Make Comparisons

- ___ 1. Reading statements made by the author
- ___ 2. Comparisons of these statements with other reading materials by same or different authors

G. Reading to Show Contrast

- ___ 1. Statements made by author
- ___ 2. Contrast of these statements with other reading materials by same or different authors

IV. READING LITERATURE

- ___ A. Reading to pick out the main idea and supporting ideas in a literary selection

- ___ B. Reading to recognize and describe the personality traits of literary characters and give evidence from the selection to support his discussions

- ___ C. Reading to demonstrate comprehension of the plot sequence in a literary selection

D. Short stories and novels

- ___ 1. Reading to understand a character in a story
- ___ 2. Reading to enjoy a description of a setting
- ___ 3. Reading to follow plot of development
- ___ 4. Reading to understand dialect
- ___ 5. Reading to interpret figures of speech
- ___ 6. Identify time and place of a story

E. Drama

- ___ 1. Reading to follow the plot through conversation
- ___ 2. Reading to detect the printed format of a play (stage direction)

F. Poetry

- ___ 1. Reading to understand and recognize limericks, haiku, etc.
- ___ 2. Reading to understand and recognize simple simile, metaphor, personification

G. Biography and Autobiography

- ___ 1. Differentiation between biography and autobiography

H. Myths, fables, and Legends

- ___ 1. Reading The Odyssey for enjoyment and mythological background, and author's viewpoint

(Last Name)	(First Name)	(Name of School)
(Year)	(Name of Teacher)	

I. COMMON READING SKILL

- A. Word Analysis Skills
1. Structural skills
 - a. Identification of roots, prefixes and suffixes
 - b. Syllabication
 - B. Word Meaning Skills
 1. Specific word meanings
 - a. Use in context
 - b. Use through modification of prefixes and suffixes
 - c. Use through interpretation from roots
 - d. Reference to dictionary
 - e. Study of word origins
 2. Multiple word meanings
 - a. Use in context
 - b. Use through modifications by suffixes and prefixes
 - c. Use through interpretation from roots
 - d. Use through study of word origins
 3. Words evoking emotional moods
 - a. Use in context (primarily)
 - b. Through study of word origins
 - c. Through reference to dictionary
 - d. Through use of Roget's Theaurus

- C. Comprehension Level
1. Reading the main idea
 - a. Identification of main idea and supporting ideas in a literary selection
 2. Outlining
 - a. Finding the main idea and subordinate ideas of a larger selection involving several paragraphs and arranging these in extended outline form
 3. Reading to detect major patterns of organization in literary selections
 - a. Enumerative pattern (statement of fact)
 - b. Comparison and contrast pattern
 - c. Conclusion and proof pattern
 - d. Classification pattern
 - e. Time pattern

II. STUDY SKILLS

- A. SQ3R Method
1. Survey
 2. Question
 3. Read
 4. Review
 5. Recite
- B. Reading to Follow Directions

C. Skimming

1. Skimming to preview
 2. Skimming for main idea
 3. Skimming for details
 4. Skimming for key words
- D. Location of Information
1. Use of table of contents
 2. Use of dictionary
 3. Use of Index
 4. Use of Reader's Guide
 5. Use of almanacs
 6. Use of encyclopedias
 7. Use of biographical dictionaries
 8. Use of maps, charts, and graphs
- E. Use of the Library
1. Card catalog
 - a. Author cards
 - b. Title or subject cards
 2. Dewey Decimal classification system

III. CLASSIFICATION, INTERPRETATION, AND ANALYSIS SKILLS

- A. Reading to Draw Conclusions (non-fiction)
1. Statements of the author
 2. Statements of reader made on basis of evaluation of the author's remarks
- B. Reading to Distinguish Between Fact or Opinion
1. Point of view of selection
 2. Background of author
 3. Known facts related to the topic (utilization of student experiences)
 4. Designation by reader of fact or opinion
- C. Reading to Detect Propaganda
1. Name-calling
 2. Glittering generalities
 3. Testimonial
 4. Transfer
 5. Plain folks
 6. Band wagon
 7. Card stacking
- D. Reading to Forecast Results
1. Reading about an exciting situation
 2. Identifying relationships of details in the situation
 3. Predicting the outcome of that situation (a specific outcome)
- E. Reading to Make Comparisons
1. Reading statements made by author
 2. Comparison of these statements with other reading materials by same or different authors

- F. Reading to Show Contrast**
- ___ 1. Statements
 - ___ 2. Contrast of these statements with other reading materials by the same or different authors

- G. Reading to Appraise or Analyze**
- ___ 1. Reading and studying the author's statements
 - ___ 2. Identification of problems
 - ___ 3. Reader's indication of his reaction on the author's remarks

IV. READING LITERATURE

- ___ **A.** Reading to classify literary selections as short story, the novel, poetry, drama, biography and various kinds of non-fiction
- ___ **B.** Reading to pick out the main idea and supporting ideas in a literary selection
- ___ **C.** Reading to recognize and describe the personality traits of literary characters and give evidence from the selection to support his discussion
- ___ **D.** Reading to explain cause and effect in given literary selections
- ___ **E.** Reading to demonstrate comprehension of the plot sequence in a literary selection
- ___ **F.** Reading to recognize the author's intent and/or point of view in a literary selection
- ___ **G.** Reading to recognize literary terms and devices in the short story and novel such as paradox, hyperbole, irony, satire, etc.
- ___ **H. Reading the Essay**
 - ___ 1. Reading to detect the author's point of view on a subject
 - ___ 2. Reading to compare your point of view with that of the author
 - ___ 3. Reading to differentiate between fact or opinion
 - ___ 4. Reading to differentiate between formal and informal essays
- ___ **I. Reading Short Stories and Novels**
 - ___ 1. Reading to discover the conflict in a plot

- ___ 2. Reading to discover point of view
- ___ 3. Reading to discover theme
- ___ 4. Reading to identify cause and effect
- ___ 5. Reading to identify characterization
- ___ 6. Reading to differentiate between fact and fiction
- ___ 7. Reading to understand plot
- ___ 8. Reading to identify tone, imagery, and figurative language
- ___ 9. Reading to identify setting and mood
- ___ 10. Reading to understand satire and irony
- ___ 11. Reading to understand and recognize dialogue
- ___ 12. Reading to understand differences between romantic and realistic literature
- ___ 13. Reading to understand implication and allusion

- J. Reading Drama**
- ___ 1. Reading to understand characterization through dialogue

- K. Reading Poetry**
- ___ 1. Understanding and recognition of rhythmical devices: meter (iambic, trochaic, etc.), alliteration, assonance, end and internal rhyme
 - ___ 2. Recognize and identify different types of stanzas
 - ___ 3. Recognize differences between free and blank verse
 - ___ 4. Recognize and identify figurative language: simile, metaphor, personification, symbolism
 - ___ 5. Recognize and understand the sonnet form
 - ___ 6. Recognize and understand the lyrical form
 - ___ 7. Recognize and understand the ballad form

- L. Reading Biography and Autobiography**
- ___ 1. Be able to recognize author's bias
 - ___ 2. Be able to compare/contrast author's facts with other sources

- M. Reading Myths and Legends**
- ___ 1. Read different versions of Arthurian legends for comparison and contrast
 - ___ 2. Read other works which feature Arthurian characters. Compare/contrast with Arthurian legends

- ___ C. Reading to explain cause and effect in given literary selections
 - ___ D. Reading to demonstrate comprehension of the plot sequence in a literary selection
 - ___ E. Reading to recognize the author's intent and/or point of view in a literary selection
 - ___ F. Reading to recognize literary terms and devices in the short story, novel, etc. (paradox, hyperbole, satire)
- G. Reading Stories and Novels**
- ___ 1. Reading to discover the conflict in a plot
 - ___ 2. Reading to discover point of view
 - ___ 3. Reading to discover theme
 - ___ 4. Reading to identify cause and effect
 - ___ 5. Reading to identify characterization
 - ___ 6. Reading to differentiate between fact and fiction
 - ___ 7. Reading to understand plot
 - ___ 8. Reading to identify tone and imagery, plus figurative language
 - ___ 9. Reading to identify setting, and mood
 - ___ 10. Reading to understand satire and irony
 - ___ 11. Reading to understand and recognize dialogue
 - ___ 12. Reading to understand differences between romantic and realistic literature
 - ___ 13. Reading to understand implication and allusion
- H. Reading Drama**
- ___ 1. Reading to understand character through dialogue
 - ___ 2. Reading to understand tone in the drama
 - ___ 3. Reading to understand dramatic license
 - ___ 4. Reading to differentiate between tragedy, comedy, and melodrama (twelfth grade only)
- I. Reading Essays**
- ___ 1. Reading to differentiate between fact and opinion
 - ___ 2. Reading to differentiate between formal and informal essays
- J. Reading Poetry**
- ___ 1. Recognizing and understanding of rhythmical devices: meter (anapestic, iambic)-eleventh grade- alliteration, assonance, end and internal rhyme
 - ___ 2. Recognizing and identifying different types of stanzas- eleventh grade
 - ___ 3. Recognizing differences between blank and free verse- eleventh grade
 - ___ 4. Recognizing and identifying figurative languages, simile, metaphor, personification, symbolism- eleventh grade
 - ___ 5. Recognizing and understanding allegory- twelfth grade
 - ___ 6. Recognizing and understanding satirical poetry- twelfth grade
 - ___ 7. Recognizing and understanding pastoral poetry- twelfth grade
 - ___ 8. Recognizing and understanding the sonnet
 - ___ 9. Recognizing and understanding the elegy- twelfth grade
 - ___ 10. Recognizing and understanding lyric poetry
 - ___ 11. Recognizing and understanding ballads
- K. Reading Biography and Autobiography**
- ___ 1. Be able to recognize author's bias if any
- L. Reading Myths, Fables, and Legends**
- ___ 1. Able to recognize origin of different myths, legends, and fables
 - ___ 2. Able to distinguish among different gods and goddesses and their role in literature
 - ___ 3. Able to apply ancient situations to living in a modern society

IV. READING MATERIALS LIST



An attempt has been made to list appropriate materials for secondary students reading at various levels. The materials are of high-interest appeal for students reading at the fourth, fifth, and sixth levels.

For students reading at seventh grade and above, materials have been identified to improve reading skills. These are materials which apply to developmental reading as separate and apart from literature selections.

It is hoped the list will be helpful to teachers who are searching for materials to help students develop into independent readers. Please note that materials have been coded as to reading level and interest level. Materials which can be found on the State Textbook List are marked by an asterisk.

BASIC READING MATERIALS
(For Secondary Pupils Reading 4th Level or Below)

RL = Reading Level

IL = Interest Level

* = Found on State Textbook List

- *Cowboys of Many Races, Benefic Press (RL Elem)
- *Loud and Clear, Benefic Press (RL 4)
- The Kaleidoscope Readers, Field Educational Publications
- One Thing at Once (RL 2)
- Two Blades of Grass (RL 3)
- Three-O'Clock Courage (RL 4)
- *Checkered Flag Series, Field Educational Publications (RL 2-4)
- *Happenings, Field Educational Publications (RL 4)
- *Morgan Bay Mysteries, Field Educational Publications (RL 2-4)
- *Decoding for Reading, Macmillan
- *Spectrum of Skills, Macmillan (RL 4-8)
- *Falcon Classroom Libraries, Noble and Noble
- Open Court Remedial Program, Open Court
- *Be A Better Reader, Foundations A, Prentice Hall (RL 4)
- Skilpacer, Random House (RL 2-8)
- *Yellow
- *Red
- *Blue
- *Green
- Tan
- Olive
- *Random House Reading Program, Random House (RL 4)
- Red
- New Reading Skill Builders, Reader's Digest
- Level 2, Part 1, Part 2, *Part 3 (RL 2)
- Level 3, Part 1, Part 2, *Part 3 (RL 3)
- Level 4, *Part 1, *Part 2, *Part 3 (RL 4)
- *Lodge Stories, Garrard (RL 1-3)
- *Navajo Stories, Garrard (RL 1-3)
- *Pueblo Stories, Garrard (RL 1-3)
- *Tepee Stories, Garrard (RL 1-3)
- *Wigwam Stories, Garrard (RL 1-3)

SRA Labs, Science Research Associates

*Reading Lab II A (RL 4)

*Reading for Understanding, Science Research Associates

Junior Editions (RL 3-8)

*Pilot Library II A, Science Research Associates

(RL 4)

*New Rochester Occupational Reading Series, Science Research Associates

The Job Ahead, Level I (IL 9, RL 2)

The Job Ahead, Level II (IL 9, RL 3-4)

The Job Ahead, Level III (IL 9, RL 4-5)

*Readings for Concepts, Webster

Book A (RL 1.9)

Book B (RL 2.5)

Book C (RL 3.2)

Book D (RL 3.9)

Book E (RL 4.6)

*Reading Attainment System I and II, Grolier

(RL 3-4)

Words To Eat, Barnell-Loft

Words To Meet, Barnell-Loft

Words To Wear, Barnell-Loft

Word-Analysis Practice, Harcourt-Brace Jovanovich

Level A (RL 4)

Action Series, Houghton-Mifflin

Action Book I (RL 4-5)

Dolch Games, Gorrard

Sight Phrase Cards

Basic Sight Cards

Popper Words

Consonant Lotto

Vowel Lotto

Take

Read and Say Verb Game

Syllable Game

Group Word Teaching Game

Group Sounding Game

Reading Success Series, American Education Publishers

Score 1 (IL 7-12, RL 2)

Score 2 (IL 7-12, RL 2)

Score 3 (IL 7-12, RL 3)

Score 4 (IL 7-12, RL 3)

Score 5 (IL 7-12, RL 4)

Score 6 (IL 7-12, RL 4)

Specific Skill Series, Barnell-Loft

Book A (RL 1), Book B (RL 2), Book C (RL 3), Book D (RL 4)

Getting the Main Idea A,B,C,D

Using the Context A,B,C,D

Working With Sounds A,B,C,D

Following Directions A,B,C,D

Locating the Answer A,B,C,D

Getting the Facts A,B,C,D
Drawing Conclusions A,B,C,D

Scope/Visuals, Scholastic

Books 1-12

Springboards, Noble and Noble

(IL 7-12, RL 4-6)

*Breakthrough, Allyn and Bacon

Time is Now (IL 7-12, RL 2)
With It (IL 7-12, RL 2)
Winner's Circle - 1 (IL 7-12, RL 3)
Winner's Circle - 2 (IL 7-12, RL 3)
Way Out (IL 7-12, RL 3)
Over the Edge (IL 7-12, RL 3)
Beyond the Block (IL 7-12, RL 4)
Out of Sight (IL 7-12, RL 4)
Where It's At (IL 7-12, RL 4)

Phoenix Reading Series, Prentice-Hall

Level A (IL 7-9, RL 2)
Level B (IL 7-9, RL 3)
Level C (IL 7-9, RL 3)

Real Stories, Globe Book Company

Book A (IL 7-12, RL 3.0-4.5)

The Stories for Teen-Agers Series, Globe Book Company

Books A, B, & C (IL 7-12, RL 4.0)

Stories for Today's Youth, Globe Book Company

(IL 7-12, RL 4-5)

Myths and Folk Tales Around the World, Globe Book Company

(IL 7-12, RL 4)

American Folklore and Legends, Globe Book Company

(IL 7-12, RL 4)

McCall Crabbs-Standard Test Lessons in Reading, Teacher's College Press

Book A (RL 3)
Book B (RL 4)

Adult Readings, Reader's Digest Educational Division

Kit (RL 1-4)

Trail Riders, University Publishing Company

(RL 3-4)

The Action Program, Scholastic

*Action Unit (IL 7, RL 2-4)
Double Action Unit (IL 8, RL 3-5)
*Action Library I (IL 7, RL 2.0-2.4)
*Action Library II (IL 7, RL 2.5-2.9)
Action Library III (IL 8, RL 3.0-3.4)
Action Library IV (IL 8, RL 3.5-3.9)

Step Up Your Reading Power, Webster/McGraw-Hill

Book A (IL 7-12, RL 3)
Book B (IL 7-12, RL 4)

Reading Incentive Series, Webster/McGraw-Hill

Book 1 Mystery in the Sky (IL 7-12, RL 3)
Book 2 Swamp March (IL 7-12, RL 4)

FUNCTIONAL READING MATERIALS
(For Secondary Pupils Reading 5th or 6th Level)

RL = Reading Level
IL = Interest Level
* = Found on State Textbook List

*Hear Ye! Hear Ye!, Benefic Press (RL 5)

*Now Hear This, Benefic Press (RL 6)

The Kaleidoscope Readers, Field Educational Publication

Four Corners of the Sky (RL 5)

Five-Words - Long (RL 6)

*Holt's Impact, Holt, Rinehart, and Winston

Level I (IL 7, RL 5)

I've Got a Name

At Your Own Risk

Cities

Larger Than Life

Level II (IL 8, RL 6)

Unknown Worlds

Conflict

Sight Lines

Search For America

Level III (IL 9, RL 7)

Turning Point

Nobody-But-Yourself

On Edge

I (Me)

*Decoding for Reading, Macmillan (RL 4-8)

*Spectrum of Skills, Macmillan (RL 4-8)

*Crossroads, Noble and Noble

Level I (IL 7, RL 5)

Level II (IL 8, RL 6)

Level III (IL 9, RL 7)

*Falcon Classroom Libraries, Noble and Noble

Springboards, Noble and Noble (IL 7-12, RL 4-6)

*Be A Better Reader, Prentice-Hall

Foundation B (RL 5)

Foundation C (RL 6)

Skilpacer, Random House

*Yellow (RL 2-8)

*Red (RL 2-8)
 *Blue (RL 2-8)
 *Green (RL 2-8)
 Tan (RL 2-8)
 Olive (RL 2-8)

*Random House Reading Program, Random House

Blue (RL 5)
 Green (RL 6)

New Reading Skill Builders, Reader's Digest

Level 5, *Part 1, *Part 2, Part 3 (RL 5)
 Level 6, *Part 1, *Part 2, Part 3 (RL 6)

Advanced Reading Skill Practice Pad, Reader's Digest (RL 4-6)

Contact Units, Scholastic:

*Maturity: Growing Up Strong (IL 10-12, RL 4-6)
 *Imagination: World of Inner Space (IL 10-12, RL 4-6)
 *Law: You, The Police and Justice (IL 10-12, RL 4-6)
 *Prejudice: The Invisible Wall (IL 10-12, RL 4-6)
The Future, Can We Shape It? (IL 10-12, RL 4-6)
 *Getting Together, Problems You Face (IL 10-12, RL 4-6)
 *Loyalties, Whose Side Are You On? (IL 10-12, RL 4-6)

*Drugs Unit (IL 10-12, RL 4-6)

*Reaching Ahead Unit, Scholastic (IL 7, RL 5)

*Reaching Beyond Unit, Scholastic (IL 7, RL 6)

SRA Labs, Science Research Associates

*Reading Lab II B (RL 5)
 *Reading Lab II C (RL 6)

Action Series, Houghton-Mifflin

Action Book 1 Encounter, Forces (RL 4-5)
 Action Book 2 Challenges, Crosscurrents (RL 5-6)

Scope I Skills Books, Scholastic

Wide World (RL 4-6)
Dimensions (RL 4-6)
Spotlight (RL 4-6)
Across & Down (RL 4-6)
Word Puzzles and Mysteries (RL 4-6)
Jobs in Your Future (RL 4-6)
Countdown (RL 4-6)
Trackdown (RL 4-6)
Sprint (RL 4-6)

Scope Plays, Scholastic (RL 4-6)

*Breakthrough, Allyn and Bacon

This Cool World (IL 7-12, RL 5)
How It Is (IL 7-12, RL 5)
Coming Through (IL 7-12, RL 5)
The Big Ones (IL 7-12, RL 6)

<u>On the Spot</u>	(IL 7-12, RL 6)	
<u>Making the Scene</u>	(IL 7-12, RL6)	
<u>Real Stories</u> , Globe Book Company		
Book I	(IL 7-12, RL 4.5-5.0)	
Book II	(IL 7-12, RL 5.0-6.0)	
<u>Modern Short Biographies</u> , Globe Book Company		(IL 7-12, RL 5.5)
<u>The Stories for Teenagers Series</u> , Globe Book Company		
Book I	(IL 7-12, RL 5-6)	
Book II	(IL 7-12, RL 5-6)	
<u>Short Story Scene</u> , Globe Book Company		(IL 7-12, RL 5-6)
<u>The Magnificent Myths of Man</u> , Globe Book Company		(IL 7-12, RL 4.3-5.5)
<u>Adapted Classics</u> , Globe Book Company		
A variety of titles. Reading Levels 4-8 depending on title.		
<u>*Reading for Understanding</u> , Science Research Associates		
General Edition	(RL 5-Col)	
Junior Edition	(RL 3-8)	
<u>*Pilot Library II B</u> , Science Research Associates		(RL 5)
<u>*Pilot Library II C</u> , Science Research Associates		(RL 6-7)
<u>*New Rochester Occupational Reading Series</u> , Science Research Associates		
The Job Ahead, Level I	(IL 9, RL 2)	
The Job Ahead, Level II	(IL 9, RL 3-4)	
The Job Ahead, Level III	(IL 9, RL 4-5)	
<u>*Reading for Concepts</u> , Webster		
Book F	(RL 5.2)	
Book G	(RL 5.8)	
Book H	(RL 6.4)	
<u>Open Highways</u> , Book 7, Scott Foresman		(IL 7, RL 5)
<u>Open Highways</u> , Book 8, Scott Foresman		(IL 8, RL 6)
<u>Picto - Cabulary</u> , III, Barnell-Laft		
<u>Picto - Cabulary</u> , 222, Barnell Loft		
<u>*Turner - Livingston Communication Series</u> , Follett		(IL 7-12, RL 5)
<u>Word-Analysis Practice</u> , Harcourt-Broce Jovanovich		
Level B	(RL 5)	
Level C	(RL 6)	
<u>Specific Skill Series</u> , Barnell-Laft		
Book E (RL 5), Book F (RL 6)		
<u>Getting the Main Idea</u> , E-F		
<u>Using the Content</u> , E-F		
<u>Working with Sounds</u> , E-F		
<u>Following Directions</u> , E-F		
<u>Locating the Answer</u> , E-F		
<u>Getting the Facts</u> , E-F		
<u>Drawing Conclusions</u> , E-F		

Reading - Thinking Skills, Continental Press

Duplicating Masters (RL 6)

Inquiry: USA, Globe Book Company

(IL 7-12, RL 5.5)

Minorities: USA, Globe Book Company

(IL 7-12, RL 5.5)

Etymology Series, Barnell-Loft

(RL 5-9)

What's in a Name

Podunk and Such Places

Words We Borrowed

Odd Words & Expressions

McCall Crabbs - Standard Test Lessons in Reading, Teachers College Press

Book C (RL 5)

Book D (RL 6)

Book E (RL 5-8)

Step Up Your Reading Power, Webster/McGraw-Hill

Book 3, Full Speed Ahead (IL 7-12, RL 5)

Book 4, Venus Bound (IL 7-12, RL 6)

ADVANCED READING MATERIALS
(For Secondary Pupils Reading at Grade Level or Above)

RL = Reading Level
IL = Interest Level
* = Found on State Textbook List

The Kaleidascope Readers, Field Educational Publication

Six Impossible Things (RL 7)
Seven is a Handy Figure (RL 8)
The Eighth Day of the Week (RL 9)

*Advanced Skills in Reading, Macmillan

Book 1 (RL 7)
Book 2 (RL 8)
Book 3 (RL 9)

*Be a Better Reader, Prentice-Hall

Book I (RL 7)
Book II (RL 8)
Book III (RL 9)
Book IV (RL 10)
Book V (RL 11)
Book VI (RL 12)

Reader's Digest Advanced Reading Skill Builder

Book One (RL 7)
Book Two (RL 7)
Book Three (RL 8)
Book Four (RL 8)

*Designs for Reading I, Science Research Associates (RL 7)

*Designs for Reading II, Science Research Associates (RL 8)

SRA Labs, Science Research Associates

*Reading Lab III A (RL 7-9)
*Reading Lab III B (RL 8-10)
*Reading Lab IV A (RL 9-12)

*Reading for Understanding, Science Research Associates

General Edition (RL 5-Col)
Junior Edition (RL 3-8)
Senior Edition (RL 8-12)

*Vocabulary III, Science Research Associates (RL 7-9)

*Family Unit, Scholastic (RL 7-9)

*Courage Unit, Scholastic (RL 7-9)

*Adventure and Suspense Unit, Scholastic (RL 7-9)

Activities for Reading Improvement, Steck and Vaughn

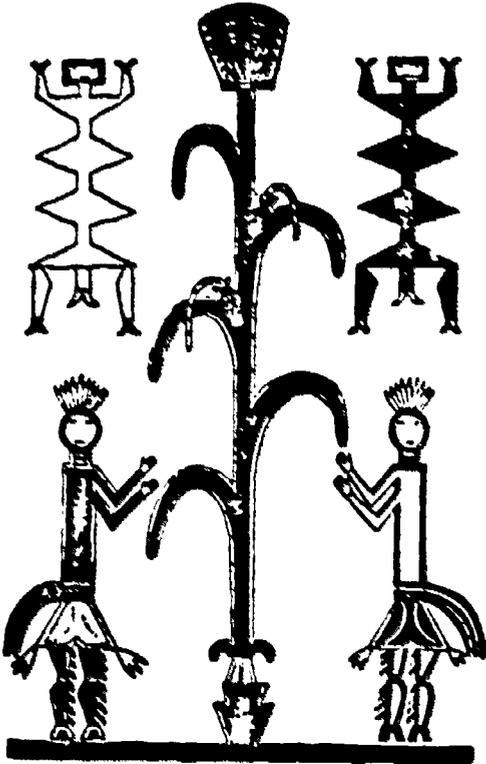
Book 1 (RL 7)

Book 2	(RL 8)	
Book 3	(RL 9)	
<u>*Steps to Better Reading, Harcourt, Brace</u>		
Book 1	(RL 7)	
Book 2	(RL 8)	
Book 3	(RL 9)	
<u>*Patterns for Reading, Scholastic</u>		(RL 8-12)
<u>Critical Reading Skills, Harper and Row</u>		(RL 7-8)
<u>Literary Style, Harper and Row</u>		(RL 7-8)
<u>Word Study, Harper and Row</u>		(RL 7-8)
<u>EDL Study Skills Libraries, Educational Developmental Laboratories</u>		
Reference	(RL 3-9)	
Social Studies	(RL 3-9)	
Science	(RL 3-9)	
<u>EDL Word Clues, Educational Developmental Laboratories</u>		
Book G	(RL 7)	
Book H	(RL 8)	
Book I	(RL 9)	
Book J	(RL 10)	
Book K	(RL 11)	
Book L	(RL 12)	
Book M	(RL 13)	
<u>Step Up Your Reading Power, Webster/McGraw-Hill</u>		
Book E	(IL 7-12, RL 7)	
<u>*Scope/Reading, Harper and Row</u>		
Real and Fantastic	(IL 7-8)	
Scope/Reading 1	(IL 9)	
Scope/Reading 2	(IL 10)	
Scope/Reading 3	(IL 11)	
Scope/Reading 4	(IL 12)	
<u>Reading Incentive Series, Webster/McGraw-Hill</u>		
Book 5 - To Climb a Mountain	(IL 7-12, RL 7)	
<u>Words Are Important, Webster/McGraw-Hill</u>		
<u>Junior Book</u>	(RL 7)	
<u>Introductory Book, Simplified</u>	(RL 8)	
<u>Introductory Book, Regular</u>	(RL 8)	
<u>First Book</u>	(RL 9)	
<u>Second Book</u>	(RL 10)	
<u>Third Book</u>	(RL 11)	
<u>Fourth Book</u>	(RL 12)	
<u>Stanford/McGraw-Hill Vocabulary</u>		
Book 1	(RL 7)	
Book 2	(RL 8)	
Book 3	(RL 9)	
Book 4	(RL 10)	
Book 5	(RL 11)	
Book 6	(RL 12)	
<u>Plus 10, Webster/McGraw-Hill</u>		(RL 7 & up)

*Reading for You Series, Webster/McGraw-Hill

Book 1	(RL 7)
Book 2	(RL 8)
Book 3	(RL 9)

V. LIBRARY AND REFERENCE USAGE GUIDE



This guide was developed by the secondary librarians for use by the language arts teachers. Its purpose is to outline necessary library and reference skills to be taught at each grade level. This will insure continuity in the curriculum and will assure each pupil's opportunity to learn the basic research skills. It is hoped that librarians and teachers will work cooperatively in this effort.

LIBRARY AND REFERENCE USAGE GUIDE

SEVENTH - NINTH

- I. Background
 - A. Purposes of Libraries
 - B. History of books and libraries
- II. Use of libraries
 - A. Care of materials
 - B. Procedures for circulating materials
(See glossary for appropriate terms)
- III. Types of materials in libraries
 - A. Books
 1. Fiction
 - a. Novels
 - b. Short stories
 2. Non-fiction
 - a. Regular
 - b. Reference
 - B. Periodicals
 - C. Visuals (filmstrips, etc.)
 - D. Recordings (disc and tape)
 - E. Vertical file
 - F. Other multi-media materials
(kits, globes, etc.)
- IV. Parts of a book
 - A. Cover
 1. Hard
 2. Paperback
 - B. Frontispiece
 - *C. Title and copyright pages
 - *D. Table of contents
 - E. Introductory sections
 1. Dedication
 2. Acknowledgements
 3. Introduction
 4. Preface or foreword
 - F. List of illustrations
 - *G. Text or body
 - H. Appendices
 1. Bibliographies
 - J. Indexes
 1. Subject and subdivision of subject
 2. Special types such as author, works, first lines, etc.
 3. Cross references
 - K. Notes and footnotes
- V. System arrangement of books in a library
 - A. Reasons for arrangement
 - B. Popular methods
 1. Dewey Decimal System (in detail)
 2. Library of Congress Classification

*Have been taught in previous grades; review if necessary.

TENTH - TWELFTH

- I. Review and reteach if necessary as outlined in grades 7-9.
- II. Review and reteach if necessary as outlined in grades 7-9.
- III. Review and reteach if necessary as outlined in grades 7-9.
- IV. Review and reteach if necessary as outlined in grades 7-9.
- V. Review and reteach if necessary as outlined in grades 7-9.
 2. More extensive study of the Library

- cation(brief introduction)
- VI. Card catalog
 - A. Purposes
 - B. Types of catalog cards
 1. Main entry (distinguish from author)
 2. Title
 3. Subject
 4. Cross references
 - a. "See"
 - b. "See also"
 5. Analytic
 6. Multi-media
 - C. Use of guide cards
 - D. Information on cards
 1. Call number
 2. Author
 3. Title
 4. Publisher
 5. Date
 6. Illustrations, maps, etc.
 7. Paging

- VII. Reference books
 - A. Regular word dictionaries
 1. Introduction
 - a. History of dictionaries
 - b. Dictionary controversy
 - c. Values of abridged and unabridged
 2. Structure of the dictionary
 - a. Front and back matter
 - b. Thumb index
 - c. Alphabetizing
 - d. Guide words
 3. Form and method of a dictionary entry
 - a. Introduction
 - b. Meaning
 - (1) Definition
 - (2) Verbal illustration
 - (3) Synonyms and antonyms
 - (4) Cross reference
 - (5) Pictures and other illustrations
 - c. Spelling
 - d. Syllabication
 - e. Pronunciation
 - f. Functional labels (parts of speech)
 - g. Inflectional and derived forms
 - (1) Noun endings (plural)
 - (2) Verb endings (principal parts)

of Congress Classification System
 VI. Review and reteach if necessary as outlined in grades 7-9.

8. Notes
9. Tracings
- VII. Review and reteach if necessary as outlined in grades 7-9.

- (3) Adjective endings (comparative and superlative)
- h. Etymologies
 - (1) Origin
 - (2) Derivation
 - (3) Word histories
- i. Affixations
 - (1) Prefix
 - (2) Suffix
- j. Usage labels
 - (1) Slang
 - (2) Dialect
 - (3) Substandard
 - (4) Obsolete
 - (5) Archaic
- B. Special dictionaries
 - 1. Synonyms and antonyms (Roget's Thesaurus, etc.)
 - 2. Etymological
 - 3. Language usage
 - 4. Rhyming
 - 5. Abbreviations and acronyms
 - 6. Foreign language
 - 7. Science
 - 8. Mathematics
 - **9. Biographical
 - 10. Geographical
 - 11. Any other special dictionaries
- C. Encyclopedias
 - 1. Purposes
 - 2. Arrangement on the shelf
 - a. Unit-letter (A, B, C, etc.)
 - b. Split-letter (Dr-EI, St-T, etc.)
 - c. Whole word (Desert-Egret)
 - 3. Finding information
 - a. Alphabetical order
 - (1) Letter-by-letter, i.e.,
Newark
New England
Newfoundland
New Guinea
New Jersey
Newman, John Henry
Newmarket
New Mexico
New Zealand
 - (2) Word-by-word
New England
New Guinea
New Jersey
New Mexico
New Zealand
Newark
Newfoundland

**Will be covered more extensively later in the library unit.

Newman, John Henry
Newmarket

- b. Guide words
- c. Key words
- d. Cross references
- e. Subtopics
- f. Related articles
- g. Visual aids
 - (1) Charts and graphs
 - (2) Maps
 - (3) Diagrams
 - (4) Photographs, paintings, drawings, etc.
- h. Bibliography
- 4. Types of encyclopedias
 - a. General information
 - b. Subject areas (Encyclopedia of American History, The Book of Popular Science, etc.)
- D. Atlases and gazetteers
 - 1. Purposes
 - 2. Use
 - 3. Types
- E. Yearbooks
 - 1. Purposes
 - 2. Use
 - 3. Types
 - a. Almanacs (World Almanac, Information Please, etc.)
 - b. Encyclopedia annuals (Americana Annual, etc.)
- F. Biographical
 - 1. Purposes
 - 2. Use
 - 3. Types
 - a. Contemporary (Current Biography, Who's Who, Who's Who in America, etc.)
 - b. Historical (Who Was Who, Who Was Who in America, etc.)
 - c. Combination of contemporary and historical
- G. Periodical indexes
 - 1. Readers' Guide to Periodical Literature
 - a. Purposes
 - b. Use
 - c. Type
 - (1) Abridged
 - (2) Unabridged

b. Encyclopedia of Chemistry

- 2. Other specialized periodical indexes (New York Times Indexes, Agricultural Index, etc.)
 - H. (Essay & General Literature Index)
-
- H. Specialized indexes (Index to Children's Poetry, Play Index, Short Story Index, etc.)
 - 1. Purposes
 - 2. Use
 - I. Books of quotations
 - 1. Purposes
 - 2. Use
 - 3. Arrangements
 - a. Subject
 - b. First word
 - c. Chronological
 - 4. Indexes
 - J. Miscellaneous fact finders (New Century Cyclopedia of Names, The Reader's Encyclopedia, Famous First Facts, Guinness Book of World Records, etc.)
-
- VIII. Visuals (filmstrips, etc.)
 - A. Purposes
 - B. Types and location
 - C. Use
 - IX. Vertical file materials
 - A. Purposes
 - B. Type and location
 - C. Use
 - X. Recordings
 - A. Purposes
 - B. Types and location
 - C. Use
 - XI. Other multi-media materials
 - A. Purposes
 - B. Types and location
 - C. Use
 - XII. Mechanics of research
 - A. Selecting a topic
 - B. Searching for materials
 - C. Limiting the subject
 - D. Reading extensively
 - E. Taking notes
 - F. Organizing notes
 - G. Outlining paper
 - H. Writing and rewriting text of paper
 - J. Organizing bibliography
-
- VIII. Review and reteach as outlined in grades 7-9.
 - IX. Review and reteach as outlined in grades 7-9.
 - X. Review and reteach as outlined in grades 7-9.
 - XI. Review and reteach as outlined in grades 7-9.
 - XII. Review and reteach by giving students much practice in doing research. Follow the outline from grades 7-9.
 - I. Footnoting sources

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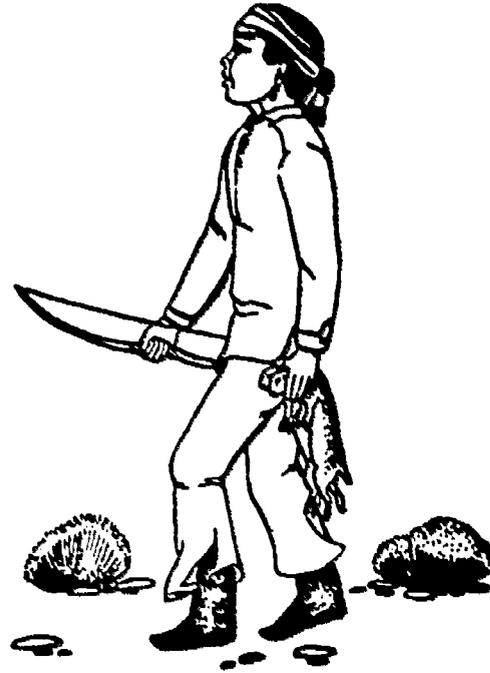
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VI. A GLOSSARY OF LIBRARY TERMINOLOGY

The following glossary of library terminology is designed to assist in standardizing definitions. The grade designation is correlated with the Library Reference Guide to indicate at which level the student is most likely to use the term. However, this listing of terms and definitions is intended to be most flexible.



A GLOSSARY OF LIBRARY TERMINOLOGY

7-12	*Abridged	Shortened by omitting words without changing meaning; condensed.																																				
7-12	ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE	A cumulative index to forty-four periodicals of general interest published in the U.S. Author and subject entries are given in one alphabet and each entry contains all the necessary information for finding the article; title entries are included for stories. It is published monthly except for June to August. The indexing for these three months is included in the September issue. See also READERS' GUIDE TO PERIODICAL LITERATURE.																																				
7-12	Acknowledgement	A page of a book on which the author tells who helped him write the book.																																				
7-12	Adaptation	A rewritten form of a literary work.																																				
7-12	Added entry	A catalog entry other than the main entry; added entries may be subjects, titles, joint authors, series, etc.																																				
7-12	*Almanac	A reference book containing a collection of useful or interesting facts and many statistics from many unrelated fields; it usually is published every year.																																				
7-12	*Alphabetical order	"Abc" order.																																				
7-12	*Alphabetize	To arrange in "abc" order: There are two basic ways to alphabetize words and entries. The arrangement of words and phrases in dictionaries is letter-by-letter (arranged alphabetically strictly according to letters, regardless of their division into words). The arrangement of words and phrases in card catalogs is word-by-word (arranged alphabetically with words rather than letters as units. The following examples will explain these two methods.																																				
		<table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">LETTER-BY-LETTER ARRANGEMENT</td> <td style="width: 10%;"></td> <td style="text-align: center; width: 40%;">WORD-BY-WORD ARRANGEMENT</td> </tr> <tr> <td style="text-align: center;">book</td> <td></td> <td style="text-align: center;">book</td> </tr> <tr> <td style="text-align: center;">book card</td> <td></td> <td style="text-align: center;">book card</td> </tr> <tr> <td style="text-align: center;">bookcase</td> <td></td> <td style="text-align: center;">book cover</td> </tr> <tr> <td style="text-align: center;">book cover</td> <td></td> <td style="text-align: center;">book drop</td> </tr> <tr> <td style="text-align: center;">book drop</td> <td></td> <td style="text-align: center;">Book of Kings</td> </tr> <tr> <td style="text-align: center;">bookish</td> <td></td> <td style="text-align: center;">book pocket</td> </tr> <tr> <td style="text-align: center;">bookmark</td> <td></td> <td style="text-align: center;">book review</td> </tr> <tr> <td style="text-align: center;">bookmobile</td> <td></td> <td style="text-align: center;">bookcase</td> </tr> <tr> <td style="text-align: center;">Book of Kings</td> <td></td> <td style="text-align: center;">bookish</td> </tr> <tr> <td style="text-align: center;">book pocket</td> <td></td> <td style="text-align: center;">bookmark</td> </tr> <tr> <td style="text-align: center;">book review</td> <td></td> <td style="text-align: center;">bookmobile</td> </tr> </table>	LETTER-BY-LETTER ARRANGEMENT		WORD-BY-WORD ARRANGEMENT	book		book	book card		book card	bookcase		book cover	book cover		book drop	book drop		Book of Kings	bookish		book pocket	bookmark		book review	bookmobile		bookcase	Book of Kings		bookish	book pocket		bookmark	book review		bookmobile
LETTER-BY-LETTER ARRANGEMENT		WORD-BY-WORD ARRANGEMENT																																				
book		book																																				
book card		book card																																				
bookcase		book cover																																				
book cover		book drop																																				
book drop		Book of Kings																																				
bookish		book pocket																																				
bookmark		book review																																				
bookmobile		bookcase																																				
Book of Kings		bookish																																				
book pocket		bookmark																																				
book review		bookmobile																																				
10-12	Analytic entry	A catalog entry for a part of a book or for individual items in a collection. There are author, title, subject, series, author/title, and title/author analytic entries.																																				
10-12	Analytical reading	Reading carefully in order to remember all of the important details.																																				

*All terms marked with an asterisk have been introduced in the elementary grades but should be retaught if necessary.

10-12	Annotation	A brief description of the contents of a book, subject matter of a film, etc.
7-12	Annual	A work published every year; a yearbook.
10-12	Anonymous	Of unknown authorship.
7-12	*Antonym	A word having the opposite meaning of another word (for example: black-white, hot-cold, fat-thin, etc.)
7-12	Appendix	Supplementary material added to the main body of the book containing added information (lists, maps, examples, etc.)
7-12	Archaic	Belonging to an earlier period.
7-12	*Atlas	A book of maps: A bound collection of maps; a volume of tables, charts, or plates that systematically illustrates a subject.
7-12	*Author	The writer of a book or other material: An author may be a single person or a group of people writing for a government, organization, business firm, etc.
7-12	Author analytic	See Analytic.
7-12	*Author card	A catalog card on which the author's name is on the top line of the card. If the author has a first and last name, his last name is put before his first name. See also Main entry card.
7-12	Author/title analytic	See Analytic.
7-12	*Autobiography	The true account of a person's life written by himself.
7-12	*Bibliography	(1) A list of books, magazines, and other materials related to a given subject or author or selected for some other special purpose. (2) A description of a book or other material in which the author, title, publisher, date, and physical form are given.
10-12	Bibliography cards	Cards on which books, magazines, or other materials used as references are listed.
7-12	Binding	The material which holds the book together.
7-12	Biographical	Of or relating to biography.
7-12	*Biography	The true account of a person's life written by another person.
7-12	*Blurb	A description and recommendation of a book written by the publisher; it is usually on the book jacket or in the publisher's catalog.
7-12	*Body of a book	The written part or text of a book.
7-12	*Book	Sheets of paper bound together: A volume made up of written or printed pages fastened along one side with protective covers.
7-12	*Book card	A card used to check out a book or other library materials.
7-12	*Book drop	A place to put books when returning them to a library. The book is pushed through a slot and it drops into a box or onto a table.
7-12	*Book end	A support placed at the end of a row of books to keep them in an upright position.

7-12	*Book jacket	A removable paper cover used to protect the binding of a book. It is also called a dust jacket.
7-12	*Book pocket	A small, heavy envelope pasted in a book to hold a card.
7-12	*Bookcase	A piece of furniture with shelves for holding books.
7-12	*Booklet	A small, bound book or pamphlet; it usually has a paper cover.
7-12	*Bookmark	An item placed in a book to hold a place. It should be clean and thin so it will not damage the book.
7-12	*Bookmobile	A traveling library set up in a bus, truck, or trailer which goes to small towns or rural areas which do not have libraries or to places in large cities which are very far from libraries. It is usually a branch (a part) of a larger library.
7-12	*Bookshelf	A piece of furniture on which books are placed. See also Bookcase.
7-12	*Borrow	To take with permission and with the understanding that it will be returned.
7-12	*Borrower's card	A card a person uses to borrow books and other material.
7-12	*Call number	The code used to identify and locate books and other library materials. It is made up of letters or numbers and letters. The call number is found in the upper left hand corner of the catalog card and the lower part of the spine of the book.
7-12	*Card catalog	An index to all materials in a library made on separate cards and kept in trays or drawers in alphabetical order. It is also called a catalog.
7-12	*Card catalog cabinet	The piece of furniture that holds the trays or drawers of catalog cards.
7-12	*Carrel	An individual studydesk; it usually has high sides. A "wet" carrel has an electric plug in it; a "dry" carrel does not.
7-12	*Cartridge	(1) An enclosed case with magnetic tape on two reels (feed and pickup reels) used instead of two separate reels; it is used in tape players and recorders. (2) A case with photographic film that can be loaded directly into a camera or projector. See also Tape cartridge, Cassette, and Magnetic tape.
7-12	*Cassette	A small, tight case or cartridge which holds magnetic tape for use in tape recorders or players. It is smaller than an eight-track cartridge. The cassette can be "popped" into the recorder or player. See also Cartridge, Tape cartridge, and Magnetic tape.
7-12	*Catalog	(1) A list of books, maps, filmstrips, and other library materials arranged in a special way. (2) To make such a list. See also Card catalog.
7-12	*Catalog card	A card which gives the author, title, publisher, call number, headings (author, title, subject, etc.) so a book can be found in the card catalog, described, and found on the shelf. Catalog cards make up the card catalog.
7-12	*Catalog card guide	See Guide card.
7-12	*Chapter	A main division of a book or other writing; it is not complete without the rest of the written material.

7-12	Charging	The act of recording the loan of a book or other library material; checking out library materials.
7-12	*Chart	A sheet giving information using lists, pictures, tables, or diagrams; a map showing special information.
7-12	*Check in	To return books or materials to a library. (Procedures to follow should be explained as they may differ from school to school.)
7-12	*Check out	To borrow books or other materials from a library. (Procedures to follow should be explained as they may differ from school to school.)
7-12	*Circulate	The checking in and out of library materials.
7-12	*Circulation desk	A place from which books and materials are borrowed and returned.
7-12	Circulation terms	See separate entries for definitions: *Book drop Charging *Check in *Check out *Circulate *Circulation desk Fine *Overdue *Renew
7-12	*Classification	The grouping of materials by subject or form.
7-12	*Clipping file	See Vertical file.
10-12	Collation	The part of the catalog card which gives a description of the library material. Items which may be in the collation are volumes, pages, illustrations, frames in a filmstrip, speed of a recording, etc.
7-12	Collection	(1) Three or more separate works or parts of works combined and issued as a whole; an anthology. (2) A group of books or other materials; it may refer to the entire holdings or a special group or part of a library.
10-12	Compiler	A person who collects and brings written or printed material of various authors together.
10-12	Compound name	A name formed from two or more proper names (names which are also complete when used alone). They are usually combined by a hyphen, a conjunction, or a preposition. Examples are: Hall-Quest; Lord George; Leonardo da Vinci; Barton de Trevino; and Catarelo y Mori.
10-12	Contents note	A listing on the catalog card of separate works or sections included within a collective work. Short stories, novels, chapters made up of writings from other materials are the types of materials listed in the contents note.
7-12	*Copyright	The right given a person or group to say who may copy their work: The exclusive right granted by a government to reproduce, publish, and sell a work for a specific number of years. This protects a work from being copied by people who did nothing to produce it. In the U.S. the copyright is

		given for twenty-eight years and may be renewed for a second period of twenty-eight years.
7-12	*Copyright date	The date the copyright is given.
7-12	*Copyright page	The page on which the copyright date is found.
10-12	Corporate body	An association, society, institution, etc. See also Corporate entry.
10-12	Corporate entry	An entry under the name of an association, society, institution, business firm, non-profit organization, government, bureau, or other organized body for the works issued by them. Examples of corporate entries are: The Gallup Independent, Harvard Law School, the American Library Association, the Red Cross, etc.
7-12	Cover	The front and back of a book.
7-12	*Cross reference	A directional signal which tells the reader to look in another place for the information he needs or for additional information in a catalog, index, etc. See also "See" card and reference and "See also" card and reference.
7-12	*Current	Belonging to the present time or season.
7-12	*Date due	The date when the material borrowed from the library should be returned.
7-12	*Date due slip	The piece of paper pasted in the library book on which the date the book is to be returned is stamped.
7-12	*Date of publication	See Publication date.
7-12	Dedication	A brief expression of gratitude by an author to another person. It usually precedes the preface.
7-12	*Definition	The meaning of a word, phrase, or term.
7-12	*Dewey Decimal Classification System	A numbering system based on the subject matter of books and other materials which keeps items about the same subject together on the shelves and in order. There are ten major categories with many subdivisions; numbers are used. It was developed by Melvil Dewey.
7-12	*Diagram	A drawing or sketch showing important parts of a thing.
7-12	*Dictionary	A book with words and their meanings: A reference book listing words of a language or subject in alphabetical order with definitions and other information about the words. Many dictionaries also contain special sections with valuable information which is often in chart form.
10-12	Dictionary catalog	A catalog in which all the entries (author, title, subject, series, etc.) and their related references are arranged together in one general alphabet. See also Divided catalog.
10-12	Divided catalog	A catalog in which the entries are separated into two or more units such as an author and title catalog and a separate subject catalog as opposed to one in which the entries are arranged in one general alphabet. See also Dictionary catalog.
7-12	*"Dry" carrel	See Carrel.

10-12	Edition	All the impressions of a book or other work printed at about the same time from the same plates or type without additions or changes and having the same size, style or form. When additions, deletions, or other changes in the text or in the format have been made these are called revised editions, enlarged editions, etc. For example, a book may first be published in a hardback edition and then published as a paperback.
7-12	*Editor	A person who corrects, revises and prepares materials for publication which have been written by other people.
7-12	*Encyclopedia	A book or series of books containing information on many areas of knowledge or on many aspects of a particular field. The information is usually arranged in alphabetical order.
7-12	End paper	The paper which lines the inside front and back covers of a book and also form the flyleaves.
7-12	*Entry	An item printed in a book, list, etc.
7-12	Etymological dictionary	A dictionary which gives the origin and development of a word.
7-12	Etymology	The origin and development of a word.
7-12	*Fiction	Something told or written that is produced by the imagination and is not necessarily based on fact.
7-12	*Filmstrip	A length of film with related still pictures (photographs, sketches, diagrams, or other graphic material) and usually with explanatory material to be projected or viewed through a special viewer (a previewer). It is usually 35mm. wide.
7-12	Fine	Money paid when books and other library materials are overdue.
7-12	Flyleaf	The first or last sheet in a book ;it is usually blank but may have drawings, maps, etc. on it.
7-12	Footnote	An explanation, comment or bibliographic reference placed below the text on a printed page, at the end of a chapter or at the end of the volume.
10-12	Format	The physical make-up of a book or other material. This includes the size, shape, binding, arrangement, etc.
7-12	Foreword	The introduction to a book or other work which is likely to be of interest but not necessarily essential for the understanding of the text of a book ; usually it is written by someone other than the author. It is also called a preface.
7-12	Frontispiece	An illustration facing the first page or title page of a book or a division of a book.
6-12	*Gazetteer	A dictionary of geographical names with information about each entry. Cities, towns, countries, counties, lakes, seas, oceans, etc. are described in a gazetteer.
7-12	*Geographical	Having to do with or characteristic of a certain area or region.
7-12	*Globe	A round model of the earth or sky; the earth itself; each planet.

7-12	*Glossary	A list in the back of a book of the difficult or unusual words found in the text: A dictionary of special terms found in a particular field of study.
7-12	*Graph	Several lines or diagrams showing comparisons.
7-12	*Guide card	A card which stands above the catalog cards and has letters, names, words, or numbers which indicate what material is directly behind it in the card catalog.
7-12	*Guide letters	Letters at the top of a guide card or page of a book or on the spine of a volume of a set of books; they are used as keys to the words behind the guide card, on the page of the book, or within the volume of the set of books. The two types of guide letters are: (1) Unit letters: Guide letters in which only one letter of the alphabet is used as the first letter, i.e., A, B, C-Ch, Ci-Cz, D, E, etc. (2) Split letters: Guide letters in which two different letters may be used as the first letter of each part, i.e., Br-Cl, Di-Em, etc.
7-12	*Guide words	Words at the top of the guide card or page of a book or the spine of a volume of a set of books which are the keys to the words behind the guide card, on the page of the book, or within the volume of the set of books.
7-12	Hardback book	A book with firm front and back covers.
7-12	Heading	The word or words at the top of a page, chapter, section, or card.
7-12	*Homonym	A word which sounds like another but has a different meaning and usually a different spelling.
7-12	*Illustration	A picture, photograph, drawing, design, etc. which is used to help explain or make something clear.
10-12	Imprint	The publication information about a book or other work; it includes the publisher, place of publication, and date. It is usually found at the foot of the title page.
7-12	*Index	An alphabetical list of subjects, names, etc. indicating their place in a book, magazine, etc.
7-12	*Index volume	A book which contains the index to a set of books.
7-12	Introduction	The part of the book that leads up to and explains what will be found in the main part of the book.
7-12	Joint author	The second author of a book: A person who works with one or more people to produce a book or other work in which the contribution of each is usually not separable from that of the others.
7-12	*Library	A place where books, magazines, and other materials are stored, used, and loaned.
7-12	Library of Congress	The library located just east of the United States Capitol in Washington, D.C. which was established by Congress in 1800. Its first responsibility is to provide research and reference assistance to Congress but it also serves the general public. It is one of the largest and most valuable research libraries in the world.

7-12	Library of Congress Classification System	The classification system developed for use in the Library of Congress which combines letters and numbers to provide the most minute grouping of subjects. It is designed for libraries with very large collections or with highly specialized collections. A brief outline of a part of this system follows: A General Works--Polygraphy B Philosophy--Religion C History--Auxiliary Sciences D History and topography (except America) E-F America G Geography H Social sciences I Political sciences J Law
7-12	*Magazine	A publication appearing regularly but not daily containing stories, articles, etc. by various authors.
7-12	*Magazine rack	A cabinet of shelves for magazines.
7-12	*Magnetic tape	A ribbon of thin paper or plastic coated material on which sound can be recorded and reproduced.
7-12	Main entry	The complete catalog entry in which all of the information needed for the identification of a book or other material is given. Usually this is the author card and it usually has the tracings. Other cards in the set are copies of the main entry card plus the headings.
7-12	Main entry card	The card on which the main entry is typed or printed.
7-12	*Map	A drawing of a location (country, city, lake, etc.) in relation to other locations.
7-12	Media	Channels, methods, or systems of communication, information, or entertainment. Some forms of media are radio, newspapers, films, television.
7-12	Multi-media	Various combinations of communication forms, for example, words, pictures, sound, etc. used together as in a sound filmstrip (a filmstrip that has a record or cassette).
7-12	Medium	See Media. Medium is singular; media is plural.
7-12	*Newbery Medal	An award given every year to the author who has written the best book for children.
7-12	*Newspaper	A paper or several sheets of paper with news, the opinions of its editor and columnists, advertisements, comics, etc. It is usually issued daily or weekly.
7-12	*Nonfiction	Something that is true or is about something that is true; it is not made up. Folktales are nonfiction because they describe the customs, beliefs, stories, and sayings of a group of people as handed down from generation to generation.
7-12	Non-print materials	Materials which are not printed. Some forms of non-print materials are filmstrips, phonograph records, magnetic tapes, etc. For definitions see the separate entries.
10-12	Notation	A system of symbols used to represent the divisions of a classification scheme. Usually letters of the alphabet and Arabic numbers are used separately or in combination.

7-12	Note card	A card used to record restated facts, direct quotations, or critical or evaluative comments. The card should contain complete bibliographic information with as much of the following as is necessary: (a) author's full name, (b) complete title, (c) imprint: place of publication, publisher, date, (d) pages and volume, (e) month, day, year, volume, and pages of periodical articles, and (f) month, day, year, and pages of newspaper articles. One card should be used for each reference. Subject headings, which will be the subdivisions of the outline, should be added.
7-12	Note taking	The recording of selected information in abridged form. Notes may be restatements of facts, direct quotations, or critical or evaluative comments.
7-12	Notes (on catalog cards)	Information recording special features of the book or other library materials. See also Contents notes.
7-12	Novel	A long story with characters and a completely developed plot.
7-12	Obsolete	No longer in use or practice; discarded; out of date.
7-12	Out of print	No longer being published.
7-12	*Overdue	Kept beyond the borrowing period.
7-12	Page	(1) One side of a printed or written sheet or leaf in a book or other publication. (2) A person who shelves books, runs errands, and does other kinds of routine work in a library. A page needs to have special training but has not had classes in librarianship.
7-12	*Pamphlet	See Booklet.
7-12	*Paperback book	A book with a paper cover.
7-12	*Pen name	See Pseudonym.
7-12	*Periodical	See Magazine.
7-12	Periodical index	An index to magazines and newspapers with author, subject, and sometimes title references. See also ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE and READERS' GUIDE TO PERIODICAL LITERATURE.
7-12	Preface	The introductory remarks of a speaker or an author's introduction to a book or other work. The preface usually explains the object and scope of what will follow.
7-12	*Prefix	A syllable, several syllables, or a word put at the beginning of a word to change its meaning or to form a new word.
7-12	*Pseudonym	A name an author uses which is not his real or legal name; a false name; also called a pen name.
7-12	*Public library	A library for all the people in a community or political division which is supported by the government of these people.
7-12	*Publication date	The date a book or other work is published.

7-12	*Publisher	A person or company which publishes books, newspapers, magazines, etc.
7-12	Quotation	A person's words repeated exactly by another person.
7-12	*"R"	The symbol used in the call number for reference books.
7-12	READERS' GUIDE TO PERIODICAL LITERATURE	A cumulative index to approximately one hundred sixty periodicals of general interest published in the U.S. Author and subject entries are given in one alphabet, and each entry contains all the necessary information for finding the article. Title entries are included for stories. It is published twice a month from September to June and monthly in July and August with quarterly and permanent bound annual compilations. See also ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE.
10-12	Recto	Right hand page of a book ;it usually has an "odd" number.
7-12	*Reference books	Books in which one finds information quickly; they often contain many types of information within one volume or in a set of books. Dictionaries, encyclopedias, yearbooks, etc. are reference books. Most of these books are restricted to use within a library.
7-12	*Reference card	See Cross reference, "See" reference, and "See also" reference.
7-12	*Renew	To check out again.
10-12	Reprint	(1) To print a published work again without changing the contents and usually using the same type or plates. (2) A publication which has the same content as an earlier one; the format may be the same or different. It is used sometimes to mean a cheaper edition of an earlier work.
10-12	Revised edition	A publication based on an earlier edition but which contains new or different material.
7-12	*Return	To bring bac'
7-12	*"See" card or reference	A word or phrase which tells the reader to look under a different word or phrase. It is used in a catalog, index, encyclopedia, etc. It is called a cross reference.
7-12	*"See also" card or reference	A word or phrase which suggests additional terms under which a reader may look in a card catalog, index, encyclopedia entry, etc. It is a cross reference.
10-12	Sequel	A work which is complete in itself but follows the form or content of another; in fiction the book or story will continue with the same characters, locale, etc.
10-12	Serial	A publication issued in successive and usually at regular intervals ;it is intended to be continued indefinitely. Newspapers, periodicals, bulletins, etc. are serials.
7-12	Series	A number of separate, independent works issued in succession by the same publisher and related in subject matter, format, etc. and have a collective title. Examples are: Foods of the World (cookbooks published by Time-Life); Life Science Library (science books published by Time), etc.
7-12	Series analytic	See Analytic entry.

7-12	Series card	A catalog entry under the name of the series.
7-12	Series note	A note on the catalog card which identifies the individual work as being a part of the series.
7-12	Series title	The name under which all books in the series are published.
7-12	*Shelf	See Bookshelf.
7-12	*Shelf guide	A sign on which letters, words, numbers, or symbols are printed to help the reader find what material is to be found in that section.
7-12	*Short story	A story with a full plot but much shorter than a novel. It can usually be read at one sitting.
7-12	Skimming	Reading to get only the main trend of thought or to locate specific information.
7-12	*Slide	A drawing, picture, or photograph on film, plastic, or other clear material which can be projected or viewed through a special viewer.
7-12	*Spine	The back of a book which connects the two covers on which the author, title, and publisher are usually lettered. The call number is usually put on the spine.
7-12	*"Split letters"	See Guide letters.
7-12	Stacks	(1) The part of the library where books are stored on shelves. (2) The shelves for books. (3) The shelved collection.
7-12	*Student card	See Borrower's card.
7-12	*Study carrel	See Carrel.
7-12	*Subject	Something which is thought about, talked about, or written about.
7-12	Subject analytic	See Analytic entry.
7-12	*Subject card	A catalog card on which the subject is on the first line of the card and is in all capital letters or in red ink; this line is indented.
10-12	Subtitle	A secondary or explanatory title.
7-12	*Suffix	An addition made at the end of a word to form another word with a different meaning or function.
7-12	*Supplementary reading list	See Bibliography.
7-12	*Syllabication	The division of words into syllables.
7-12	*Synonym	Words having the same or almost the same meaning.
7-12	*Table of contents	A list of the chapters or sections of a book in the order in which they appear in the text. It is found in the front part of the book.
7-12	*Tape cartridge	(1) A case with an endless loop of magnetic tape designed for automatic use in tape recorders or players. (2) A similar but smaller case designed for use in a cassette-type player-recorder; in this sense it is called a cassette.
7-12	*Tape (Magnetic)	See Magnetic tape.

7-12	*Text	The main part of reading matter in a book or other printed material.
7-12	*Thumb index	A series of rounded indentations cut into the front edge of a reference book, each labeled, as with a letter, to indicate a section of the book.
7-12	*Title	The name of a book, story, magazine, or other written material.
7-12	Title analytic	See Analytic entry.
7-12	Title/Author analytic	See Analytic entry.
7-12	*Title card	A catalog card with the title of the book on the first line; this line is indented.
7-12	*Title page	The page which has the author, title, publisher, publication date, etc.; it is usually at the first of the book.
7-12	*Topic	See Subject.
7-12	Tracings	A record on either the main entry card or the shelf list card of all the cards, other than the main entry card, which are filed in the card catalog.
10-12	Translator	One who renders from one language into another, or from an older form of a language into the modern form, more or less closely following the original text.
7-12	*Unabridged	Complete as written; not shortened.
7-12	*"Unit letters"	See Guide letters.
10-12	Verso	The left hand page of a book; it usually has an "even" number. The verso of the title page is the back of the back side of the title page.
7-12	*Vertical file	A cabinet of large drawers with pamphlets, pictures, clippings, maps, etc. which are arranged in folders which are usually in alphabetical order.
7-12	*Volume	One book from a set of books or other written work which is complete within itself.
7-12	*"Wet" carrel	See Carrel.
7-12	"Whole word"	See Guide words.
7-12	*Yearbook	A book or a report published every year. Those which supplement encyclopedias cover the events of the previous year.

Library terminology to be introduced in grades 7-9:

ABRIDGED READERS' GUIDE TO
PERIODICAL LITERATURE

See also READERS' GUIDE TO PERIODICAL
LITERATURE

Acknowledgement

Adaptation

Added entry

Analytic entry

Annual

Appendix

Archaic	
Author analytic	See Analytic entry.
Author/Title analytic	See Analytic entry.
Binding	
Biographical	
Charging	
Circulation terms	See separate entries for definitions.
Charging	
Fine	
Collection	
Cover	
Dedication	
End paper	
Etymological dictionary	
Etymology	
Fine	
Flyleaf	
Footnote	
Foreword	
Frontispiece	
Hardback book	
Heading	
Introduction	
Joint author	
Library of Congress	
Library of Congress Classification System	
Main entry	
Main entry card	
Media	
Multi-media	
Medium	See Media. Medium is singular; media is plural.
Non-print materials	
Note card	
Note taking	
Notes (on catalog cards)	
Novel	
Obsolete	
Out of print	

Page
 Periodical index
 Preface
 Quotation
READERS' GUIDE TO PERIODICAL LITERATURE **See also ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE**
 Series
 Series analytic **See Analytic entry.**
 Series card
 Series note
 Series title
 Skimming
 Stacks
 Subject analytic **See Analytic entry.**
 Title analytic **See Analytic entry.**
 Title/Author analytic **See Analytic entry.**
 Tracings
Library terminology to be introduced in grades 10-12:
 Analytical reading
 Annotation
 Anonymous
 Bibliography cards
 Collation
 Compiler
 Compound name
 Contents note
 Corporate body
 Corporate entry
 Dictionary catalog
 Divided catalog
 Edition
 Format
 Imprint
 Notation
 Recto
 Reprint
 Revised edition
 Sequel

Serial

Subtitle

Translator

Verso

63

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VII. THE GRADED LITERATURE LISTS

In the past, many teachers have found it difficult to choose a full-length literature selection to be taught in class because many of the students had studied the selected book at some earlier grade level. Therefore, in an attempt to alleviate some of these problems, the Secondary Language Arts Curriculum Committee devised the Graded Literature Lists.

A list of books of literary merit has been designated for each grade level. Each list is comprised of books at various reading levels and interest levels so that a teacher may choose a book suitable for the students he has in each of his classes. A teacher may choose any of the books on the list for class study at the appropriate grade level of his students, but he may not choose a book from any of the lists for the other grade levels. This assures each teacher that the book he chooses to teach has not already been covered in some previous language arts class in the Gallup-McKinley County Public Schools.

Most of the books on each list have been marked according to reading level and interest level. Although these markings are arbitrary, they should help the language arts teacher in selecting a book appropriate for his students.

Please keep in mind that this is a temporary list only and is subject to change. Books that are not chosen for class study should be strongly recommended for independent reading at each grade level.



SUGGESTED LITERATURE FOR GRADE LEVEL 7

RL = Reading Level
IL = Interest Level

ADVENTURES OF TOM SAWYER	Twain	(RL 7-9)
BORN FREE	Adamson	(RL 7)
INCREDIBLE JOURNEY	Burford	(RL 7)
LIVING FREE	Adamson	(RL 6)
TREASURE ISLAND	Stevenson	(RL 6)
MYSTERIOUS ISLAND	Verne	(RL 8)
BLACK BEAUTY	Sewell	(RL 6)
LITTLE WOMEN	Alcott	(RL 6)
MY SIDE OF THE MOUNTAIN	George	(RL 5; IL 5-9)
CALL IT COURAGE	Sperry	(RL 6; IL 6-9)
KING OF THE WIND	Henry	(RL 5)
A CHRISTMAS CAROL	Dickens	(RL 8)
FIRST JUNGLE BOOK	Kipling	(RL 5; IL 5-9)
SOUNDER	Armstrong	(RL 5; IL 6-12)
KIM	Kipling	(RL 9)
WHERE THE RED FERN GROWS	Rawls	(IL 7-9)
OLD YELLER	Gipson	(RL 6)
THE DOOR IN THE WALL	DeAngeli	(RL 4)
RASCAL	North	(RL 6; IL 5-10)
AND NOW MIGUEL	Krumgold	(RL 5; IL 7)
SHANE	Schaefer, Jack	(RL 5; IL 6-9)
THE CAY	Taylor	(IL 6-9)

SUGGESTED LITERATURE FOR GRADE LEVEL 8

RL = Reading Level
IL = Interest Level

CALL OF THE WILD	London	(RL 4-7; IL 6-12)
FOREVER FREE	Adamson	(RL 6)
HELEN KELLER: THE STORY OF MY LIFE	Keller	(RL 8)
KAREN	Killilea	(RL 7; IL 6+)
LIGHT IN THE FOREST	Richter	(RL 6)
ROBINSON CRUSOE	Defoe	(RL 7)
20,000 LEAGUES UNDER THE SEA	Verne	(RL 8)
WITH LOVE FROM KAREN	Killileu	(RL 6)
JOURNEY TO THE CENTER OF THE EARTH	Verne	(RL 8; IL 5-9)
ACROSS FIVE APRILS	Hunt	(RL 6; IL 5-9)
ISLAND OF THE BLUE DOLPHIN	O'Dell	(RL 5; IL 5-9)
PT 109	Donovan	(RL 6; IL 6-12)
UP A ROAD SLOWLY	Hunt	(RL 7; IL 7+)
GENTLE BEN	Morey	(RL 5; IL 5-9)

SUGGESTED LITERATURE FOR GRADE LEVEL 9

RL = Reading Level
IL = Interest Level

JOHNNY TREMAIN	Forbes	(RL 7)
KIDNAPPED	Stevenson	(RL 8)

KON-TIKI	Heyerdahl	(RL 8)
REBECCA	DuMaurier	(RL 7)
RED PONY	Steinbeck	(RL 6)
SWISS FAMILY ROBINSON	Wyss	(RL 6; IL 5+)
WHEN THE LEGENDS DIE	Borland	(RL 6)
WAR OF THE WORLDS	Wells	(RL 7; IL 6-12)
THE ODYSSEY (Abridged Version)	Homer	
HIGH ROAD HOME	Corbin	(RL 7; IL 5-9)
THE YEARLING	Rawlings	(RL 11; IL 9+)
MARTIAN CHRONICLES	Bradbury	(RL 7)
A TREE GROWS IN BROOKLYN	Smith	(RL 8; IL 10+)

SUGGESTED LITERATURE FOR GRADE LEVEL 10

RL = Reading Level
IL = Interest Level

DEATH BE NOT PROUD	Gunther	(RL 10)
GOD IS MY CO-PILOT	Scott	(RL 8)
THE GOOD EARTH	Buck	(RL 10)
LILLIES OF THE FIELD	Barrett	(RL 6)
TALE OF TWO CITIES	Dickens	(RL 10)
THE THREAD THAT RUNS SO TRUE	Stuart	(RL 8)
ANNE FRANK, DIARY OF A YOUNG GIRL	Frank	(RL 8)
RED SKY AT MORNING	Bradford	(RL 9; IL 9+)
BRIAN PICCOLO: A SHORT SEASON	Morris	
THE PEARL	Steinbeck	(RL 5)
BRAVE NEW WORLD	Huxley	(RL 11)
JOHNATHAN LIVINGSTON SEAGULL	Bach	
THE HOBBITT	Tolkien	(RL 8)
THE CRYSTAL CAVE	Stewart	
THE LEARNING TREE	Parks	(RL 4)
ALL QUIET ON THE WESTERN FRONT	Remarque	(RL 9)
LAUGHING BOY	La Farge	(RL 9)
ALAS, BABYLON	Frank	(RL 6)

SUGGESTED LITERATURE FOR GRADE LEVEL 11

RL = Reading Level
IL = Interest Level

BURY MY HEART AT WOUNDED KNEE	Brown	(RL 10)
CANNERY ROW	Steinbeck	(RL 9)
CHRISTY	Marshall	(RL 10)
THE CROSS AND THE SWITCHBLADE	Wilkerson	(RL 7)
THE DAY LINCOLN WAS SHOT	Bishop	(RL 8)
ETHAN FROME	Wharton	(RL 10)
A FAREWELL TO ARMS	Hemingway	(RL 11)
FOR WHOM THE BELL TOLLS	Hemingway	(RL 10)
GONE WITH THE WIND	Mitchell	(RL 10)
THE GRAPES OF WRATH	Steinbeck	(RL 9)
MAIN STREET	Lewis	(RL 9)
OF MICE AND MEN	Steinbeck	(RL 8)
THE OLD MAN AND THE SEA	Hemingway	(RL 8)
PROFILES IN COURAGE	Kennedy	(RL 10)

THE RED BADGE OF COURAGE	Crane	(RL 5)
THE SCARLET LETTER	Hawthorne	(RL 8)
TO KILL A MOCKINGBIRD	Lee	(RL 8)
TORTILLA FLAT	Steinbeck	(RL 8)
TRAVELS WITH CHARLEY	Steinbeck	(RL 8)
TRUE GRIT	Portis	(RL 7)
PATTON	Peck	(RL 10)
MOBY DICK	Melville	(RL 10)
DEATH COMES FOR THE ARCHBISHOP	Cather	
ANDERSONVILLE	Kantor	(RL 11)
ADVENTURES OF HUCKLEBERRY FINN	Twain	(RL 7-8)
NIGHT OF CAMP DAVID	Knebel	(RL 9)
TRESPASS	Knebel	(RL 8)
THE MAN WHO KILLED THE DEER	Waters	
IT CAN'T HAPPEN HERE	Lewis	(RL 9)
RAMONA	Jackson	
DUNE	Herbert	(RL 10)
CIMARRON	Ferber	
THE BIG SKY	Guthrie	(RL 5)
MEN TO MATCH MY MOUNTAINS: THE STORY OF THE OPENING OF THE FAR WEST, 1840-1900	Stone	
BRIDGE OF TOKO-RI	Michener	(RL 7)
NIGGER	Gregory	(RL 4-7 ; IL 6-12)
THE GREAT GATSBY	Fitzgerald	(RL 11)
NEW INDIANS	Steiner	(RL 10)

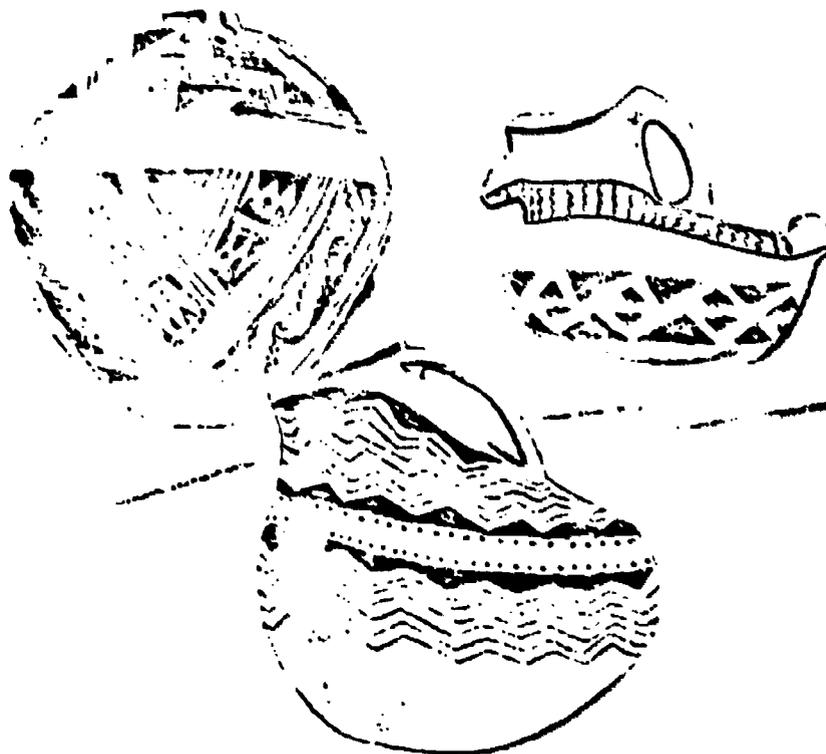
SUGGESTED LITERATURE FOR GRADE LEVEL 12

RL = Reading Level
IL = Interest Level

ANIMAL FARM	Orwell	(RL 9-12)
BELL FOR ADANO	Hersey	(RL 6)
BRIDGE OF SAN LUIS REY	Wilder	(RL 10)
THE CHOSEN	Potok	(RL 8)
CRIME AND PUNISHMENT	Dostoevsky	(RL 11)
DAVID COPPERFIELD	Dickens	(RL 10)
DOCTOR ZHIVAGO	Pasternak	(RL 12)
EXODUS	Uris	(RL 10)
THE FIXER	Malamud	(RL 10)
GREAT EXPECTATIONS	Dickens	(RL 9)
IVANHOE	Scott	(RL 10)
JANE EYRE	Bronte	(RL 8)
LORD JIM	Conrad	(RL 10)
LORD OF THE FLIES	Golding	(RL 8)
LOST HORIZON	Hilton	(RL 9)
1984	Orwell	(RL 7)
WUTHERING HEIGHTS	Bronte	(RL 9)
WAR AND PEACE	Tolstoy	(RL 12)
THE HEART IS A LONELY HUNTER	McCullers	(RL 9)
PRIDE AND PREJUDICE	Austen	(RL 8)
THE AGONY AND ECSTASY	Stone	(RL 10)
A SEPARATE PEACE	Knowles	(RL 8)
HOUSE MADE OF DAWN	Momaday	(RL 7)

VIII. THE INDEPENDENT READING BOOK LISTS

In order to help teachers suggest books for independent reading to their students, the Secondary Language Arts Curriculum Committee conducted a student survey in the Fall of 1972. The students wrote down the titles of their favorite books. From their responses, the following list of books was compiled. This list may be helpful to teachers in suggesting books for independent reading to their students; however, the list is a student list and it does not necessarily mean that all selections are endorsed by the Committee.



SEVENTH GRADE

Love Story
Dracula
Snow White
Dennis the Menace
Snoopy
Three Cheers for Molly
Bonnie
The Outsiders
That Was Then, This Is Now
Ben Hur
Mad books

Mary Poppins
Never Cry Wolf
101 Dalmations
The Borrowers
Mystery of Silent Friends
White Fang
What Then, Ramon?
Silver Chief
Backboard Magic
Caddie Woodlawn
A Wrinkle In Time

EIGHTH GRADE

The Story Catcher
A Woman of the People
The Outsiders
Ben Hur
That Was Then, This Is Now
African Queen
Lobo
Uncle Tom's Cabin
Little Big Man
National Velvet
Love Story

Dennis the Menace
Charlotte's Web
The Navajos
Katherine Leslie
Marty
Memoirs of Chief Red Fox
Horse Catcher
Cross and the Switchblade
Snoopy
Three Cheers for Molly
Bonnie
The Witch of Blackbird Pond

NINTH GRADE

Phoebe
Joy in the Morning
Cross and the Switchblade
The Godfather
Love Story
Lillies of the Field
Brian's Song
I Am Third
Seventeenth Summer
Bonnie
Count Me Gone
National Velvet
The Outsiders

Guinness Book of World Records
Andromeda Strain
Snoopy
Three Cheers for Molly
That Was Then, This Is Now
Legend of the Seventh Virgin
Grey Wolf
Planet of the Apes
Take A Bow
Inside Pro Football
April Morning
Goodbye, Mr. Chips
Ben Hur



TENTH GRADE

Seventeen
Klute
I'm Done Crying
First Love, True Love
To Kill a Mockingbird
Mr. & Mrs. Bo Jo Jones

Tuned Out
You Would if You Loved Me
Gone With the Wind
The Exorcist
The Godfather
Love Story

Love Machine
Count Me Gone
Margaret
My Darling, My Hamburger
Navajo Sister

Brian's Song
Phoebe
True Grit
Skyjacked
Greatest Thing That Almost Happened

ELEVENTH GRADE

The Godfather
Love Story
Brian's Song
Summer of '42
Phoebe
The Endless Steppe
I'm Done Crying
First Love, True Love
Mr. & Mrs. Bo Jo Jones

Love Machine
Seventeen
High Trail
Johnny Cash Story
Shadow in the Greenhouse
Tent Show
The Mountain Pony
The Rodeo Mystery
Bless the Beasts & the Children
Greatest Thing That Almost Happened

TWELFTH GRADE

The Godfather
Ball Four
The Last Picture Show
Summer of '42
Brian's Song
Airport
Gone With the Wind
The Scarlet Letter
Love Story
I'm Done Crying

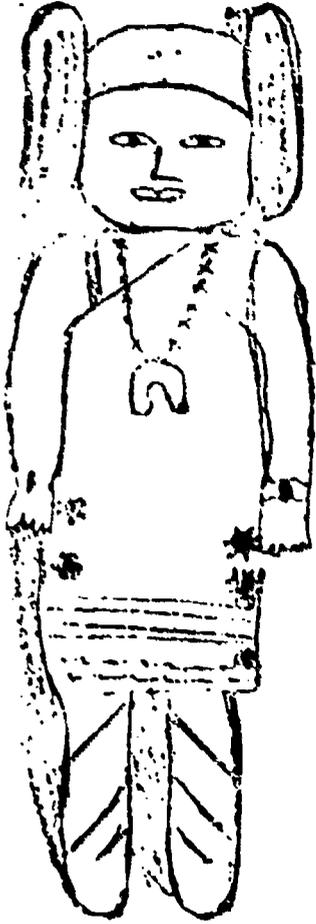
First Love, True Love
Mr. & Mrs. Bo Jo Jones
Love Machine
Seventeen
Fahrenheit 451
A Separate Peace
A Bell for Adam
Look Homeward Angel
Little Women
Greatest Thing That Almost Happened

Favorite Authors and Series Mentioned at All Grade Levels:

John Steinbeck
Mary Stewart
Victoria Holt

Nancy Drew series
Hardy Boys series

IX. LANGUAGE ARTS MATERIALS CHART



Each school faculty has attempted to identify the available language arts materials to be used at each level of each grade. This effort should insure against a repetition of materials for the student. If new materials are introduced, then the faculty of each school should determine the placement of those materials for the maximum benefit for the most students.

Every teacher shall be expected to cooperate in using the materials exactly as outlined by their fellow faculty members. Again, if changes seem necessary, it should be a group decision.

LANGUAGE ARTS MATERIALS CHART

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<p>Action Kit Scholastic Plays 2000 Commonest Words for Spelling Navajo Times Be a Better Reader-A On My Mind Writing Series</p>	<p>Double Action Kit Scholastic Plays Paperback Book Program Navajo Times <u>Call of the Wild</u> (adapted) On My Mind Writing Series</p>	<p>ACE 301 Scholastic Plays Gallup Independent "Tuning In" On My Mind Writing Series</p>
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<p>Scholastic Adventure and Suspense Unit Be a Better Reader-B Today Workbook 2000 Commonest Words for Spelling On My Mind Writing Series</p>	<p>Scholastic Courage Unit Be a Better Reader-C Today Workbook Impact I On My Mind Writing Series</p>	<p>Scholastic Family Unit Impact II Today Workbook Gallup Independent "Tuning In" Galaxy series: Vanguard On My Mind Writing Series</p>
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<p>Be a Better Reader-I Galaxy series: Thrust American English Today 7 Success in Writing I</p>	<p>Be a Better Reader II Galaxy series : Focus American English Today 8 Success in Writing 2</p>	<p>McGraw-Hill Series: Insights American English Today 9 Gallup Independent "Tuning In" Images of Man Come to Your Senses Success in Writing 3</p>
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Supplementary: Macmillan - Enjoy (7), Remember(8), Currents (9)

LANGUAGE ARTS MATERIALS CHART

	7	8	9
L	<p>Action</p> <p>Scholastic Plays</p> <p>Spelling</p> <p>Novel-<u>Old Yeller</u></p>	<p>Double Action</p> <p>Scholastic Plays</p> <p><u>Call of the Wild</u> (adapted)</p> <p>Novel-<u>Island of the Blue Dolphin</u></p>	<p>ACE 301 (consumable)</p> <p>Scholastic Plays</p> <p>Newspaper Unit</p> <p>"Tuning In"</p> <p>Novel-<u>When the Legends Die</u></p>
M	<p>Scholastic Plays</p> <p>Scholastic Adventure and Suspense Unit</p> <p>Spelling</p> <p>Thrust</p> <p>Today-Text workbook-A (consumable)</p> <p>Novel-<u>Born Free</u></p>	<p>Scholastic Plays</p> <p>Scholastic Courage Unit</p> <p>Impact-Level I</p> <p>Focus</p> <p>Today-Text workbook-B (consumable)</p> <p>Novel-<u>Forever Free</u></p>	<p>Scholastic Plays</p> <p>Scholastic Family Unit</p> <p>Impact-Level II</p> <p>Vanguard</p> <p>Newspaper Unit</p> <p>Today-Text workbook-C (consumable)</p> <p>"Tuning In"</p> <p>Novel-<u>Martian Chronicles</u></p>
H	<p>Thrust</p> <p>American English Today-7</p> <p>Today-Text workbook-A (consumable)</p> <p>Novel-<u>Where the Red Fern Grows</u></p>	<p>Focus</p> <p>American English Today-8</p> <p>Today-Text workbook-B (consumable)</p> <p>Novel-<u>Helen Keller--The Story of My Life</u></p>	<p>Newspaper Unit</p> <p>"Tuning In"</p> <p>Insights: Themes in Literature</p> <p>American English Today-9</p> <p>Novel-<u>The Odyssey</u></p>

Supplementary Materials: 7-Reading to Enjoy, 8-Stories to Remember, 9-Currents

LANGUAGE ARTS MATERIALS CHART

Navajo Junior High School

7 L-M

7 H

8 L-M

8 H

9 L-M

9 H

<p>Garrard Books (Navajo Stories) Be a Better Reader-A Reading for Concepts-Webster Vocabulary Series Newspaper - Magazines Novel-Old Yeller Scholastic Plays</p>	<p>Scholastic Adventure and Suspense Unit Reading for Concepts Vocabulary Newspaper - Magazines Paperbacks Novel-Reading List</p>	<p>Breakthrough Be a Better Reader-B Novel-Call of the Wild (adapted) Newspaper - Magazines Novels-Light in the Forest Karen Reading for Concepts</p>	<p>Scholastic Courage Unit Impact I Newspaper - Magazines Novel-Reading List Paperbacks Reading for Concepts</p>	<p>Breakthrough Be a Better Reader-C Scholastic Family Unit Novel-Johnny Tremain Newspaper - Magazines Reading for Concepts</p>	<p>Impact III Novel-Laughing Boy Paperbacks Newspaper Unit Reading for Concepts</p>
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<p>Action Kit Action Library 2000 Spelling Words What's it All About? Addison-Wesley Reading for Directions A</p>	<p>Action Kit 2000 Spelling Words Success in Writing-Book I Reading for Directions B</p>	<p>Double Action 2000 Spelling Words What Does it Take? Addison-Wesley Reading for Directions C</p>	<p>Double Action 2000 Spelling Words What Does it Take? Addison-Wesley Reading for Directions D</p>	<p>ACE 301 "Tuning In" What Are They Up To? Addison-Wesley Reading for Directions E</p>	<p>"Tuning In" Insights What Are They Up To? Addison-Wesley Reading for Directions F</p>
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R = Reading

L = Language Arts

LANGUAGE ARTS MATERIALS CHART

Crownpoint High School

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<p>Action Kit Novel - <u>Old Yeller</u> Be a Better Reader-A Spelling-2000 Words Reader's Digest Skill Builders (4th)</p>	<p>Double Action Novel-<u>Light in the Forest</u> Reader's Digest-Books 1 & 2 Breakthrough <u>Call of the Wild</u> (adapted)</p>	<p>ACE 301 Crossroads I Novel-<u>When Legends Die</u> "Tuning In" Newspaper Unit- "Independent"</p>	<p>ACE 302 Novel-<u>The Pearl</u> Scholastic-"Imagination" Crossroads II</p>	<p>ACE 401 Crossroads III Novel-<u>The Man Who Killed The Deer</u></p>	<p>ACE 402 Novel Newspaper Unit</p>
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<p>Be a Better Reader-B Scholastic Plays Novel-<u>Old Yeller</u> Spelling-2000 Words Reader's Digest-(5th)</p>	<p>Scholastic Plays Impact-Level I Novel</p>	<p>Crossroads I Newspaper Unit "Tuning In" Scholastic Plays Impact-Level II Novel Themes & Writers-Insights</p>	<p>Scholastic-"Maturity" Novel Scholastic Plays Impact-Level III Crossroads II Themes & Writers- "Encounters"</p>	<p>Scholastic Plays Novel Scholastic-"Prejudice" Paperback Book Program Crossroads III "American Literature" Success in Writing-Book 5 "Together" "Currents"</p>	<p>Novel Scholastic Plays Scholastic Law Newspaper Unit Western Literature "Changes" "Mix" Success in Writing-Book 6</p>
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<p>Novel Scholastic-"Adventure and Suspense" Be a Better Reader-C Reader's Digest-(6th) Spelling-2000 Words Success in Writing-Book 1 Themes & Writers-Focus</p>	<p>Novel Be a Better Reader I Scholastic-"Courage" Themes & Writers- Perspectives Impact I Success in Writing-Book 2</p>	<p>Themes & Writers-Insights Novel Be a Better Reader II Newspaper Unit Scholastic-"Family" Success in Writing-Book 3 "Tuning In"</p>	<p>Scholastic-"Poetry" Novel Themes & Writers- "Encounters" Success in Writing-Book 4</p>	<p>Novel American Literature Success in Writing-Book 5 "Together" "Currents"</p>	<p>Novel Western Literature Newspaper Unit Success in Writing-Book 6 "Changes" "Mix"</p>
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LANGUAGE ARTS MATERIALS CHART

Thoreau High School

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<p>Action Kit Be a Better Reader-A Scholastic Plays Reader's Digest-Primary English This Way Novel-Rascal Spelling Words Navajo Times(all groups)</p>	<p>Double Action Scholastic Plays Breakthrough Novel-Forever Free English This Way Call of the Wild (adapted)</p>	<p>ACE 301 Tuning In Unit Newspaper Unit Scholastic Plays English This Way Novel-When the Legends Die</p>	<p>ACE 302 Imagination Unit Maturity Unit Scholastic Plays Novel-Tale of Two Cities</p>	<p>SECTION NOT OFFERED</p>
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<p>Be a Better Reader-B Novel-Rascal Adventure and Suspense Scholastic Plays Reader's Digest-4 & 5 Paperback program Composition: Models and Exercises</p>	<p>Breakthrough Impact-Level 1 Courage Unit Composition: Models and Exercises 8 Scholastic Plays Novel-Forever Free</p>	<p>Tuning In Unit Family Unit Novel-When the Legends Die Turner Livingston Series Impact-Level II Newspaper Unit</p>	<p>Crossroads-Level I Impact-Level III Novel-Tale of Two Cities Imagination Unit Maturity Unit Scholastic Plays English on the Job-Book I</p>	<p>Crossroads-Level II Prejudice Unit Scholastic Plays English on the Job-Book II Novels-Huck Finn Scarlet Letter</p>	<p>Crossroads-Level III Law Unit Scholastic Plays English the Easy Way Novel-Wuthering Heights Dr. Zhivago Exodus Newspaper Unit</p>
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<p>Discovering Literature Be a Better Reader-C Reader's Digest-5 & 6 Composition: Models and Exercises Adventure and Suspense Paperback program Usage file and Handbook Novel-Rascal</p>	<p>Be a Better Reader-I & II Exploring Literature Composition: Models and Exercises Novel-Forever Free Courage Unit Usage File and Handbook</p>	<p>Tuning In Unit Family Unit Novel-When the Legends Die Newspaper Unit Values in Literature Composition: Models and Exercises Usage File and Handbook</p>	<p>Poetry Unit Novel-Tale of Two Cities Insights into Literature Composition: Models and Exercises Usage File and Handbook Fundamentals of the Term Paper</p>	<p>Prejudice Unit Composition: Models and Exercises English File and Handbook Novels-Huck Finn Scarlet Letter Term Paper (1)</p>	<p>Law Unit Composition-Complete Course Usage File and Handbook Novels-Wuthering Heights Dr. Zhivago Exodus English Literature Newspaper Unit Term Paper (2)</p>
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LANGUAGE ARTS MATERIALS CHART

Tohatchi High School

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<p>Action Kit <u>Novel-Old Yeller</u> Be a Better Reader-A Scholastic Plays Spelling-2000 most common words</p>	<p>Double Action <u>Novel-My Side of the Mountain</u> Paperback Book Program Scholastic Plays <u>Call of the Wild</u> (adapted)</p>	<p>ACE 301 <u>Novel-When the Legends Die</u> Newspaper Unit Scholastic Plays</p>	<p>ACE 302 <u>Novel-The Cross and the Switchblade</u> Scholastic Plays</p>	<p>ACE 401 <u>Novel-Gone With the Wind</u> Scholastic Plays Paperback Book Program</p>	<p>ACE 402 <u>Novel-A Separate Peace</u> Newspaper Unit Scholastic Plays</p>
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<p>Spelling <u>Novel-Old Yeller</u> Be a Better Reader-B Scholastic Adventure and Suspense Unit</p>	<p><u>Novel-My Side of the Mountain</u> Scholastic Courage Unit Impact-Level I Paperback Book Program</p>	<p>"Tuning In" Unit <u>Novel-When the Legends Die</u> Scholastic Family Unit Impact-Level II Newspaper Unit</p>	<p><u>Novel-The Cross and the Switchblade</u> Scholastic Maturity and Imagination Units Impact-Level III</p>	<p>APP Composition Books <u>Novel-Gone With the Wind</u> Scholastic Prejudice Unit Scholastic Poetry Unit</p>	<p><u>Novel-A Separate Peace</u> Scholastic Law Unit Newspaper Unit</p>
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<p>Spelling <u>Novel-Old Yeller</u> Be a Better Reader-C Scholastic Adventure and Suspense Unit</p>	<p><u>Novel-My Side of the Mountain</u> Be a Better Reader-1 Scholastic Courage Unit</p>	<p><u>Novel-When the Legends Die</u> Scholastic Family Unit "Tuning In" Unit Newspaper Unit</p>	<p><u>Novel-The Cross and the Switchblade</u> Scott-Foresman Literature</p>	<p><u>Novel-Gone With the Wind</u> Scholastic Poetry Unit Scott-Foresman Literature</p>	<p><u>Novel-A Separate Peace</u> Research Paper Scott-Foresman Literature Newspaper Unit</p>
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LANGUAGE ARTS MATERIALS CHART

Zuni High School

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Novels-Rascal <u>Souder</u> Be a Better Reader-A Reader's Digest-4 Spelling	Breakthrough Webster-Reading for Concepts <u>Call of the Wild</u> (adapted)	ACE 301 Novel- <u>The Red Pony</u> "Tuning In" Newspaper Unit	ACE 302 Novel- <u>Brave New World</u>	ACE 401 Novels-Scarlet Letter <u>The Crucible</u>	ACE 402 Novel- <u>African Queen</u> Newspaper Unit
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Scholastic Plays Novel Be a Better Reader-B Reader's Digest-5 & 6 Scholastic Adventure and Suspense Small World	Scholastic Plays Novel Breakthrough Scholastic Courage	Scholastic Plays Novel "Tuning In" Scholastic Family Newspaper Unit	Scholastic Plays Novel New World Issues Scholastic Maturity and Imagination	Scholastic Plays Novel New World Issues Scholastic Prejudice	Scholastic Plays Novel New World Issues Scholastic Law Newspaper Unit
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Novel Be a Better Reader-C Scholastic Adventure and Suspense TEXT	Novel Be a Better Reader-1 Scholastic Courage TEXT	Novel "Tuning In" Scholastic Family Newspaper Unit TEXT	Novel TEXT	Novel TEXT	Novel Newspaper Unit TEXT
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H

TEXTS: Literature -- Webster/McGraw-Hill
Writing -- Addison-Wesley & Scott-Foresman Usage File and Handbook

X. COURSE DESCRIPTIONS FOR AN ELECTIVE LANGUAGE ARTS PROGRAM

Gallup High School is initiating an elective program similar to APEX in the spring of 1974. The courses to be offered are designed to meet the needs and interests of the Gallup High School students. This information was obtained from the students' comments on the Student Attitude Questionnaire survey which was conducted in the Spring of 1973. The courses will be revised, or new courses will be added, to meet the changing needs and interests of the students.

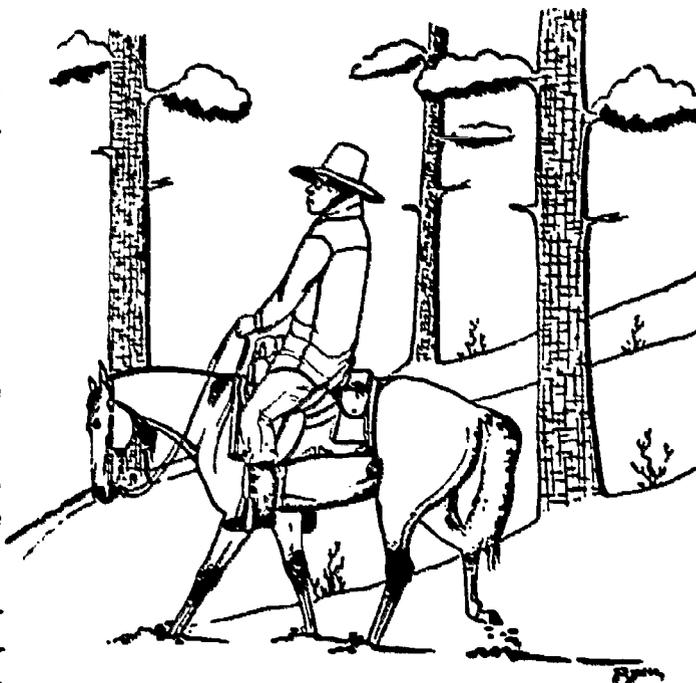
Although each student may select all the courses he takes, there are minimum requirements regarding the types of courses he may choose. Out of the twelve units he must successfully complete in three years of high school English, the student must include the following:

- 3 units of literature
- 3 units of composition
- 2 units of speech

This allows the student four elective units in any area of the program.

If this program is successful, other schools may have the option of adopting an elective program.

Following is a tentative list of course descriptions to be offered. Each course description includes a phase designation to indicate the level of difficulty. These range from phase 1 (easiest level) to phase 5 (most difficult level). The phases are to help the student in selecting the courses in which he is interested and those in which he can hope to succeed, according to his English abilities.



ELECTIVE MINI-COURSE DESCRIPTION FOR THE GALLUP HIGH SCHOOL ENGLISH DEPARTMENT

Sportsman and Superman

Phases 2-4

Looking at our sports heroes and how we relate to them, how they relate to us, and how sports are presented in literature.

That Didn't Really Happen!

Readings in Edgar Allen Poe, Fantasy and the Supernatural. Did that really happen? Could it happen? Do we want it to happen?

Tomorrow, Today?

Phases 2-4

Exploring the themes of science fiction to discover visions of tomorrow's world and how today's man see our future.

Pop Lit!

Survey of themes in popular literature including Mad magazine, comic books, current paperbacks and comic strips.

Who's Laughing (Humor in Literature)

Phases 3,4,5

Who's Laughing? Hopefully you! In this course students will read selections by authors who are masters of creating humorous stories. Students will also try to discover what humor is and make an attempt at writing some humorous creations of their own.

Seminar in Mark Twain

This course will be a study of the life and works of Mark Twain.

College Survival Kit

Phases 4-5

This is a course designed to help students survive freshman English in college. The main emphasis will be on writing various types of compositions.

Research Paper

This course will be a thorough study of the "ins" and "outs" of writing a complete research paper. It will include researching a topic, taking notes, outlining a research paper, setting up footnotes and a bibliography, and writing the research paper itself.

Heroes --Men, Supemen, or Villains?

Phases 3,4,5

What is a hero? Who decides a man is a hero? Can a "bad guy" also be a hero? These are just a few of the questions that this course will seek to answer through studying various people's ideas about heroes and studying heroes present and past. Bring your white hats!

(Paired with Mythology and Folklore)

Mythology and Folklore

Phases 2,3,4

What is a myth? What is folklore? This course will be a study of the myths of the Greeks and Romans, the British, the Scandinavians, and the folklore of the United States to discover the answers to these questions and to determine the role of mythology and folklore in various cultures.

Grabbing English by the Ears

Phases 1-3

A course in understanding some basic elements of English as an adopted tongue--root words, prefixes, suffixes, sounds of phonetic alphabet, etc. Lots of conversational fun such as role playing and telephoning.

- "Rite" and Say it "Rite" Phases 3-5
 Fun with words and their meanings --root words to synonyms and antonyms.
- With a Feathered Plume Phases 3-5
 Trying your hand at writing all types of poetry including cinquains, ballads, rhymed verse, and free verse.
- Music in Poetry Phases 3-5
 Study of contemporary poets and songwriters including Rod McKuen, Patchou, the Beatles, and James Kavanaugh.
- Games People Play Phases 3-5
 This course will present literature which illustrates the psychology of human relations -- how people behave and why. The student should develop a greater understanding of human behavior and an insight to the world around him.
- Teenagers in Literature
 Literature which reflects the attitudes and character of young people from past to contemporary times. Stereotypes of the young and their search for identity will be studied.
- Exploring Who We Are Phases 1-2
 How does an older person view the world? What would a baby think of you? How would you spend your time if you were imprisoned? You are a soldier about to face combat. How do you feel? These are some of the questions that you will answer in this course while you discover who you are.
- Understanding Other People Phases 1-2
 How do jurors feel at a trial? Why do people gamble? How do people react to prejudice? Why? What makes a punch drunk fighter stay in the ring? These are some of the questions that you should be able to answer after reading and acting some of the plays in this course.
- Love and Tragedy Phases 3-5
 Is love tragedy? Is happiness a tragic love affair? Is tragedy love? You should have some opinion on these questions after you explore love and tragedy in literature.
- Shakespeare on Love and Tragedy Phases 3-5
 Should Othello have strongled Desdemona? What of Romeo and Juliet? Should Petruchio have tamed the shrew? These are some of the questions you will answer as you see what Shakespeare has to say on love and tragedy.
- Mass Media Levels 2-4
 A general survey of the major forms of mass communications including newspapers, t.v., films, and magazines with emphasis on critical evaluation.
- Vocational English Levels 2-4
 A language skills review for non-college bound students to improve basic reading, writing, speaking, listening, and thinking skills.
- Yearbook
 An elective class for students who will assemble the yearbook.
- Newspaper
 An elective class for students who will write for and publish the school newspaper.
- American Frontier Phases 3-5
 Western expansion as seen in literature from the early settlements into the last frontier.

Holsters, Horns, and Honchos

A ten gallon hat, spurs, and a faithful horse--i.e., the American cowboy from the 1800's into the present.

You've Come a Long Way, Baby

Phases 4-5

A study of the treatment of women in literature. Go women's libbers.

Yes, Archie Bunker, There are Female Authors

A male chauvinist pig has no place in this class for it is concerned with books, stories, and poems written by women authors from Emily Bronte to Shirley Chisolm.

Grammar and Usage

Phases 3-5

Feeling insecure about grammar, usage, punctuation? Want to sing and play the Grammar Way? This course offers a short, relatively painless opportunity to brush up on your weaknesses.

Modern American Novel

What are people writing now? Does it reflect your life? Find out in this course.

Write On!

Phases 2-5

A composition course for the young at heart and lively of mind. All kinds are covered, from creative writing to formal rhetorical writing.

Other Countries, Other Views

A survey of world literature. Cowboys in Argentina, Teenagers in Africa, Rebels in Russia, Singers in Spain. Take the Whole World View.

Down with People

Phases 1-5

Other people, people different from ourselves, of course. That's what this unit is all about, prejudice. It raises lots of questions but leaves the answers for us to figure out.

Minority Literature

In this course the class will study the literature of Blacks, Chicanos, and Indians.

Play Reading

Phases 3-5

This course is designed to introduce the student to the joy of reading and acting out a few plays in the classroom. The students will present plays to other classes, using the readers' theater techniques. The students will also write a short play of their own.

Drama 1 and 2

It is the purpose of this course to give the student an appreciation of the theater as an important art form. The student will read, view, and evaluate a wide variety of plays, television shows, and films to become acquainted with worthwhile dramatic literature. The student will also demonstrate his acting ability in pantomime, one-act plays, and play cuttings.

Broadcasting Journalism

or

Mini Course in Microphone (Radio)

This course will introduce the student to the exciting and rewarding field of broadcasting. The student will gain insight into the workings of radio stations, particularly the news departments. The student will work as a newsman in gathering, editing, and presenting news for the radio.

Achievement Level: Should be above-average in reading ability, have an inquisitive mind, and be able to work well with others.

All About Words and Spell it "Rite"

Do you get F's on your compositions because you misspell words? Do you want to insult your friends with aplomb? If you don't know the meaning of "aplomb" you need this course!

Speed Reading

Phases 3-5

Increase both the effectiveness of your reading and your ability to read more rapidly without loss of comprehension.

Whodunit?

Phases 2-4

(Suspense, Mystery, Detective)

"Do you feel an uncomfortable heat in the pit of your stomach, sir? And a nasty thump at the top of your head? I call it detective fever." If this quote is your thing--this course is your bag!

Law

Phases 2-4

"Here come 'de judge! Here come 'de judge!" Sammy Davis said it as a joke, but do you know your basic rights AND responsibilities?

PROGRESS REPORT FROM THE
SECONDARY LANGUAGE ARTS STUDY COMMITTEE

The Language Arts Study Committee was formed as a result of the work of a group of teachers, librarians, students, consultants, and administrators who participated in the Instructional Development Institute (IDI) held in the Spring of 1972. This group set up the Language Arts Study Committee to revise the language arts curriculum-- kindergarten through twelfth grade for the entire district. Since October 12, 1972, the Secondary Language Arts Study Committee has been working on this objective and coordinating its efforts with those of the elementary teachers and consultants. In addition to this central committee of secondary and elementary teachers and consultants, there were sub-committees of librarians, students, and principals. The students have worked in close conjunction with the secondary section of the central committee. The sub-committee of librarians has coordinated its work with both sections of the central committee.

The secondary committee has met on the following dates:

November 2, 1972
December 1, 1972
December 13, 1972

January 24, 1973
February 27, 1973
March 13, 1973

At these meetings, the secondary teacher and student representatives worked on revising the language arts curriculum for grades 7 - 12. In an effort to make realistic and relevant revisions, the members devised two student surveys to be taken in all of the secondary schools in the district. The first survey was conducted to gather a list of the students' favorite books. The results were compiled for use in the language arts curriculum guide for grades 7 - 12. The second survey was in the form of a student attitude questionnaire. From the responses on the questionnaire, the secondary committee was able to ascertain the strengths and weaknesses of the present language arts program from the students' point of view. The results of this survey were particularly revealing and beneficial to the work of the committee.

In addition to the regular meetings of the Secondary Committee of the Language Arts Study Committee, there have been several special meetings for all secondary language arts teachers. On January 31, 1973 the Gallup Independent sponsored a seminar on newspapers in the classroom at the Shalimar Inn. Representatives from each of the district's secondary schools attended workshops conducted by Lawana Trout on March 20, 1973. Miss Trout, who was Teacher of the Year in 1965, is one of the editors of Holt, Rinehart, Winston's Impact series. She has also been a guest lecturer at the Conference on Anglo-American English. Miss Maryann Goodrich of Educational Consulting Associates, Inc. conducted an exciting workshop on new and innovative ways to individualize language arts instruction. This workshop was held at the Holiday Inn on March 27, 1973.

Since this is the year for adopting language arts textbooks, meetings with publishers' representatives have also been held for secondary language arts teachers. The following is a list of the dates of these meetings and the publishers' representatives who have explained their company's series in both language and literature:

March 28, 1973	-----	Mr. Ken Rawlings Webster/McGraw - Hill
March 29, 1973	-----	Mr. Damon Beach Macmillan Company
April 5, 1973	-----	Mr. Harold Cooper Harcourt Brace Jovanovich, Inc.
April 9, 1973	-----	Mr. Carl Solberg Addison - Wesley

Members of the central committee met with representatives of the following publishing companies during two regular meetings: Scott - Foresman, American Book Company, Laidlaw, and D.C. Heath.

As a result of the efforts of the language arts consultant there has been a great influx of new and relevant supplementary materials. These include newspapers, magazines, Scholastic literature units, and paperback books. Noma Russell has conducted workshops for the language arts department of each of the secondary schools on a paperback reading program funded by Title II.

This year has been one of hard, yet rewarding, work for the Secondary Committee of the Language Arts Study Committee and for all language arts teachers. Appreciation is due the following representatives to the Committee who have worked so diligently:

Michael Brimberry	Crownpoint High School
Margaret Schamberger	Gallup Junior High School
Dani Hall	Gallup High School
Carl Chavez, student	Gallup High School
Tom Kirby	John F. Kennedy Junior High School
Genevieve Potts, librarian	John F. Kennedy Junior High School
Paulina Watchman	Navajo Junior High School
Ralph Roberts	Thoreau High School
Gene Ritch	Tohatchi High School
Cathy Gasparich	Zuni High School
Norma Ruth Harvey	Zuni High School
Ralph Drake	Director of Instruction
Noma Russell	Secondary Reading Consultant

Nancy Smith, Chairman
Secondary Committee of the
Language Arts Study Committee

GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS
Language Arts District-Wide Student Attitude Questionnaire*
Spring, 1973

The secondary section of the Language Arts Curriculum Committee felt that one of its primary concerns should be to meet the needs and interests of the students themselves in our revised curriculum. In order to get the students' assessment of our present program's strengths and weaknesses, the secondary committee conducted a county-wide survey using a Student Attitude Questionnaire. This survey was taken in each secondary school through the English classes. The results of this survey are being used in the development of our new Language Arts Curriculum. The results are as follows:

*Total Number of Students Surveyed at Each School:

Crownpoint High School	371
Gallup Junior High School	635
Gallup Senior High School	1,092
J.F.K. Junior High School	500
Navajo Junior High School	51
Thoreau High School	369
Tohatchi High School	408
Zuni High School	461

1. How much have you enjoyed your English classes?

		Very Little	Little	Some	Much	Very Much
Crownpoint High School (7-12)	10.0%	7.0%	26.0%	32.0%	25.0%	
Gallup Junior High School (7-9)	9.0%	13.0%	45.0%	23.0%	10.0%	
Gallup Senior High School (10-12)	8.8%	11.6%	47.5%	23.9%	9.0%	
J.F.K. Junior High School (7-9)	15.8%	10.2%	36.0%	24.0%	19.0%	
Navajo Junior High School (7-8)	3.9%	13.7%	41.1%	25.4%	15.6%	
Thoreau High School (7-12)	8.0%	10.0%	39.0%	26.0%	17.0%	
Tohatchi High School (7-12)	8.0%	9.0%	30.0%	24.0%	25.0%	
Zuni High School (7-12)	5.0%	9.0%	38.0%	30.0%	17.0%	

2. How much do you feel you have learned in English classes?

Crownpoint High School	2.0%	9.0%	39.0%	43.0%	12.0%
Gallup Junior High School	3.0%	9.0%	36.0%	36.0%	16.0%
Gallup Senior High School	4.6%	13.6%	47.8%	29.8%	6.7%
J.F.K. Junior High School	6.8%	10.4%	39.6%	26.6%	14.0%
Navajo Junior High School	0.0%	4.2%	21.5%	50.0%	19.6%
Thoreau High School	3.0%	7.0%	33.0%	29.0%	28.0%
Tohatchi High School	3.0%	8.0%	30.0%	40.0%	13.0%
Zuni High School	1.0%	9.0%	39.0%	35.0%	15.0%

3. How much have you liked the materials (books, audio-visual, etc.) used in your English courses?

Crownpoint High School	6.0%	13.0%	28.0%	28.0%	25.0%
Gallup Junior High School	17.0%	25.0%	29.0%	19.0%	10.0%
Gallup Senior High School	9.9%	23.7%	44.4%	16.5%	6.6%
J.F.K. Junior High School	15.6%	20.2%	36.6%	23.4%	9.4%
Navajo Junior High School	4.2%	15.6%	31.3%	23.5%	15.6%
Thoreau High School	6.0%	17.0%	28.0%	18.0%	31.0%
Tohatchi High School	11.0%	16.0%	33.0%	22.0%	12.0%
Zuni High School	13.0%	20.0%	32.0%	22.0%	14.0%

4. How much reading have you done for English classes?

Crownpoint High School	10.0%	14.0%	31.0%	31.0%	14.0%
Gallup Junior High School	7.0%	14.0%	32.0%	31.0%	16.0%
Gallup Senior High School	7.9%	17.3%	41.3%	26.6%	8.6%
J.F.K. Junior High School	13.6%	15.2%	37.6%	25.8%	12.2%
Navajo Junior High School	14.0%	13.7%	29.4%	33.3%	9.8%
Thoreau High School	4.0%	13.0%	33.0%	23.0%	27.0%
Tohatchi High School	6.0%	19.0%	34.0%	25.0%	12.0%
Zuni High School	8.0%	15.0%	29.0%	33.0%	19.0%

Language Arts District-Wide Student Attitude Questionnaire (continued)

	Very Little	Little	Some	Much	Very Much
5. Do you feel your reading has improved since you entered secondary school?					
Crownpoint High School	6.0%	13.0%	34.0%	31.0%	16.0%
Gallup Junior High School	7.0%	11.0%	35.0%	27.0%	20.0%
Gallup Senior High School	7.3%	14.7%	36.5%	31.2%	11.5%
J.F.K. Junior High School	10.4%	13.4%	33.4%	24.8%	18.0%
Navajo Junior High School	0.0%	9.8%	29.4%	33.3%	19.6%
Thoreau High School	4.0%	11.0%	29.0%	28.0%	28.0%
Tohatchi High School	5.0%	10.0%	32.0%	31.0%	18.0%
Zuni High School	5.0%	4.0%	32.0%	34.0%	22.0%
6. How would you compare the amount of writing you have done in secondary school with that done previously?					
Crownpoint High School	6.0%	8.0%	26.0%	37.0%	23.0%
Gallup Junior High School	4.0%	10.0%	26.0%	32.0%	28.0%
Gallup Senior High School	4.9%	13.7%	28.8%	36.8%	17.4%
J.F.K. Junior High School	6.4%	14.0%	26.4%	25.2%	26.8%
Navajo Junior High School	1.9%	9.8%	29.4%	33.3%	19.6%
Thoreau High School	2.0%	6.0%	28.0%	26.0%	38.0%
Tohatchi High School	4.0%	9.0%	23.0%	32.0%	27.0%
Zuni High School	6.0%	9.0%	32.0%	37.0%	21.0%
7. To what extent do you feel your writing skill has improved?					
Crownpoint High School	6.0%	15.0%	37.0%	34.0%	8.0%
Gallup Junior High School	6.0%	14.0%	41.0%	26.0%	13.0%
Gallup Senior High School	5.4%	15.6%	41.9%	31.3%	8.1%
J.F.K. Junior High School	11.2%	15.6%	36.4%	28.2%	12.6%
Navajo Junior High School	3.9%	9.8%	31.3%	29.4%	15.6%
Thoreau High School	5.0%	11.0%	34.0%	22.0%	29.0%
Tohatchi High School	6.0%	12.0%	34.0%	34.0%	11.0%
Zuni High School	3.0%	14.0%	36.0%	32.0%	14.0%
8. To what extent do you feel you have received individual help as needed in your English classes?					
Crownpoint High School	9.0%	15.0%	38.0%	23.0%	15.0%
Gallup Junior High School	16.0%	24.0%	34.0%	19.0%	7.0%
Gallup Senior High School	12.4%	22.8%	44.6%	18.3%	5.2%
J.F.K. Junior High School	9.4%	17.8%	36.2%	24.4%	12.6%
Navajo Junior High School	3.9%	15.6%	35.2%	23.5%	11.7%
Thoreau High School	4.0%	16.0%	34.0%	18.0%	28.0%
Tohatchi High School	12.0%	14.0%	33.0%	29.0%	8.0%
Zuni High School	10.0%	19.0%	32.0%	24.0%	15.0%
9. To what extent do you feel your English classes have met your needs?					
Crownpoint High School	5.0%	19.0%	33.0%	28.0%	15.0%
Gallup Junior High School	8.0%	18.0%	38.0%	24.0%	12.0%
Gallup Senior High School	9.6%	22.5%	43.0%	19.8%	7.7%
J.F.K. Junior High School	14.6%	16.4%	32.2%	27.4%	9.4%
Navajo Junior High School	0.0%	9.8%	29.4%	35.2%	23.5%
Thoreau High School	3.0%	11.0%	39.0%	27.0%	20.0%
Tohatchi High School	9.0%	16.0%	32.0%	25.0%	14.0%
Zuni High School	8.0%	15.0%	37.0%	27.0%	11.0%
10. To what extent do you feel your English classes have met and encouraged your interests?					
Crownpoint High School	5.0%	20.0%	33.0%	26.0%	16.0%
Gallup Junior High School	15.0%	24.0%	32.0%	19.0%	10.0%
Gallup Senior High School	12.8%	27.2%	41.4%	14.5%	5.3%
J.F.K. Junior High School	13.0%	17.6%	32.0%	19.4%	13.0%
Navajo Junior High School	4.2%	21.5%	21.5%	31.3%	17.6%
Thoreau High School	2.0%	16.0%	45.0%	17.0%	20.0%
Tohatchi High School	6.0%	15.0%	29.0%	33.0%	12.0%
Zuni High School	9.0%	17.0%	34.0%	25.0%	15.0%

Language Arts District-Wide Student Attitude Questionnaire (continued)

11. If you were offered elective program in English where you could select courses to meet your needs and interests every nine weeks, how would you rate such a program?

	Very Little	Little	Some	Much	Very Much
Crownpoint High School	4.0%	9.0%	21.0%	26.0%	40.0%
Gallup Junior High School	10.0%	5.0%	14.0%	18.0%	53.0%
Gallup Senior High School	2.7%	4.2%	13.7%	24.7%	56.0%
J.F.K. Junior High School	4.6%	10.2%	16.8%	19.0%	39.2%
Navajo Junior High School	0.0%	4.2%	15.6%	29.4%	45.0%
Thoreau High School	2.0%	9.0%	20.0%	26.0%	43.0%
Tohatchi High School	5.0%	7.0%	20.0%	22.0%	42.0%
Zuni High School	6.0%	6.0%	18.0%	30.0%	40.0%

STUDENT COMMENTS FROM STUDENT ATTITUDE QUESTIONNAIRE

Gallup High School

A large number of the Juniors and Seniors (particularly Juniors) dislike their English textbook. Positively, many stressed a desire for the study of modern literature, relevant to their needs and interests. Negatively there were a good many comments to the effect that they were "tired of reading about old, dead men."

There were many requests for a creative writing class, a class to read and put on plays, a special usage class, a speed reading class, and a vocabulary building class.

There were moving pleas (a great many) for paper backs to read in class, a paper back library, and even for bookshelves to put them in. The students seemed as frustrated as the teachers over the lack of working audio-visual equipment available and suggested often the use of all kinds of audio-visual materials.

They feel in overwhelming numbers, that the periodic English Department movies, based on some phase of understanding of their literature, enriched the program and added to their enjoyment and understanding of their literature classes.

Saddest of all were the many requests for more individual attention from students who know they lack facility in English and feel they need extra help.

Weaknesses

Lack of etiquette courses.
 Lack of program on Indian studies.
 Lack of modernity, relevance.
 Dislike textbooks.
 Lack of vocational English classes.
 Need for more oral reading.
 Lack of creative writing class.
 Need more electives.
 Need for independent work at own pace.
 Need for paperback books.
 Lack of speed reading course.
 Lack of poetry classes.
 Need to put on plays.
 Lack of bookshelves.
 Need more of spelling.
 Lack of individual help from teachers.
 Need a class in Shakespeare.
 Lack of speech.
 Lack of journalism class.
 Lack of grammar.
 Lack of reports.
 Need more audio-visual.
 Need to use the library more often.
 Need more class discussion.
 Need of more vocabulary work.
 Find history in literature texts useless.

Strengths

English Department Movies.
 The Sophomore Book is O.K.
 Prefer Accent to U.S. Lit.
 Teachers make the class.

Language Arts District-Wide Student Attitude Questionnaire (continued)

Gallup Junior High School

Weaknesses

Seventh grade particularly commented upon dislike of Roberts' English and liking for Thrust.

Seventh, Eighth, and Ninth grades objected to grammar as being necessary and thought it should not be concentrated.

Eighth and Ninth grades wanted some audio-visual.

Strengths

No comment from any students.

J.F.K. Junior High School

Weaknesses

Lack of discussions.
Papers aren't collected on time.
Short on materials (no materials except text)
Need more reading.
Less workbooks.

Strengths

Like Scope magazine.
Like plays.
Like teacher to read.
Like short story anthology.

Thoreau High School

Weaknesses

Should have more speaking, grammar and plays.
Need more instruction in spelling.
Need more individualized programs.

Strengths

Writing a term paper.
Although classes are by grade level, they are divided into achievement levels.

We get a lot of writing
(Themes)

Teachers take time to help us

We have materials to work with.

Navajo Junior High School

Comments and suggestions:

I think we are getting along okay, not much to worry about.
Have more reading and spelling, learn more about reading and spelling.
I like this class very much.
Writing and reading.
I would like to read Eighth grade books.
I would rather read Eighth grade books.
To read Eighth grade books.
I would like to improve in Reading and spelling.
We would like to read Eighth grade books.
I like English classes and learn some words.
I like English classes and learn some reading.

Do not have information from Zuni, Crownpoint, and Tohatchi concerning strengths and weaknesses.