Described as a component of the Wisconsin Prototypic System of Reading Instruction, the Compendium of Reading Materials and Teaching Techniques is a selective listing of materials and techniques keyed to the three major skill areas of word recognition, comprehension, and study skills. Within each of the areas, five levels were identified and page numbers, titles, and publishers for appropriate subskills at each level were listed. Operationally, the use of the Compendium would follow the group testing provided for by the Wisconsin Expanding Inventory of Reading Development, the analysis of test results, and the initial grouping of students by skill needs. The materials and techniques listed in the Compendium were selected on the basis of practicality rather than a particular philosophy of reading instruction, and the entries are representative of the reading materials available in those schools involved in the field tryout of the Prototypic Reading System. The Compendium represents suggested materials and techniques and is to be viewed by the user as open ended. A bibliography of publishers of instructional materials is included. (WR)
Practical Paper No. 7

COMPENDIUM OF READING MATERIALS AND TEACHING TECHNIQUES FOR THE WISCONSIN PROTOTYPIC SYSTEM OF READING INSTRUCTION

By Mary Lou Ellison

Report from the Reading Project
Wayne Otto, Principal Investigator

Wisconsin Research and Development Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

February 1969

This compendium was developed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of the Cooperative Research Program.

Center No. C-03 / Contract OE 5-10-154
STATEMENT OF FOCUS

The Wisconsin Research and Development Center for Cognitive Learning focuses on contributing to a better understanding of cognitive learning by children and youth and to the improvement of related educational practices. The strategy for research and development is comprehensive. It includes basic research to generate new knowledge about the conditions and processes of learning and about the processes of instruction, and the subsequent development of research-based instructional materials, many of which are designed for use by teachers and others for use by students. These materials are tested and refined in school settings. Throughout these operations behavioral scientists, curriculum experts, academic scholars, and school people interact, insuring that the results of Center activities are based soundly on knowledge of subject matter and cognitive learning and that they are applied to the improvement of educational practice.

This Practical Paper is from the Individually Guided Instruction in Elementary Reading Project in Program 2. General objectives of the Program are to establish rationale and strategy for developing instructional systems, to identify sequences of concepts and cognitive skills, to identify or develop instructional materials associated with the concepts and cognitive skills, and to generate new knowledge about instructional procedures. Contributing to these Program objectives, the Reading Project staff, in cooperation with area teachers, prepared a scope and sequence statement of reading skills for the elementary school as a first step in the development of an instructional program. From this outline, individual assessment procedures and group placement tests have been developed, and existing instructional materials have been keyed to the outline. Research is conducted to refine the program and to generate new knowledge which will be incorporated into the system.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vii</td>
</tr>
<tr>
<td>I Word Recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Level A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Level B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Level C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Level D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Level E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>II Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Level A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Level B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Level C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Level D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Level E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>III Study Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Level A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Level B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Level C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Level D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Level E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Wisconsin Prototypic System of Reading Instruction, of which this Compendium is one component, has been developed by the staff of the Reading Project at the R & D Center in cooperation with staff of local schools. A scope and sequence statement for grades K-6 is contained in the Outline of Reading Skills, the foundation for the prototypic system. The Outline, which may also be considered a statement of objectives for instruction, covers skills in six areas: I. Word Recognition, II. Comprehension, III. Study Skills, IV. Self-Directed Reading, V. Interpretive Reading, and VI. Creative Reading. To assess pupils' attainment of specific skills in areas I-III, a set of exercises designed for use with individuals—Prototypic Exercises for the Assessment of Reading Skills—has been developed. A parallel set of exercises for group administration—the Wisconsin Expanding Inventory of Reading Development—has also been devised. Taken together, the group and individual exercises provide the basis for the assessment and continual updating of the Individual Reading Skill Development Record. This Record, a folder containing the entire Outline with space for indication of the pupil's skill attainment, serves as a permanent record of individual skill development and as a repository for supplementary information for each pupil.

The Compendium of Reading Materials and Teaching Techniques is a selective listing of materials and techniques keyed to the first three skill areas of the outline; its use is further described below. In an Overview of the Wisconsin Prototypic System of Reading Instruction in the Elementary School, (Practical Paper No. 5 of the R & D Center), all components of the system are described in further detail, the complete Outline of Reading Skills is presented, and the Prototypic Exercises are reproduced.

Operationally, use of the Compendium in the Prototypic Reading System would follow the group testing provided for by the Wisconsin Expanding Inventory of Reading Development, the analysis of test results, and the initial grouping of students by skill needs. It must be emphasized that the Compendium represents suggested materials and techniques only. A teacher should feel free to make use of other material sources.

The materials and techniques listed in the Compendium were selected on the basis of practicality rather than a particular philosophy of reading instruction. The list includes materials and techniques suggested by members of the Reading Project staff of the R & D Center, members of the Wilson Elementary School staff in Janesville, Wisconsin, and members of the Franklin Elementary School staff in Madison, Wisconsin. Therefore, the Compendium entries are representative of the reading materials available in these two schools and the other schools involved in the field tryout of the Prototypic Reading System. At this stage of development the Compendium should be considered a prototype. It needs to be tested for its usability and practicality to teachers in an elementary school setting.

The wealth of reading materials available made it necessary to adopt some limiting measures in listing sources for each skill. Frequently, when a particular book or workbook is listed, only a few pages have been included from that
material as containing appropriate teaching exercises for the skill in mind. This does not mean that these are the only pages in the book or workbook that are suitable for practice work in that particular skill. It does mean, however, that probably these are the best pages in the judgment of the teacher who suggested the material as a source to be included in the Compendium. Another limiting measure in listing sources was to note some materials at the end of each level only, rather than to list them under various skills within that level.

The most detailed listings were made for the Macmillan Reading Program, the Ginn 100 Basic Reading Series, and the Houghton Mifflin Reading for Meaning Series. These three series were readily available to the Reading Project staff and, as they are widely used in the public schools, listings from them should be easily located by teachers. A complete bibliography of the materials found in the Compendium is located on pages 49 through 51.

Since this paper represents a listing not only of materials but also of techniques, it is necessary to explain how these two areas can be distinguished. A suitable rule of thumb would be to expect the teacher's guide to serve as the source of teaching techniques and the workbook, whether one with a basal series or a supplementary workbook, to serve as the source of teaching materials. Occasionally a T in parentheses appears beside an entry to indicate a teaching technique. Usually, however, the rule of thumb should be applied.

In closing, it cannot be too strongly emphasized that the Compendium is in no way meant to be limiting to a teacher in his selection of teaching techniques or materials for reading instruction. It is hoped that teachers will view the Compendium as a practical, open-ended source of techniques and materials. For this reason, the format of the Compendium was planned with blank space after each skill listing as well as blank pages for further notes after each printed page. Each teacher using the Prototypic Reading System is invited to fill in blank spaces and pages with notations on reading techniques and materials of his choice.
LEVEL A

1. Listens for rhyming words and sounds, phrases, and verses

Guide to Opening Books
pp. 144, 153, 166-167
Workbook Finding Out
pp. 49, 85, 99, 115

Guide to Worlds of Wonder
pp. 106-107, 191, 201, 244
Workbook Worlds of Wonder
pp. 45, 68, 83, 95

Guide to Lands of Pleasure
pp. 192, 244-245, 299, 352
Workbook Fun with Tom and Betty
pp. 28-29, 34-35

Guide to the preprimers
pp. 100, 124-125, 163, 190
Workbook for preprimers
pp. 11, 29, 50, 73

Workbook for primer
pp. 23, 40, 72, 96
Workbook for 1st reader
pp. 17-18, 27, 64, 76

(T) Dr. Seuss books; other poetry books such as *V is for Verse* and Mother Goose rhymes.

(T) Make two-part puzzles with rhyming pictures.

2. Notes likenesses and differences in letters, numbers, words and phrases

Guide to preprimers
pp. 65, 111, 282, 382
Workbook for preprimers
pp. 9, 19, 33, 42

Guide to Worlds of Wonder
pp. 169, 216, 361
Guide to Lands of Pleasure
pp. 49, 193-194, 235

Workbook We Begin
pp. 82, 93, 123, 162-163
Workbook Getting Ready
pp. 7-8, 11-12, 27-28, 59-60

Guide to Jack and Janet
pp. 44, 74, 244, 284
Workbook Fun with Tom and Betty
pp. 9, 16, 38-39, 60

Guide to preprimers
pp. 89, 182-183, 276-277, 303
Workbook for preprimers
pp. 3, 28, 48-49, 60

Guide to primer
pp. 86, 100-101, 109
3. Distinguishes sizes

Workbook *We Begin*  
pp. 123  
Workbook *Going Places*  
pp. 4, 43  
Guide to reading readiness material  
Ginn  
pp. 316  
Workbook *Fun with Tom and Betty*  
pp. 9, 12  
*The Size of It*  
By Ethel Berkley

4. Distinguishes colors

Workbook *We Begin*  
pp. 60-61, 106, 158  
Workbook *Finding Out*  
pp. 93, 119  
Workbook *Stories in Pictures*  
pp. 16, 17  
Guide to reading readiness material  
Ginn  
pp. 89, 93, 161, 300  
Workbook *Fun with Tom and Betty*  
pp. 6, 7, 8

The Color Wheel Book  
*McGraw-Hill*  
*Harold and the Purple Crayon*  
By Crockett Johnson  
*Harper & Brothers*  
*I Like Red*  
By Robert Bright  
*Doubleday*

(T) Construction paper objects all of one shape or of many shapes and colors.  
BINGO cards, Domino cards  
No. 55 Instructo-Flannel Board Color Recognition  
*Instructo Products*

(T) Play game with varied color objects placing them on floor, children blindfold their eyes, then distinguish which 1 or 2 are missing.

(T) Match colors to objects in room. For example, show the color red and have child match this with a red book.

5. Distinguishes shapes of objects

Workbook *We Begin*  
pp. 62, 69, 101  
Workbook *Stories in Pictures*  
pp. 6-7, 34, 45, 56-57  
Workbook *Going Places*  
pp. 9, 23, 31, 40  
Workbook *Ready to Read*  
pp. 2-7, 14  
Guide to reading readiness material  
Ginn  
pp. 161-162, 240, 311  
Workbook *Fun with Tom and Betty*  
pp. 9  
*Everything has a Shape*  
By Bernice Kohn  
*Prentice-Hall*
(T) Bingo cards with spaces having shapes in them
(T) Match shapes to room objects

6. Listens for initial consonant sounds

- **Guide to preprimer**
  - pp. 99, 131, 154-155, 213
  - *Macmillan*
- **Workbook Finding Out**
  - pp. 17, 44, 77, 118
- **Guide to Worlds of Wonder**
  - pp. 154, 329, 378, 415
  - *Macmillan*
- **Workbook Worlds of Wonder**
  - pp. 29, 54, 86, 109
- **Workbook Lands of Pleasure**
  - pp. 2, 25
  - *Macmillan*
- **Guide to Jack and Janet**
  - pp. 29-31, 138, 313, 315
  - *Houghton Mifflin*
- **Workbook Jack and Janet**
  - pp. 7, 20-21, 57, 81
- **Workbook Fun with Tom and Betty**
  - pp. 43, 47, 50-51, 58-59
  - *Ginn*
- **Guide to preprimers**
  - pp. 86, 105, 199, 239-240
  - *Ginn*
- **Workbook to preprimers**
  - pp. 15, 35, 56, 85
  - *Ginn*
- **Guide to primer**
  - pp. 85-86, 115-116, 163
  - *Ginn*
- **Workbook to primer**
  - pp. 21, 46, 75, 104
  - *Ginn*
- **Guide to 1st reader**
  - pp. 89, 141, 234, 273-274
  - *Ginn*
- **Workbook to 1st reader**
  - pp. 23, 46, 78, 101
  - *Ginn*

- **Workbook Phonics C**
  - *Lyons & Carnahan*

- **Phonics We Use**
  - *Lyons & Carnahan*

- **Learning Game Kit**

(1) Old Itch; (2) Spin-a-Sound; (3) Blends Race; (4) Digraph Whirl; (5) Digraph Hopscotch

**The Big Happy ABC Book**
- *Whitman Pub.*
- by Jolly Roger Bradfield

(T) While children close their eyes and listen, the teacher says several words only some of which begin with the new consonant. Children clap hands once they hear a word beginning with the new consonant sound.

### Other Materials for Level A

- **Reading Readiness Series**
  - *Continental Press*
  - by Ethel S. Maney
  - Contains these booklets at levels:
    - **Visual Discrimination, Beginning Sounds, Rhyming**

- **Phonics and Word Analysis Skills**
  - *Continental Press*
  - by Isabella B. Ryan
  - 2 books—part 1 and part 2
  - Covers auditory perception of consonants, consonant substitution, and rhyming words

- **My Red Puzzle Book**
  - *McCormick-Mathers*

- **Fun With Words and Pictures**
  - *Benton Review*

- **Time for Phonics Book A**
  - *McGraw-Hill*

- **Sequence Cards**
  - *Milton Bradley*

- **Learn the Alphabet flash cards**
  - *Milton Bradley*

- **Instructo Activity Kit**
  - *Instructo Products*
  - Carnival of Beginning Sounds

- **Instructo Activity Kit**
  - *Instructo Products*
  - Fun With Rhymes
Instructo Activity Kit
Rhyming Pictures
Instructo Activity Kit
Let's Learn Sequence
Picture Readiness Game
by Dolch
Peabody Language Development Kits
Science, A Process Approach, Part A
by American Assoc. for the Advancement of Science
The Ginn Word
Enrichment Program
Look and Listen, Level 1
First Adventures in Learning 13 books
1. Adventures With Words
2. Adventures With Color
3. Listening for Sounds
4. All Kinds of Signs
5. Discovering Shapes
6. Learning About Sizes
7. Understanding Numbers
8. Time and Measuring
9. The Thinking Book
10. The Magic of Everyday Things
11. The Wonders of Science
12. Nature Wonderland
13. Favorite Nursery Tales

Instructo Products
Garrard
American Guidance
XEROX
Ginn
Encyclopedia Britannica

LEVEL B
1. Has sight word vocabulary of 50 to 100 words
   Flash card drill

2. Follows left to right sequence

   Guide to preprimer Macmillan pp. 83, 202, 268, 365
   Guide to Worlds of Wonder Macmillan pp. 174-175, 281, 341, 373-374
   Workbook Going Places Merrill pp. 3, 5
   Workbook Fun with Tom and Betty pp. 3, 4, 9
   Guide to preprimers Ginn pp. 86-87
   Workbook preprimers pp. 1, 2, 66

(T) Play games such as Looby Loo or Simon Says. Tie a different color crepe paper on hands and feet so errors become apparent.
3. Has phonic analysis skills
   
a. Consonant sounds

   (I) Beginning

   Guide to preprimer  
   Macmillan  
   pp. 154-155, 259-263, 305-307, 326-328

   Workbook Finding Out  
   pp. 17, 44, 77, 118

   Guide to Worlds of Wonder  
   Macmillan  
   pp. 154, 254, 378, 415

   Workbook Worlds of Wonder  
   pp. 4, 29, 54, 86

   Guide to Lands of Pleasure  
   Macmillan  
   pp. 315, 384, 432

   Workbook Lands of Pleasure  
   pp. 2, 25

   Guide to Jack and Janet  
   Houghton Mifflin  
   pp. 27-30, 118, 157, 192

   Workbook Jack and Janet  
   pp. 20-21, 24-25, 45-46, 101

   The Rolling Reader  
   International Visual Education Service  
   Beulah H. Stolpen

   Webster Word Wheels  
   Webster

   Guide to Friends Far and Near  
   Ginn  
   pp. 278-279, 331-332

   Phonics We Use  
   Lyons & Carnahan  
   Learning Game Kit

   Workbook Conquests in Reading  
   Webster  
   pp. 1-3, 42-43, 64-66, 95-97

   Workbook Finding Out  
   Macmillan  
   pp. 49, 85, 99, 115

   Guide to Worlds of Wonder  
   Macmillan  
   pp. 145, 165-166, 213-214, 361

   Workbook Worlds of Wonder  
   Macmillan  
   pp. 40, 62, 83, 115

   Workbook Lands of Pleasure  
   Macmillan  
   pp. 18, 60, 105

   Guide to Jack and Janet  
   Houghton Mifflin  
   pp. 196-197, 282, 313, 315

   Workbook Jack and Janet  
   Houghton Mifflin  
   pp. 20-21, 24-25, 45-46, 54

   Guide to preprimers  
   Ginn  
   pp. 311-312, 326, 337

   Guide to primers  
   Ginn  
   pp. 93-94, 219-220

   Guide to 1st reader  
   Ginn  
   249-250, 378-379

   Guide to 1st reader  
   Lyons & Carnahan  
   pp. 153, 184-185, 199

   Workbook 1st reader  
   Lyons & Carnahan  
   pp. 40, 46, 80, 90

   Phonics We Use  
   Lyons & Carnahan  
   Learning Game Kit

   "Bingabang" Game

b. Consonant blends

   Guide to Worlds of Wonder  
   Macmillan  
   pp. 163, 234, 250

   Workbook Worlds of Wonder  
   Macmillan  
   pp. 73, 89

   Guide to Lands of Pleasure  
   Macmillan  
   pp. 102-104, 283, 312, 336

   Workbook Lands of Pleasure  
   Macmillan  
   pp. 24, 46, 87, 99

   Workbook Finding Out  
   Macmillan  
   pp. 49, 85, 99, 115
Guide to Jack and Janet
pp. 166, 234, 262, 282
Workbook Jack and Janet
pp. 14, 54-56, 81-82, 94
Guide to 1st reader
pp. 211-213, 227-228, 305-306, 337-338
Workbook 1st reader
pp. 29, 37, 94, 106
Workbook We Are Neighbors
pp. 11, 35
Workbook Around the Corner
pp. 10, 49
Phonics We Use
Workbook C:
Specific Skills Series
Working with Sounds A

Houghton Mifflin
Guide to primer
pp. 78, 139, 190, 298-299
Workbook primer
pp. 23, 57, 72, 96
Ginn
Guide to 1st reader
pp. 82-83, 107-108, 241, 279
Workbook 1st reader
pp. 17-18, 27, 76
Ginn
Specific Skill Series
Working with Sounds A & B

Barnell Loft

Guides to Worlds of Wonder
pp. 71, 106-107, 228-229, 296
Workbook Worlds of Wonder
pp. 45, 66, 95, 103
Guide to Lands of Pleasure
pp. 121, 192, 245, 299
Workbook Lands of Pleasure
pp. 4, 75, 98, 121
Houghton Mifflin
Guide to Jack and Janet
pp. 20, 25-26
Workbook Jack and Janet
pp. 90, 181, 228, 286
Guide to preprimers
pp. 100, 141-142, 268-269, 343
Workbook preprimers
pp. 11, 29, 50, 73
Ginn
Guide to We Are Neighbors
pp. 94-95, 119, 167-168
Workbook We Are Neighbors
pp. 37, 40, 52, 92, 103
Ginn
Guide to Around the Corner
pp. 72-73, 160
Workbook Around the Corner
p. 5
Guide to Finding New Neighbors
p. 106
Ginn

d. Short vowels

Guide to Worlds of Wonder
pp. 55, 69, 100, 149
314, 412
Workbook Worlds of Wonder
pp. 17, 52, 87, 111
Macmillan
Guide to Worlds of Wonder
pp. 74-76, 156-158, 243, 381
Workbook Lands of Pleasure
pp. 4, 75, 98, 121
Macmillan
Guide to Jack and Janet
pp. 20, 25-26
Workbook Jack and Janet
Macmillan
Guide to We Are Neighbors
pp. 94-95, 119, 167-168
187-188, 389, 471
Workbook We Are Neighbors
pp. 37, 40, 52, 92, 103
Ginn
Guide to Around the Corner
pp. 72-73, 160
Workbook Around the Corner
p. 5
Guide to Finding New Neighbors
p. 106
Ginn

c. Rhyming elements

Workbook Finding Out
pp. 49, 85, 99, 115
Guide to Worlds of Wonder
pp. 71, 106-107, 228-229, 296
Workbook Worlds of Wonder
pp. 45, 66, 95, 103
Guide to Lands of Pleasure
pp. 121, 192, 245, 299
Workbook Lands of Pleasure
pp. 4, 75, 98, 121
Macmillan
Workbook **Finding New Neighbors**
pp. 8, 16

(T) Use tape recorder — have child read — listen to pronunciation

**Phonics We Use**

<table>
<thead>
<tr>
<th>Learning Game Kit</th>
<th>Lyons &amp; Carnahan</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Vowel Dominoes&quot; game</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Has structural analysis skills

**a. Compound words**

<table>
<thead>
<tr>
<th>Workbook <strong>Finding Out</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 18, 38, 71</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Lands of Pleasure</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 426</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Jack and Janet</strong></th>
<th>Houghton</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 143</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>We Are Neighbors</strong></th>
<th>Ginn</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 75, 140, 193-194, 397</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>We Are Neighbors</strong></th>
<th>Ginn</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 20, 80</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Around the Corner</strong></th>
<th>Ginn</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 133, 241-242, 382, 464</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>Around the Corner</strong></th>
<th>Ginn</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Shining Bridges</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 142 &amp; many others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>Conquests in Reading</strong></th>
<th>Webster</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 98-100</td>
<td></td>
</tr>
</tbody>
</table>

##### e. Simple consonant digraphs

<table>
<thead>
<tr>
<th>Guide to <strong>Worlds of Wonder</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 76-77, 171-172, 199-201, 395-397</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>Worlds of Wonder</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 47, 50, 122, 125</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Lands of Pleasure</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 50, 233-234, 251, 298-299</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>Lands of Pleasure</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 7, 64, 77</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>Jack and Janet</strong></th>
<th>Houghton</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Workbook <strong>Jack and Janet</strong></th>
<th>Mifflin</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 7, 18, 98, 110</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to <strong>On Cherry Street</strong></th>
<th>Ginn</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 140, 286-287</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conquests in Reading</strong></th>
<th>Webster</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 42, 43, 44</td>
<td></td>
</tr>
</tbody>
</table>

##### b. Contractions

<table>
<thead>
<tr>
<th>Workbook <strong>Finding Out</strong></th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 19, 62</td>
<td></td>
</tr>
</tbody>
</table>
Guide to Worlds of Wonder
pp. 110, 126-127, 166, 249

Guide to Lands of Pleasure
pp. 196, 199, 201
Workbook Lands of Pleasure
p. 58

Guide to We Are Neighbors
pp. 443-444

Guide to Finding New Neighbors
pp. 82-83, 304-305, 404

Guide to Around the Corner
pp. 181-182, 285

English 4
pp. 137-138, 146-147, 197, 263

Macmillan

Guide to preprimers
pp. 214, 240-241

Macmillan
Guide to primer
pp. 139-140, 267-268, 304
Guide to 1st reader
pp. 147-148, 247, 359, 384
Workbook 1st reader
pp. 38, 86

Ginn
Workbook Conquests in Reading
pp. 12, 18, 46, 53, 60

Ginn
Guide to Ventures
p. 87

Workbook Jack and Janet
p. 26

Houghton Mifflin

Macmillan
d. Simple plural forms

Macmillan

Guide to preprimers
pp. 137, 150, 360, 410
Workbook Finding Out
pp. 39, 42, 111-112, 123

Macmillan
Guide to Worlds of Wonder
pp. 81-82, 141, 155-157, 173
Workbook Worlds of Wonder
pp. 15, 34

Macmillan
Guide to Lands of Pleasure
pp. 46, 140-141, 265, 352-353
Workbook Lands of Pleasure
pp. 80, 101

Houghton Mifflin
Workbook Jack and Janet
p. 26

Ginn

Guide to preprimers
pp. 214, 246-247

Webster

d. Simple plural forms

e. Simple possessive forms

Scott Foresman
Other Materials for Level B

Reading Readiness Series
by Ethel S. Maney
Booklets for:
Visual Discrimination - Level Two;
Beginning Sounds - Level Two;
Rhyming - Level Two

Reading Readiness Series
Continental Press

Visual Discrimination - Level Two
Beginning Sounds - Level Two
Rhyming - Level Two

Phonics and Word Analysis Skills
by Isabella B. Ryan
Workbook preprimers
pp. 25, 38, 55, 79

Phonics and Word Analysis Skills
Continental Press

Guide to primer
pp. 139-140, 198-199, 304, 344

Guide to 1st reader

English 4 Series
pp. 119-123, 147

English 4 Series
Macmillan

Wordland Books Series
Fun in Wordland Books A & B
Building Reading Skills
Speedboat Book
New Phonics Skilltext
Book a
Time for Phonics
Book B
The Sound Way
remedial work—older children
The Reading Road to Spelling
Developmental Reading Text Wkbk.
Flying High

Specific Skill Series
Working With Sounds
Phonic Rummy
Set A
Pairs Word Game
A picture—word matching game
"Match"
Dolch Vowel Cards
Dolch Consonant Cards
Beginning phonics game
What the Letters Say
Instructo Activity Kit
Carnival of Beginning Sounds
Instructo Activity Kit
Initial Consonant Substitution
Instructo Activity Kit
Let’s Learn Sequence
Linguistic Block Series
Rolling Phonics—Vowels
Rainbow Word Builders
by Greta Seeman
First Adventures in Learning
Series of 13 books

The Ginn Word Enrichment Program
Consonant Sounds and Symbols,
Level 2
Vowels and Variants, Level 3
More Vowels and Variants,
Level 4

The Ginn Word Enrichment Program
Ginn

Instructo Activity Kit
Instructo Products

Instructo Activity Kit
Instructo Products

Instructo Activity Kit
Instructo Products

Instructo Activity Kit
Instructo Products

Instructo Activity Kit
Instructo Products

Consonant Sounds and Symbols,
Level 2
Vowels and Variants, Level 3
More Vowels and Variants,
Level 4

First Adventures in Learning
Series of 13 books
Encyclopedia Britannica

Consonant Sounds and Symbols,
Level 2
Vowels and Variants, Level 3
More Vowels and Variants,
Level 4

Consonant Sounds and Symbols,
Level 2
Vowels and Variants, Level 3
More Vowels and Variants,
Level 4

First Adventures in Learning
Series of 13 books
Encyclopedia Britannica
LEVEL C

1. Has sight vocabulary of 100 to 170 words

Flash cards

Conquests in Reading
pp. 6, 11, 17, 23, 45, 52, 59, 68

2. Has phonic skills

a. Consonants and their variant sounds

Guide to Enchanted Gates
pp. 174, 238, 371
Workbook Enchanted Gates
p. 93

Guide to Shining Bridges
pp. 60, 160, 169, 272
Workbook Shining Bridges
pp. 10, 57

Guide to We Are Neighbors

Guide to Around the Corner
pp. 141, 268, 406, 477

Guide to Finding New Neighbors
pp. 115, 286, 309

Phonics We Use
"Spin Hard, Spin Soft"

b. Consonant blends

Guide to Enchanted Gates
pp. 81, 145, 339, 439, 500-501, 544-546
Workbook Enchanted Gates
pp. 27, 36, 82, 110

Guide to Shining Bridges
pp. 45-46, 131, 185
Workbook Shining Bridges
pp. 2, 27, 42, 115

Guide to We Are Neighbors
pp. 148-149, 286-287, 334-335, 405-406
Workbook We Are Neighbors
pp. 35, 65, 74, 99

Guide to Around the Corner
pp. 100-101, 383, 456, 476-477
Workbook Around the Corner
pp. 19, 22, 36, 49

Guide to Come Along
pp. 99-100, 140, 149, 258, 268, 277
Workbook Come Along
pp. 52, 85, 88, 90, 111

Guide to On We Go
pp. 43, 106, 133, 137, 203
Workbook On We Go
pp. 35, 46

Macmillan
Macmillan
Macmillan
Ginn
Ginn
Houghton Mifflin
Houghton Mifflin
Lyons & Carnahan
c. Vowel sounds

(1) Long

Guide to Enchanted Gates
pp. 88, 151, 205, 442-443
Workbook Enchanted Gates
pp. 12, 15, 18, 23, 27, 35

Guide to Shining Bridges
pp. 69-71, 95, 360, 419
Workbook Shining Bridges
pp. 4, 73, 109

Guide to Come Along
pp. 50-51, 119-120, 190-191, 238, 322-323
Workbook Come Along
pp. 49, 78, 79, 110

Guide to On We Go
pp. 31, 84, 103
Workbook On We Go
pp. 37, 59, 79

Guide to 1st reader
pp. 328, 358-359, 363-367, 378, 395

Guide to We Are Neighbors
pp. 236, 366, 478
Workbook We Are Neighbors
pp. 37, 40, 50, 92

Guide to Around the Corner
pp. 82-83, 169, 283-284
Workbook Around the Corner
pp. 5, 19, 74

Guide to Finding New Neighbors
pp. 106, 252, 309
Workbook Finding New Neighbors
pp. 8, 16, 33, 50

Phonics We Use
Card game — "Take"
Workbook Conquests in Reading
pp. 49-51, 56-58, 61

Phonics We Use
Learning Game Kit
"Vowel Dominoes"

(2) Vowel plus r

Guide to Enchanted Gates
pp. 146, 250, 477, 522
Workbook Enchanted Gates
pp. 131, 139

Guide to Shining Bridges
pp. 99, 375
Workbook Shining Bridges
pp. 24, 96

Guide to On We Go
pp. 73, 82, 93, 101
Workbook On We Go
pp. 22, 27, 30, 67

Workbook Looking Ahead
pp. 78, 81, 89

Guide to Around the Corner
pp. 180, 209-210, 252, 276, 406, 493

Guide to Friends Far and Near
pp. 81, 104, 153-154, 265-266

Basic Speller 3

Guide to Ventures
pp. 67-68

Phonics We Use
Lyons & Carnahan

Card game — "Take"
Dolch

Workbook Conquests in Reading
Webster

Phonics We Use
Learning Game Kit
"Vowel Dominoes"

Lyons & Carnahan
(3) a plus I

Guide to Enchanted Gates
pp. 120-121

Guide to Around the Corner
p. 180

Guide to Ventures
pp. 130-131

Working with Sounds
Specific Skill Series

Phonics We Use
Level D

Macmillan

Ginn

Scott Foresman

Bernell

Lyons & Carnahan

(4) a plus w

Guide to Enchanted Gates
pp. 321, 323

Guide to Shining Bridges
p. 495

Guide to On We Go
pp. 54-55
Workbook On We Go
p. 14

Guide to Around the Corner
pp. 169, 374-375

Guide to Roads to Everywhere
pp. 270, 322

Phonics We Use
Book D
p. 54

Workbook Conquests in Reading
pp. 73-74

Macmillan

Macmillan

Houghton Mifflin

Lyons & Carnahan

(5) Diphthongs oi, oy, ou, ow, ew

Guide to Enchanted Gates
pp. 360, 406
Workbook Enchanted Gates
pp. 72, 111

Guide to Shining Bridges
pp. 90, 107, 349, 480
Workbook Shining Bridges
pp. 18, 47, 87

Guide to On We Go
pp. 27-28, 58, 65
Workbook On We Go
pp. 6, 11, 17

Guide to Around the Corner
pp. 189, 425, 435, 464, 486
Workbook Around the Corner
p. 76

Guide to Finding New Neighbors
pp. 285-286, 367, 358
Workbook Finding New Neighbors
pp. 51, 69

Guide to Friends Far and Near
pp. 216, 304
Workbook Friends Far and Near
pp. 45, 58

Phonics We Use
Book D
Learning Game Kit
"Full House"

Workbook Conquests in Reading
pp. 71-72, 73-74

Basic Speller 3

Macmillan

Macmillan

Ginn

Lyons & Carnahan

Webster

Harper & Row
(6) Long and short oo

Guide to Enchanted Gates  
pp. 186-187, 284, 384
Workbook Enchanted Gates  
p. 46

Guide to Shining Bridges  
pp. 172, 389

Guide to Come Along  
pp. 278, 288, 298, 302
Workbook Come Along  
p. 92, 99

Guide to Around the Corner  
pp. 308, 350, 435
Workbook Around the Corner  
p. 5, 19, 33, 65

Guide to Finding New Neighbors  
pp. 374-375, 385
Workbook Finding New Neighbors  
p. 31

Workbook Conquests in Reading  
pp. 71-72

Basic Speller 3

Phonics We Use  Book D

Macmillan

Workbook Enchanted Gates  
pp. 5, 44

Guide to Shining Bridges  
p. 135
Workbook Shining Bridges  
p. 4, 73

Macmillan

Guide to Come Along  

Houghton Mifflin

Workbook Come Along  
p. 10, 33, 61, 75, 106

Houghton Mifflin

Guide to On We Go  
pp. 31, 33

Guide to Around the Corner  
pp. 72-73, 169, 283-284, 358

Ginn

Workbook Around the Corner  
p. 5, 33, 65, 81

Ginn

Guide to We Are Neighbors  
pp. 187-188, 324-326, 471, 482-483

Ginn

Workbook We Are Neighbors  
p. 37, 40, 50, 92

Webster

Workbook Conquests in Reading  
p. 4-5, A-10, 14-16, 20-22, 25-27, 61

Webster

Phonics We Use  Books C & D

Lyons & Carnahan

Phonics We Use  

Lyons & Carnahan

(2) Silent e rule

Guide to Enchanted Gates  
pp. 78, 249
Workbook Enchanted Gates  
p. 53, 92

Macmillan

Guide to Shining Bridges  
p. 95, 97

Macmillan
Workbook Shining Bridges
pp. 18, 40

Guide to Come Along
pp. 211, 347

Workbook Come Along
p. 65

Guide to Around the Corner
pp. 130-131, 159-160, 188

Workbook Around the Corner
pp. 5, 19, 74

Guide to We Are Neighbors
p. 478

Workbook We Are Neighbors
pp. 37, 40, 50, 109

Workbook Conquests in Reading
pp. 101-103

Guide to We Are Neighbors
pp. 314-315, 348-350, 386-397, 463

Workbook We Are Neighbors
p. 77

Guide to Around the Corner
pp. 142, 261, 330, 365

Workbook Around the Corner
pp. 17, 47

Workbook Conquests in Reading
pp. 49, 50, 51

Workbook We Are Neighbors
pp. 204-205, 365-366, 372-374

Workbook Around the Corner
pp. 5, 81

Basic Speller 3

(4) Final vowel

Guide to Enchanted Gates
pp. 57, 88, 442

Guide to Come Along
pp. 119, 238

Guide to We Are Neighbors
pp. 204-205, 365-366, 372-374

Workbook We Are Neighbors
pp. 37, 92, 109

Workbook Around the Corner
pp. 49, 72, 109

Workbook Around the Corner
pp. 240-241

Basic Speller 3

(3) Two vowels together

Guide to Enchanted Gates
pp. 196, 467, 468

Workbook Enchanted Gates
pp. 52, 78

Guide to Shining Bridges
pp. 49-50, 135, 320-322

Workbook Shining Bridges
pp. 28, 88

Guide to Come Along
pp. 87-88, 103, 168, 172, 269

Workbook Come Along
pp. 15, 49, 58, 85

Guide to On We Go
pp. 56, 68, 278

Workbook On We Go
pp. 37, 39, 79

14
e. Knows common consonant digraphs

Guide to Enchanted Gates
pp. 184, 283, 426, 428
Workbook Enchanted Gates
pp. 10, 69, 114
Guide to Shining Bridges
pp. 174, 229, 321
Workbook Shining Bridges
pp. 15, 90
Guide to Around the Corner
pp. 199-200, 297, 339-340, 383
Workbook Around the Corner
pp. 31, 55
Guide to We Are Neighbors
pp. 111-112, 168, 236-237, 464
Workbook We Are Neighbors
p. 23
Sounds We Use
Filmstrip 4 of Set I
"Consonant Sounds"

3. Has structural skills

a. Base words with prefixes and suffixes

Guide to Enchanted Gates
pp. 90, 123-125, 348, 509

Macmillan

Macmillan

Macmillan

Ginn

Ginn

Ginn

Kenworthy

Macmillan

Webster

Scott Foresman

Barnell Loft
b. More difficult plural forms

Guide to *Enchanted Gates*
pp. 374-375, 410

Guide to *Shining Bridges*
pp. 50, 108-109, 368
Workbook *Shining Bridges*
pp. 20, 31, 70

Guide to *Around the Corner*
pp. 108-109, 444
Workbook *Around the Corner*
p. 45

Guide to *We Are Neighbors*
pp. 215, 415-416, 434-435
Workbook *We Are Neighbors*
pp. 41, 89

*Sounds We Use*
Filmstrip 8 of Set I
"Consonant Sounds"

5. Has independent and varied word attack skills

Guide to *Enchanted Gates*
pp. 121, 215, 304, 497
Workbook *Enchanted Gates*
pp. 83, 84, 86 & others

Guide to *Shining Bridges*
pp. 142, 234, 375, 497
Workbook *Shining Bridges*
pp. 19, 21, 91, 92

Guide to *Come Along*
pp. 46, 47, 57, 81
Workbook *Come Along*
pp. 36, 79, 88, 103

Guide to *On We Go*
pp. 83, 133-134, 193
Workbook *On We Go*
pp. 37, 40, 43, 75
6. Chooses appropriate meaning of multiple meaning words

Guide to Enchanted Gates
pp. 99, 186, 332, 508 & 510

Guide to Shining Bridges
pp. 133 & 135, 218-219, 458

Guide to Come Along
pp. 100, 213-214, 248, 313

Guide to On We Go
pp. 104, 247

Guide to Finding New Neighbors
pp. 96-97, 294, 447

Guide to Friends Far and Near
pp. 79, 152, 354

Workbook Friends Far and Near
pp. 3, 34, 55, 74

Conquests in Reading Workbook

Other Materials for Level C

Wordland Book Series
A Trip Through Wordland
Macmillan

Building Reading Skills
Streamliner Book
McCormick-Mathers

New Phonics Skilltext
Book b
Merrill

Time for Phonics
Book C
McGraw-Hill

The Sound Way
remedial work—older children
Benton

Study Exercises for Developing
Reading Skills
Book A
Laidlaw

New Reading Skilltext Series
Book 3
Merrill

Reading with Phonics
Books 1, 2, 3
J. B. Lippincott

The Reading Road to Spelling
Developmental Reading Text Wkbk.
Blazing New Trails
Harper & Row

Eye and Ear Fun
Book 4
Webster

Specific Skill Series
Working With Sounds
Barnell Loft

Dimensions in Reading Kit
SRA

SRA Pilot Library I Kit
SRA

SRA Reading Laboratories
SRA

Building Reading Power Kit
Merrill

Phonic Rummy Sets A and B
Kenworthy

The Ginn Word Enrichment Program
Ginn

Vowels and Variants, Level 3

More Vowels and Variants, Level 4

Sounds and Syllables, Level 5

More Sounds and Syllables, Level 6
LEVEL D

1. Has sight word vocabulary of 170 to 240 words

Basic Sight Vocabulary Cards by Dolch

2. Has phonic analysis skills

   a. Three-letter consonant blends

   Guide to Better Than Gold pp. 174, 333, 421
   Workbook Better Than Gold pp. 18, 90, 101, 131
   Guide to More Than Words pp. 278, 311, 357
   Workbook More Than Words pp. 81, 93
   Guide to Looking Ahead pp. 109, 187
   Workbook Looking Ahead p. 66
   Guide to Climbing Higher p. 312
   Guide to Around the Corner pp. 240, 298
   Guide to Finding New Neighbors pp. 204, 448
   Workbook Finding New Neighbors p. 30
   Guide to Friends Far and Near pp. 204-205, 278-279
   Workbook Friends Far and Near p. 37
   Guide to Conquests in Reading pp. 42-44, 47-48

   b. Simple principles of silent letters

   Guide to Better Than Gold pp. 121, 196, 382, 418
   Workbook Better Than Gold pp. 50, 119
   Guide to More Than Words pp. 138, 251 & 253, 284
   Workbook More Than Words pp. 20, 69
   Guide to Looking Ahead p. 320
   Workbook Looking Ahead p. 110
   Workbook Climbing Higher p. 29
   Guide to Finding New Neighbors pp. 448, 466
   Workbook Finding New Neighbors p. 80
   Guide to Friends Far and Near pp. 255, 322, 417
   Workbook Conquests in Reading pp. 95-96, 97
3. Has structural skills
   
a. Syllabication

   Guide to Better Than Gold
   pp. 46, 154, 297, 382, 476 & 478
   Workbook Better Than Gold
   pp. 3, 84, 137, 140
   
   Guide to More Than Words
   pp. 99, 135, 198, 316
   Workbook More Than Words
   pp. 34, 74, 96, 138
   
   Guide to Looking Ahead
   pp. 255, 282, 300, 325-327
   Workbook Looking Ahead
   pp. 8, 15, 73, 108
   
   Guide to Climbing Higher
   pp. 65, 235, 334-338
   Workbook Climbing Higher
   pp. 19, 44, 50, 106
   
   Guide to Finding New Neighbors
   pp. 116-117, 170, 331-332, 366, 429-430
   Workbook Finding New Neighbors
   pp. 35, 60, 87, 89
   
   Guide to Friends Far and Near
   pp. 144, 192-193, 245, 279, 332-333
   Workbook Friends Far and Near
   pp. 49, 59, 70, 91

   Phonics We Use
   "Syllable Count" game
   Learning Game Kit, Lyons & Carnahan

   New Phonics Skilltext Workbook, Merrill

   b. Accent

   Guide to Better Than Gold
   pp. 93-94, 110-111, 134
   Workbook Better Than Gold
   pp. 18, 30, 37
   
   Guide to More Than Words
   pp. 147 & 149, 159 & 161, 254
   Workbook More Than Words
   pp. 9, 41, 138
   
   Guide to Finding New Neighbors
   pp. 116-117, 142, 147, 170-171
   
   Guide to Friends Far and Near
   pp. 305, 341, 357-366, 393-394
   Workbook Friends Far and Near
   pp. 70, 81, 91
   
   Guide to Roads to Everywhere
   pp. 123, 174-175, 191, 286-287, 427
   Workbook Roads to Everywhere
   pp. 14, 59, 105, 125
   
   Guide to Trails to Treasure
   pp. 154, 224-225, 284, 355-356, 386-387
   Workbook Trails to Treasure
   pp. 47, 103, 111, 123

   Guide to Ventures
   pp. 87-89, 195
   Learning Game Kit, Lyons & Carnahan

   Workbook, Merrill

   c. Schwa

   Guide to More Than Words
   pp. 54 & 56, 66, 325
   Guide to Finding New Neighbors
   pp. 159-160
d. Possessive forms

Guide to Finding New Neighbors
pp. 244, 304-305, 404
Workbook Finding New Neighbors
p. 46
Guide to Friends Far and Near
p. 417
Guide to Roads to Everywhere
pp. 189-190

Other Materials for Level D

- Wordland Books Series
  - Adventures in Wordland
  - A Flight Through Wordland
  - Through Space to Wordland
- Building Reading Skills
  - Jet Plane Book
  - Rocket Book
  - Atomic Submarine Book
  - Space Ship Book
- New Phonics Skilltext
  - Book D
- Eye and Ear Fun
  - Book 4
- Specific Skill Series
  - Working with Sounds
  - Using the Context
  - Getting the Facts
- Dimensions in Reading
- SRA Pilot Library II
- SRA Reading Laboratories
- Building Reading Power
- Crossword game
  - "Spill and Spell"
- Phonic Rummy
  - Sets B and C
- The Macmillan Reading Spectrum
  - 6 Word Analysis booklets
- The Ginn Word Enrichment Program
  - Sounds and Syllables, Level 5
  - More Sounds and Syllables, Level 6
  - Working with Words, Level 7

LEVEL E

1. Chooses appropriate meaning of multiple meaning words

Guide to The Magic Word
pp. 170-171, 210-211, 218-219, 326
Guide to Bold Journeys
pp. 15-46, 129-130
Text Bold Journeys
pp. 124, 280
Guide to Into New Worlds
pp. 62-63
Text Into New Worlds
p. 460
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook Roads to Everywhere</td>
<td>pp. 49, 86</td>
<td></td>
<td>Guide to Trails to Treasure</td>
<td>pp. 122-123, 310-311, 266, 274</td>
<td>Ginn</td>
</tr>
<tr>
<td>Guide to Trails to Treasure</td>
<td>pp. 94-95, 112</td>
<td>Ginn</td>
<td>Workbook Trails to Treasure</td>
<td>pp. 13, 47, 111, 123</td>
<td>Ginn</td>
</tr>
<tr>
<td>Workbook Trails to Treasure</td>
<td>pp. 35, 45, 122</td>
<td>Ginn</td>
<td>Guide to Wings to Adventure</td>
<td>pp. 142-143, 217-219, 368-369, 485</td>
<td>Macmillan</td>
</tr>
<tr>
<td>Guide to Wings to Adventure</td>
<td>pp. 94-95, 149-150, 198-199, 482</td>
<td>Ginn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Knows syllabication principles

a. Syllabication patterns

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook Better Than Gold</td>
<td>pp. 3, 84, 137, 140</td>
<td></td>
</tr>
<tr>
<td>Workbook More Than Words</td>
<td>pp. 34, 74, 96, 138</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Workbook Looking Ahead</td>
<td>pp. 8, 15, 73, 108</td>
<td></td>
</tr>
<tr>
<td>Workbook Climbing Higher</td>
<td>pp. 19, 44, 50, 106</td>
<td></td>
</tr>
</tbody>
</table>

b. Single vowel sound per syllable

<table>
<thead>
<tr>
<th>Guide to Better Than Gold</th>
<th>pp. 430-432</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide to Looking Ahead</td>
<td>pp. 34, 52</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Workbook Looking Ahead</td>
<td>pp. 8, 15</td>
<td></td>
</tr>
<tr>
<td>Guide to Climbing Higher</td>
<td>p. 54</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Workbook Climbing Higher</td>
<td>p. 42</td>
<td></td>
</tr>
<tr>
<td>Guide to Roads to Everywhere</td>
<td>pp. 113-114, 122, 158-159, 471-472</td>
<td>Ginn</td>
</tr>
<tr>
<td>Workbook Roads to Everywhere</td>
<td>pp. 14, 97, 125</td>
<td></td>
</tr>
<tr>
<td>Guide to Trails to Treasure</td>
<td>pp. 122-123, 130, 399</td>
<td>Ginn</td>
</tr>
<tr>
<td>Workbook Trails to Treasure</td>
<td>pp. 17, 19</td>
<td></td>
</tr>
<tr>
<td>Guide to Wings to Adventure</td>
<td>pp. 171, 334, 368-369</td>
<td>Ginn</td>
</tr>
<tr>
<td>Other Materials for Level E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Wordland Book Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Flight Through Wordland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through Space to Wordland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Reading Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atomic Submarine Book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space Ship Book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Phonics Skilltext</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Reading Skilltext Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactics in Reading I, II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Foresman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Skill Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with Sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimensions in Reading Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA Pilot Library III Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA Reading Laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Reading Power Kit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossword game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Spill and Spell&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonic Rummy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets C and D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Macmillan Reading Spectrum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Word Analysis booklets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barnell Loft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parker Brothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenworthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macmillan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continental Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCormick-Mathers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McCormick-Mathers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merrill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Foresman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Foresman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEVEL A

1. Develops listening skills
   b & c. Can remember details and relate them to a story.

   Workbook *We Begin*  
   pp. 14-15, 24, 70, 83, 140  
   Workbook *Ready to Read*  
   pp. 34-35, 37, 39, 41, 47  
   Workbook *Finding Out*  
   pp. 1, 51, 87  
   Guide to *Jack and Janet*  
   pp. 64-65, 100, 127, 178, 207, 253

2. Increases vocabulary through listening

   Workbook *We Begin*  
   pp. 16, 33, 39  
   Guide to *Stories in Pictures*  
   pp. 3, 4

   (2) Work with materials of interest to the children; teach lesson step by step. Be explicit, warn children that you will not repeat and don't.

3. Is able to recall stories in sequential order

   Workbook *We Begin*  
   pp. 42, 86-87, 124, 171, 174  
   Workbook *Ready to Read*  
   pp. 35, 47  
   Workbook *Jack and Janet*  
   pp. 54, 65  
   Workbook *Stories in Pictures*  
   pp. 9, 12-15, 28-29, 37-39  
   Workbook *Going Places*  
   pp. 6, 14, 19, 38, 45

---

II

COMPREHENSION
Workbook Fun With Tom & Betty  
pp. 14, 15, 21  
Preprimer workbook  
pp. 4, 32, 37, 63, 80  
Primer workbook  
pp. 5, 15-16, 41, 52, 63  

(T) Listens to descriptions of "show and tell" books and asks, "What happens next?" After reading story, page through it again with children telling the story.

4. Anticipates outcome of stories

Workbook Stories in Pictures  
pp. 24, 25, 38, 39  
Workbook Jack and Janet  
pp. 25, 52  
Guide to Jack and Janet  
pp. 55, 118, 263, 283, 306  
Workbook Fun With Tom & Betty  
pp. 21, 36-37  
Primer workbook  
pp. 42, 58  
Preprimer workbook  
pp. 4, 28  
Workbook for first reader  
pp. 47, 68  

(T) Use exciting but simple stories. Listen to children's comments as you read.

5. Interprets pictures critically

We Begin  
Many lessons in workbook  
Preprimer workbook  
pp. 1-2, 22-23, 32, 34, 53, 55  
Workbook Stories in Pictures  
pp. 4, 8, 19, 27, 31  

(T) Collect extraordinary pictures for interest and familiar pictures for self-identification in a "Look-and-Tell-File." Have child pull a picture from the file box and tell what he sees happening in the picture.

6. Can identify main characters in a story

Any appropriate story read during story time is suitable. Ask children to tell "who was important in this story" after you have finished reading it.
Other Materials for Level A

- Picture Readiness Game by Dolch
- Instructo Activity Kit by Bernice Tlaos & Adelaide Hall

LEVEL B

1. Uses picture and context clues
   - Preprimer guide
     pp. 102, 142, 276, 384
   - Workbooks: Finding Out, Worlds of Wonder, Lands of Pleasure

2. Is able to gain meaning from words, sentences, whole selections
   - Text: Things You See
     pp. 55-59
   - Workbook Finding Out
     p. 127
   - Text: Worlds of Wonder
     pp. 95-100
   - Workbook Worlds of Wonder
     p. 65
   - Text: Lands of Pleasure
     pp. 182-187
   - Workbook Lands of Pleasure
     p. 110

Specific Skill Series
- Getting the Facts
- Using the Context
- Following Directions
- Phonics Skilltext

Weekly reader exercises and crossword puzzles
LEVEL C

1. Is able to gain meaning from words, phrases, paragraphs

Guide to Friends Far and Near
pp. 276, 395, 403-404, 410

(T) Choose one of the following examples or a similar story and ask factual and inferential questions of the nature shown for these examples.

Text Friends, Old and New
pp. 17-20

“A Funny Way to Help”

1. Q: How did Dick think Pete was going to help his mother? A: by going to the store
2. Q: How was Pete going to help his mother? A: by going for a (bike) ride
3. Q: How was Billy helping his mother? A: by playing
4. Q: What was Billy playing with? A: a ball
5. Q: What was Pete’s mother doing? A: cleaning
6. Q: Why was it easier for Pete’s mother to work when the boys were not in the house? A: They wouldn’t get in the way; she wouldn’t have to stop to talk to them

7. Q: (a) Read the sentence that tells us that Dick had a different idea about helping.
   (b) What do you think Dick thought he could do to help his mother? A: (a) “Don’t they have to do more than ride and play with a ball to help you?”
   (h) go to the store; run errands; do simple chores such as empty the wastebasket.

Text Enchanted Gates
pp. 25-27

“Wobbly Wheels”

1. Q: Why did Jenny want the rain to stop? A: so she could ride her new bike
2. Q: Why did Pete want the rain to stop? A: so he could try his new skates
3. Q: How long had Jenny had her bike? A: six days
4. Q: How did mother know the rain would stop soon? A: she heard it on the television news
5. Q: What kind of skates did Pete have? Read the paragraph that answers the question. A: paragraph 2, page 27
6. Q: What kind of bike do you think Jenny had had before this? A: a tricycle; a three-wheeled bike; a trike.
7. Q: Why didn’t Jenny’s mother want her to ride her bike in the rain? A: She would be a beginner. The street would be slippery when wet and she might fall. It is harder for drivers to see people on bikes when it’s raining. The bike might rust. She might catch a cold. (Accept any reasonable answer.)

Text Come Along
pp. 112-115

“Curious George”

1. Q: Who was Curious George? A: a little monkey
3. Q: What did the man have that George liked?
   A: a big yellow hat

4. Q: How did the man catch George?
   A: He waited until George put the hat on and couldn't see. Then he put George into a bag.

5. Q: Where did the man tell George he was taking him?
   Read the paragraph that answers the question.
   A: to a big city—paragraph 4, page 115

6. Q: Where in the city do you think the man will take George?
   A: to the zoo; to a park; to a pet store.
   (Accept any reasonable answer.)

7. Q: What do you think George will do on board the boat?
   A: Since he is curious, he'll probably get into trouble. He'll climb all over the boat.
   (Accept any reasonable answer.)

---

**LEVEL D**

1. **Reads for facts**

   - Guide to Better Than Gold
     - pp. 160, 251, 381, 460
   - Workbook Better Than Gold
     - pp. 8, 25, 57, 74

   - Guide to More Than Words
     - pp. 90, 291, 343, 371
   - Workbook More Than Words
     - pp. 33, 37, 57, 92

   - Guide to Looking Ahead
     - pp. 101, 156, 212, 248
   - Workbook Looking Ahead
     - pp. 21, 24, 75, 84

   - Guide to Climbing Higher
     - pp. 100, 245, 286, 287
   - Workbook Climbing Higher
     - pp. 2, 11, 35, 93

   - Guide to Friends Far and Near
     - pp. 262–263, 301, 320–321, 340

---

**Other Materials for Level C**

- Building Reading Skills Streamliner Book McCormick-Mathers
- Reading-Thinking Skills Continental Press
- Study Exercises for Developing Reading Skills Book A Laidlaw
- New Reading Skilltext Series Book 3 Merrill
- Reading for Meaning Book 3 Lippincott
- Developmental Reading Text Workbook Picnic Basket Merrill
- Specific Skill Series Using the Context Getting the Facts Barnell Loft
- Dimensions in Reading Kit SRA
- SRA Pilot Library I Kit SRA
- SRA Reading Laboratories SRA
- Building Reading Power Kit Merrill

---

**2. Reads for sequence of events**

- Guide to Better Than Gold
  - pp. 48, 214–215, 296, 374
- Guide to More Than Words
  - pp. 82, 106, 233, 307
- Workbook More Than Words
  - pp. 68, 104, 112
- Workbook Looking Ahead
  - pp. 10, 20, 44
- Guide to Friends Far and Near
  - pp. 264, 302, 312–313, 352–353
Other Materials for Level D

Building Reading Skills
Jet Plane Book
Rocket Plane Book
Atomic Submarine Book

Reading-Thinking Skills
Study Exercises for Developing Reading Skills Book 3
New Reading Skilltext Series Book 4
Reading for Meaning Book 4
Developmental Reading Text Workbook
Blazing New Trails
Specific Skill Series
Using the Context
Getting the Facts
Dimensions in Reading Kit
SRA Pilot Library II Kit
SRA Reading Laboratories Kit
Building Reading Power Kit
The Macmillan Reading Spectrum Vocabulary Development booklets
The Macmillan Reading Spectrum Reading Comprehension booklets

LEVEL E

1. Adjusts reading rate to (a) type of material, (b) level of difficulty, (c) purpose, (d) familiarity with the subject

Guide to The Magic Word
pp. 324, 325, 328-329
Text The Magic Word
pp. 248-255 specifically
All of Unit V
Workbook The Magic Word
pp. 76-77, 88, 108-109

Guide to Bold Journeys
pp. 114-115, 197-198,
359-360, 423-424
Text Bold Journeys
pp. 62-64, 106-108,
126-127, 198
Workbook Bold Journeys
pp. 1-2, 16-17, 38-39,
44-45

Guide to Into New Worlds
pp. 79, 150-151, 209,
399-400
Text Into New Worlds
pp. 106-107
Workbook Into New Worlds
pp. 71-72, 81-84

Guide to High Roads
pp. 222, 287-289,
304, 380
Workbook High Roads
pp. 19, 24, 83, 85

Guide to Sky Lines
pp. 78-79, 313-314,
373, 409
Workbook Sky Lines
pp. 12, 36, 81, 86

Guide to Bright Peaks
pp. 103, 126, 192,
307-308

Guide to Friends Far and Near
p. 298

Guide to Ventures
pp. 95, 97, 144-146,
157-158

SRA Kits
Rate Builders
Power Builders
Listening Skill Builders

Workbook to Trails to Treasure
Workbook to Wings to Adventure
2. Sigs additional skill in use of punctuation as guide to meaning (semicolon, colon, dash, and added uses of the comma)

Guide to The Magic Word  
pp. 163, 167, 187-188, 337-338  
Macmillan

Guide to Bold Journeys  
pp. 105, 167, 275-276, 437  
Macmillan

Workbook Bold Journeys  
pp. 4-5, 10-11, 48-49  
Macmillan

Guide to Into New Worlds  
pp. 48-49, 116-123, 463  
Macmillan

Guide to High Roads  
Houghton Mifflin

Workbook High Roads  
pp. 37, 38, 51, 104  
Houghton Mifflin

Guide to Skylines  
pp. 74, 120, 132, 135-136, 300  
Houghton Mifflin

Workbook Skylines  
pp. 19, 23, 28, 101  
Houghton Mifflin

Guide to Bright Peaks  
pp. 182, 211-216, 360  
Houghton Mifflin

Workbook Bright Peaks  
pp. 5, 58, 77, 86  
Houghton Mifflin

3. Selects main idea of paragraphs

Guide to The Magic Word  
pp. 161-162, 190-191, 220-221, 347  
Macmillan

Text The Magic Word  
pp. 125, 135-137, 171-172, 300  
Macmillan

Workbook The Magic Word  
pp. 50-51, 53-55, 64-67  
Macmillan

Guide to Bold Journeys  
pp. 234-236, 253-254, 340, 377-378  
Macmillan

Text Bold Journeys  
pp. 177-179, 199-200, 229-230  
Macmillan

Workbook Bold Journeys  
pp. 38-39, 75-76, 89-91  
Macmillan

Guide to Into New Worlds  
pp. 225-226, 388-389  
Macmillan

Text Into New Worlds  
pp. 176-177, 187-190  
Macmillan

Workbook Into New Worlds  
pp. 57-59  
Macmillan

Guide to High Roads  
pp. 201, 212, 274, 277, 343  
Houghton Mifflin

Workbook High Roads  
pp. 17, 54, 71-72, 82  
Houghton Mifflin

Guide to Skylines  
pp. 89, 91-92, 183-185, 235-236, 313-315  
Houghton Mifflin

Workbook Skylines  
pp. 26, 38, 51-53, 62-64  
Houghton Mifflin

Guide to Bright Peaks  
pp. 88-90, 142, 162, 205  
Houghton Mifflin

Workbook Bright Peaks  
pp. 12-14, 37-38, 61, 75  
Houghton Mifflin

Guide to Roads to Everywhere  
pp. 118-119, 202-203, 342-343, 402  
Ginn

Workbook Roads to Everywhere  
pp. 46, 50, 66-67, 95  
Ginn

Guide to Trails to Treasure  
pp. 280-281, 291  
Ginn

Workbook Trails to Treasure  
pp. 20-21, 78, 83, 115  
Ginn
4. Reads for sequence of events

Guide to The Magic Word
pp. 197, 297-298
Text The Magic Word
pp. 37, 68-69, 130-131, 266
Guide to Bold Journeys
pp. 175-176, 278-279
Text Bold Journeys
pp. 103, 213-214
Workbook Bold Journeys
pp. 55, 73-74, 83-84, 122-124
Guide to Into New Worlds
pp. 211-212
Text Into New Worlds
p. 307
Workbook Into New Worlds
pp. 64-65
Guide to High Roads
pp. 151, 184, 201, 298-299
Workbook High Roads
pp. 46, 75, 93
Guide to Sky Lines
pp. 88-89, 185-186, 251, 407
Workbook Sky Lines
pp. 13, 21, 37
Guide to Bright Peaks
pp. 191, 227, 249, 369-370
Workbook Bright Peaks
pp. 32, 53, 76

5. Is able to gain meaning from words, sentences, paragraphs

Guide to The Magic Word
pp. 189-191, 205-206, 347-348, 404-405
Workbook The Magic Word
pp. 50-51, 70-72, 84-86, 121
Guide to Bold Journeys
pp. 41-45, 241-245, 365-368, 474-476
Workbook Bold Journeys
pp. 16-17, 38-39, 82-84, 118-119
Guide to Into New Worlds
pp. 69-71, 131-132, 264-266, 387-388
Workbook Into New Worlds
pp. 41, 71-73, 81-84, 97-99
Guide to High Roads
pp. 192, 308, 342-343, 373-374
Workbook High Roads
pp. 16-17, 53-54, 71, 82
Guide to Sky Lines
pp. 108-113, 161
222-224, 349-350
Workbook Sky Lines
pp. 26, 51-53, 56-57
62-64, 89
Guide to Bright Peaks
pp. 103-104, 162-163,
192, 342

Houghton Mifflin

Atomic Submarine Book
Space Ship Book
Reading-Thinking Skills
Study Exercises for Developing
Reading Skills Book D
New Reading Skilltext Series
Book 5
Developmental Reading Text
Workbook Flying High
Tactics in Reading
Books I & II
Specific Skill Series
Using the Context
Getting the Facts
Dimensions in Reading Kit
SRA Pilot Library III Kit
SRA Reading Laboratories
Building Reading Power Kit
The Macmillan Reading Spectrum
Vocabulary Development booklets
The Macmillan Reading Spectrum
Reading Comprehension booklets

Continental Press
Laidlaw
Merrill
Bobbs-Merrill
Scott Foresman
Barnell Loft
SRA
SRA
Merrill
Macmillan
Macmillan

Other Materials for Level E

Building Reading Skills
Rocket Plane Book
McCormick-Mathers

Macmillan
III  
STUDY SKILLS

LEVEL A

1. Follows simple directions
   - Workbook *We Begin* pp. 14, 15, 22, 23, 32, 34, 84  
   - Preprimer workbook pp. 41, 47-48, 61-62, 71  
   - Workbook *Finding Out* pp. 1, 51, 87, 93, 119

   Art activity materials lend themselves to observation of this skill.

2. Demonstrates elementary work habits
   - Assess through observation

3. Shows development of motor coordination (eye and hand)
   - Workbook *We Begin* pp. 30, 31, 53  
   - Preprimer workbook pp. 1-2, 22-23, 43, 64, 72  
   - Workbook *Ready to Read* p. 15  
   - Workbook *Going Places* pp. 3, 5, 12, 23

Other Materials for Level A

- *My Red Puzzle Book*  
  McCormick-Mathers

- *Fun With Words and Pictures*  
  Benton Review

- *Picture Readiness Game*  
  by Dolch  
  Garrard
LEVEL B

1. Follows directions

Specific Skill Series
Following Directions
Barnell Loft

Observe student over a period of time

2. Has adequate work habits

Observe student over a period of time

3. Recognizes organization of ideas in sequential order

Workbook to Jack and Janet
p. 105
Houghton Mifflin
Workbook Finding Out
pp. 20, 40, 66, 102, 126
Macmillan
Guide to Worlds of Wonder
pp. 94, 169, 286, 365, 381
Macmillan
Workbook Worlds of Wonder
pp. 28, 48, 104, 126
Macmillan
Guide to Lands of Pleasure
pp. 127, 156, 199, 350, 421
Macmillan
Workbook Lands of Pleasure
pp. 12, 59, 91, 103, 126
Weekly Reader Exercises

4. Summarizes material

Guide to Jack and Janet
pp. 64-65, 87, 156, 191-192, 216
Houghton Mifflin
Workbook Jack and Janet
pp. 66, 70

Same pages as those suggested for recognition of ideas in sequential order in preprimer and primer guides of Macmillan.

Guide to Lands of Pleasure
pp. 212, 244
Macmillan

5. Begins to make judgments and to draw conclusions

Guide to Jack and Janet
pp. 59, 140, 170, 237
Houghton Mifflin
Workbook Jack and Janet
pp. 35, 96, 100, 109

Guide to The Little White House
pp. 152, 217, 330-331, 385-386
Ginn
Workbook The Little White House
pp. 12, 39, 58, 76
6. Uses table of contents

(T) In any basal reader part of introducing the reader should be to look at the table of contents and spend some time using it.

Guide to Worlds of Wonder
pp. 36, 93, 163, 265, 406
Guide to Lands of Pleasure
pp. 98, 219-220, 276, 321
Guide to The Little White House
pp. 75, 129, 187, 358
Guide to On Cherry Street
pp. 74, 133, 220, 390

Other Materials for Level B

Specific Skill Series
Book B
- Following Directions
- Locating the Answer

Reading-Thinking Skills
Level One workbook

Instructo Activity Kit
- Let’s Learn Sequence

Peabody Language Development Kit
- American Guidance

LEVEL C

1. Uses picture dictionaries to find new words

Most easily assessed through observation over a period of time.

Guide to Shining Bridges
pp. 355, 432, 508
Guide to We Are Neighbors
pp. 258, 418-419
Guide to Around the Corner
pp. 201, 319, 339, 472-474
Workbook Around the Corner
p. 82

2. Groups words by initial letters

Guide to Shining Bridges
pp. 355, 432, 508
Guide to We Are Neighbors
pp. 258, 418-419
Guide to Around the Corner
pp. 201, 319, 339, 472-474
Workbook Around the Corner
p. 82

Guide to The Little White House
pp. 75, 129, 187, 358
Guide to On Cherry Street
pp. 74, 133, 220, 390

Other Materials for Level B

Specific Skill Series
Book B
- Following Directions
- Locating the Answer

Reading-Thinking Skills
Level One workbook

Instructo Activity Kit
- Let’s Learn Sequence

Peabody Language Development Kit
- American Guidance
3. Explores library as research center

Most easily assessed through observation over a period of time.

4. Shows increasing independence in work

a. Reads and follows directions by himself

Guide to We Are Neighbors pp. 126-127, 212-213, 342, 470-471
Workbook We Are Neighbors pp. 14, 33, 58, 93
Guide to Around the Corner pp. 148-149, 357, 372, 432-433
Workbook Around the Corner pp. 20, 72, 78, 81
Guide to Come Along pp. 111, 214, 314
Guide to Enchanted Gates pp. 247, 341-342, 376, 429-430
Workbook Enchanted Gates pp. 6, 25, 61, 77, 99

b. Uses table of contents without being reminded to do so

Most easily assessed through observation over a period of time.

c. Uses dictionary and glossary independently when appropriate

Have students keep a file box (or list) of new vocabulary words. They are to look up the definitions for these words independently, write the definition on the file card, and also write an original sentence using the new word.

5. Begins to read maps

Guide to Around the Corner pp. 102, 118, 191-192
### Other Materials for Level C

<table>
<thead>
<tr>
<th>Reading-Thinking Skills</th>
<th>Following Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Skill Series</td>
<td></td>
</tr>
<tr>
<td>New Reading Skilltext Series</td>
<td>Book 3</td>
</tr>
<tr>
<td>Developmental Reading Text Workbook</td>
<td>Picnic Basket</td>
</tr>
<tr>
<td>Building Reading Power Kit</td>
<td>Merrill</td>
</tr>
<tr>
<td>Dimensions in Reading Kit</td>
<td>SRA</td>
</tr>
</tbody>
</table>

### LEVEL D

1. **Begins to use index of books**

<table>
<thead>
<tr>
<th>Guide to The Magic Word</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 271-273, 407-408</td>
<td></td>
</tr>
<tr>
<td>Workbook The Magic Word</td>
<td></td>
</tr>
<tr>
<td>pp. 82, 99, 104, 115, 123</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to High Roads</th>
<th>Houghton</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 232-235, 250, 309, 350</td>
<td></td>
</tr>
<tr>
<td>Workbook High Roads</td>
<td>Mifflin</td>
</tr>
<tr>
<td>pp. 58-60, 81, 89, 105</td>
<td></td>
</tr>
</tbody>
</table>

#### a. Maps

<table>
<thead>
<tr>
<th>Guide to More Than Words</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 451</td>
<td></td>
</tr>
<tr>
<td>Workbook More Than Words</td>
<td></td>
</tr>
<tr>
<td>p. 115</td>
<td></td>
</tr>
</tbody>
</table>

2. **Reads simple maps and graphs**

#### a. Maps

3. **Realizes printed statements may be either fact or opinion**

<table>
<thead>
<tr>
<th>Guide to Better Than Gold</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 197-198, 234, 487</td>
<td></td>
</tr>
</tbody>
</table>

4. **Has beginning outlining skills**

<table>
<thead>
<tr>
<th>Guide to Better Than Gold</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 169-110, 116, 248-249, 467</td>
<td></td>
</tr>
</tbody>
</table>
6. Has adequate work habits

Most easily assessed through observation over a period of time.

Other Materials for Level D

<table>
<thead>
<tr>
<th>Reading-Thinking Skills</th>
<th>Continental Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Skill Series</td>
<td>Barnell Loft</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Laidlaw</td>
</tr>
<tr>
<td>Study Exercises for Developing Reading Skills</td>
<td>Book D</td>
</tr>
<tr>
<td>New Reading Skilltext Series</td>
<td>Book 5</td>
</tr>
<tr>
<td>Developmental Reading Text Workbook</td>
<td>Bobbs-Merrill</td>
</tr>
<tr>
<td>Flying High</td>
<td></td>
</tr>
<tr>
<td>Building Reading Power Kit</td>
<td>Merrill</td>
</tr>
<tr>
<td>Dimensions in Reading Kit</td>
<td>SRA</td>
</tr>
</tbody>
</table>
LEVEL E

I. Increases and broadens dictionary skills

a. Alphabetizes words

Guide to The Magic Word Macmillan
pp. 80-81, 87, 209-210
Text The Magic Word
p. 97
Workbook The Magic Word
pp. 40, 63, 123
Guide to Bold Journeys Macmillan
pp. 38-39, 49-50
Text Bold Journeys
pp. 122-124
Workbook Bold Journeys
pp. 3, 13
Workbook Into New Worlds
pp. 10, 14-15, 114-117
Guide to High Roads Houghton Mifflin
pp. 137-138, 142-143
Text High Roads
p. 99
Workbook High Roads
pp. 31, 41, 61, 99
Guide to Sky Lines Houghton Mifflin
pp. 64, 167-169
Text Sky Lines
p. 115
Workbook Sky Lines
pp. 33, 102
Guide to Bright Peaks Houghton Mifflin
pp. 76, 78-79, 225
Workbook Bright Peaks
pp. 7, 99
Guide to Roads to Everywhere Ginn
pp. 102-104, 204, 306-307
Workbook Roads to Everywhere
pp. 31, 73, 123
Guide to Trails to Treasure Ginn
pp. 83-84
Workbook Trails to Treasure
pp. 12, 38, 45, 90
Guide to Wings to Adventure Ginn
p. 128
Workbook Trails to Treasure
p. 45
Workbook Into New Worlds
pp. 10, 14-15, 114-117

b. Uses guide words as aid in finding words

Guide to The Magic Word Macmillan
pp. 99-100, 118, 125
Guide to Bold Journeys
pp. 61-62
Guide to High Roads Houghton Mifflin
pp. 214-215
Text High Roads
p. 99
Workbook High Roads
pp. 31, 41, 61, 99
Guide to Sky Lines Houghton Mifflin
pp. 64, 167-169
Text Sky Lines
p. 115
Workbook Sky Lines
pp. 33, 102
Guide to Bright Peaks Houghton Mifflin
pp. 76, 78-79, 225
Workbook Bright Peaks
pp. 7, 99
Guide to Roads to Everywhere Ginn
pp. 102-104, 204, 306-307, 451
Workbook Roads to Everywhere
pp. 31, 73, 123
Guide to Trails to Treasure Ginn
pp. 83-84
Workbook Trails to Treasure
pp. 12, 38, 45, 90
Guide to Wings to Adventure Ginn
p. 128
c. Uses diacritical markings for pronunciation aids

Guide to *The Magic Word*  
pp. 100, 139-140, 147, 165  
*Macmillan*

Text *The Magic Word*  
pp. 98, 173, 349  
*Prentice-Hall*

Workbook *The Magic Word*  
pp. 42-43, 96-97, 107, 124  
*Prentice-Hall*

Guide to *Bold Journeys*  
pp. 50-51, 55, 83, 199-200, 286  
*Houghton Mifflin*

Text *Bold Journeys*  
pp. 139-140, 155, 244  
*Prentice-Hall*

Workbook *Bold Journeys*  
pp. 6-7, 33, 87-88, 106  
*Prentice-Hall*

Guide to *Into New Worlds*  
pp. 39-40  
*Houghton Mifflin*

Workbook *Into New Worlds*  
pp. 3-4, 8, 79-80  
*Prentice-Hall*

Guide to *High Roads*  
pp. 264-265  
*Macmillan*

Text *High Roads*  
pp. 59-102  
*Prentice-Hall*

Workbook *High Roads*  
pp. 32, 43, 62, 100-101  
*Prentice-Hall*

Guide to *Sky Lines*  
pp. 221, 222, 408  
*Mifflin*

Text *Sky Lines*  
pp. 115-116  
*Prentice-Hall*

Workbook *Sky Lines*  
pp. 31, 46, 65, 104  
*Prentice-Hall*

Guide to *Bright Peaks*  
pp. 37-88, 91, 125, 270  
*Mifflin*

Workbook *Bright Peaks*  
pp. 9, 17, 100  
*Prentice-Hall*

Guide to *Roads to Everywhere*  
pp. 258-260, 275-276, 314, 322, 331-332  
*Ginn*

Workbook *Roads to Everywhere*  
pp. 48, 65, 66, 123  
*Ginn*

Guide to *Trails to Treasure*  
pp. 182, 243, 255-256, 489  
*Ginn*

Workbook *Trails to Treasure*  
pp. 11, 26, 71  
*Ginn*

Guide to *Wings to Adventure*  
pp. 118-119, 183, 288, 326  
*Ginn*

2. Utilizes encyclopedia
   a. Uses guide letters to find information on a given subject

Workbook *The Magic Word*  
p. 79  
*Macmillan*

Workbook *A of Be a Better Reader*  
p. 141  
*Prentice-Hall*

Workbook *B of Be a Better Reader*  
p. 141  
*Prentice-Hall*

Workbook *C of Be a Better Reader*  
p. 120  
*Prentice-Hall*

Workbook *to A Call to Adventure*  
p. 68  
*Lyons & Carnahan*

Guide to *Roads to Everywhere*  
pp. 110-111, 305  
*Ginn*

b. Uses alphabetical arrangement to locate information

Guide to *Roads to Everywhere*  
pp. 110-111, 182, 305  
*Ginn*

Assess through observation
c. Understands the purpose of topical headings

<table>
<thead>
<tr>
<th>Material</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook <em>The Magic Word</em></td>
<td>Macmillan</td>
</tr>
<tr>
<td>p. 82</td>
<td></td>
</tr>
<tr>
<td>Guide to <em>Into New Worlds</em></td>
<td>Macmillan</td>
</tr>
<tr>
<td>p. 80</td>
<td></td>
</tr>
<tr>
<td>Workbook <em>Into New Worlds</em></td>
<td>Macmillan</td>
</tr>
<tr>
<td>p. 10</td>
<td></td>
</tr>
<tr>
<td>Workbook to <em>A Call to Adventure</em></td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>p. 68</td>
<td></td>
</tr>
<tr>
<td>Workbook to <em>Stories to Remember</em></td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>p. 54</td>
<td></td>
</tr>
<tr>
<td>Guide to <em>Roads to Everywhere</em></td>
<td>Ginn</td>
</tr>
<tr>
<td>p. 182-183, 305-306</td>
<td></td>
</tr>
<tr>
<td>Workbook to <em>Trails to Treasure</em></td>
<td>Ginn</td>
</tr>
<tr>
<td>p. 42</td>
<td></td>
</tr>
</tbody>
</table>

f. Understands and uses:

1. Topical headings,
2. Cross references,
3. Bibliographies

Refer to the materials already listed for III, 2a, b, c, d, and e.

g. Uses the index volume efficiently

Refer to materials already listed for III, 2d.
## 3. Uses maps, charts, and graphs

### a. Maps

|-------------------------|---------------------|-------------------------|-------------------------|----------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|

### b. Charts

<table>
<thead>
<tr>
<th>Workbook to The Magic Word</th>
<th>Workbook to Bold Journeys</th>
<th>Guide to Into New Worlds</th>
<th>Text Into New Worlds</th>
<th>Workbook to Sky Lines</th>
<th>Workbook to Bright Peaks</th>
<th>Workbook to A Call to Adventure</th>
<th>Workbook Roads to Everywhere</th>
<th>Guide to Trails to Treasure</th>
<th>Workbook Trails to Treasure</th>
<th>Guide to Wings to Adventure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Workbook A of Be a Better Reader</th>
<th>Workbook A of Be a Better Reader</th>
<th>Workbook B of Be a Better Reader</th>
<th>Workbook C of Be a Better Reader</th>
<th>Workbook A Call to Adventure</th>
<th>Workbook Stories to Remember</th>
<th>Workbook Deeds of Man</th>
<th>Learning to Use a Map Grades 3-8</th>
<th>Learning to Use a Globe Sets 1, II; Grades 3-8</th>
<th>Guide to Roads to Everywhere</th>
<th>Workbook Roads to Everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workbook A of Be a Better Reader</th>
<th>Workbook A of Be a Better Reader</th>
<th>Workbook to A Call to Adventure</th>
<th>Workbook to Deeds of Man</th>
<th>Guide to Trails to Treasure</th>
<th>Guide to Wings to Adventure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prentice-Hall</td>
<td>Lyons &amp; Carnahan</td>
<td>Lyons &amp; Carnahan</td>
<td>Lyons &amp; Carnahan</td>
<td>Ginn</td>
<td>Ginn</td>
</tr>
<tr>
<td>pp. 70, 73</td>
<td>pp. 19, 24, 50, 77-78, 92</td>
<td>pp. 5, 58, 78</td>
<td>pp. 207-209, 301, 341, 355</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Uses IMC or library efficiently

a. Understands fiction books are alphabetized by author

Workbook to A Call to Adventure
p. 56
Workbook to Deeds of Men
p. 55

Lyons & Carnahan

b. Begins to use card catalogue to find information

Workbook C of Be a Better Reader
p. 168
Workbook to A Call to Adventure
p. 60
Workbook to Deeds of Men
p. 62
Guido to Roads to Everywhere
pp. 173-174
Guido to Trails to Treasure
pp. 161-162, 220-221, 245
Guido to Wings to Adventure
pp. 251-253, 424-425
Introduction to the Card Catalogue
Filmstrip

Prontice-Hall
Lyons & Carnahan
Ginn
Ginn
Ginn
Eye Gate House

C. Graphs

Workbook to Sky Linos
p. 107
Guido to Bright Peaks
pp. 294-298
Text Bright Peaks
pp. 297-302
Workbook: Bright Peaks
pp. 89, 90, 110, 111
Workbook B of Be a Better Reader
pp. 138-139
Workbook C of Be a Better Reader
pp. 111-115
Workbook to Stories to Remember
pp. 103
Workbook to Deeds of Men
pp. 17, 24, 108
Guide to Trails to Treasure
pp. 444-445
Workbook Trails to Treasure
pp. 55
Guide to Wings to Adventure
pp. 207-209

Houghton Mifflin
Prontice-Hall
Lyons & Carnahan
Lyons & Carnahan
Ginn
Ginn
Ginn
Eye Gate House

Ginn
c. Understands and uses author, title, and subject cards

Workbook to *A Call to Adventure*, p. 59, 60
Workbook to *Deeds of Men*, p. 64
Guide to *Roads to Everywhere*, pp. 173-174
Guide to *Trails to Treasure*, pp. 161-162

Macmillan
Macmillan
Lyons & Carnahan
Lyons & Carnahan
Ginn
Ginn

d. Locates books on shelves

Workbook to *A Call to Adventure*, p. 57
Workbook to *Deeds of Men*, p. 55
The Dewey Decimal System Filmstrip
The Librarian Filmstrip
Guide to *Trails to Treasure*, pp. 220-221
Guide to *Wings to Adventure*, pp. 354-355

Macmillan
Lyons & Carnahan
Lyons & Carnahan
Eye Gate House
Eye Gate House

Macmillan

Guide to *Roads to Everywhere*, pp. 173-174
Guide to *Trails to Treasure*, pp. 161-162
Guide to *Wings to Adventure*, pp. 354-355

Ginn
Ginn
Eye Gate House

How to Use Reference Material Filmstrip

f. Uses cross-reference cards

Guide to *Bold Journeys*, pp. 379, 490-491
Guide to *Into New Worlds*, pp. 417-418, 476-477
Guide to *Trails to Treasure*, pp. 142, 479
Workbook *Trails to Treasure*, p. 113
Guide to *Wings to Adventure*, pp. 354-355

Ginn
Ginn
Eye Gate House

Ginn
Ginn
g. Locates and uses audio-visual materials: (1) card catalogue  
(2) equipment

Most easily assessed through observation over a period of time.

American Landmark Enrichment Series
located through observation over a period of time.

Enrichment Materials, Inc.

5. Recognizes and uses with facility the various parts of texts and supplementary books and materials

Observe child's facility at preparing a written or oral report.

The Parts of a Book
Filmstrip

How to Use Reference Material
Filmstrip

6. Organizes information

a. Gains skill in notetaking

Workbook to The Magic Word
pp. 111-112, 116, 126-127

Guide to Bold Journeys
pp. 377, 391-392

Text Bold Journeys
pp. 357-358

Workbook Bold Journeys
p. 98

Guide to Into New Worlds
pp. 247-250, 277

Text Into New Worlds
pp. 202-203, 239-240

Workbook Into New Worlds
pp. 43-44, 60

Guide to Sky Lines
pp. 272-277

Text Sky Lines
pp. 206-207

Workbook Sky Lines
pp. 44, 63-64, 98, 99

Workbook to Bright Peaks
pp. 16, 24, 64, 81-84

Guide to Roads to Everywhere
pp. 182-183, 211

Guide to Trails to Treasure
pp. 120, 151-153, 220-221, 318-319

Guide to Wings to Adventure
pp. 244-245, 338-339, 394
b. Understands and uses outlining in work

<table>
<thead>
<tr>
<th>Text</th>
<th>Workbook</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide to The Magic Word</td>
<td>Workbook The Magic Word</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 334-335, 364</td>
<td>p. 107</td>
<td></td>
</tr>
<tr>
<td>Guide to Bold Journeys</td>
<td>Workbook Bold Journeys</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 254-256, 377, 400-401, 474-475</td>
<td>pp. 394, 405-406</td>
<td></td>
</tr>
<tr>
<td>Text Bold Journeys</td>
<td>Workbook Bold Journeys</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 100-101, 109-111, 122-124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide to Into New Worlds</td>
<td>Workbook Into New Worlds</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 178-180, 238-239, 388-390, 490-491</td>
<td>pp. 104-106</td>
<td></td>
</tr>
<tr>
<td>Text Into New Worlds</td>
<td>Workbook Into New Worlds</td>
<td>Houghton</td>
</tr>
<tr>
<td>Workbook Into New Worlds</td>
<td>Workbook High Roads</td>
<td>Houghton</td>
</tr>
<tr>
<td>Guide to High Roads</td>
<td>Workbook High Roads</td>
<td></td>
</tr>
<tr>
<td>pp. 272-277, 303-308, 324-325</td>
<td>pp. 219-223</td>
<td>Houghton</td>
</tr>
<tr>
<td>Text Sky Lines</td>
<td>Workbook Sky Lines</td>
<td></td>
</tr>
<tr>
<td>pp. 68-70, 77-79, 85, 92-93</td>
<td>pp. 68-70, 77-79, 85</td>
<td>Mifflin</td>
</tr>
<tr>
<td>Workbook Sky Lines</td>
<td>Workbook Sky Lines</td>
<td></td>
</tr>
<tr>
<td>Guide to Bright Peaks</td>
<td>Workbook Bright Peaks</td>
<td>Houghton</td>
</tr>
<tr>
<td>Text Bright Peaks</td>
<td>Workbook Bright Peaks</td>
<td></td>
</tr>
<tr>
<td>Workbook A of Be A Better Reader</td>
<td>Workbook B of Be A Better Reader</td>
<td></td>
</tr>
<tr>
<td>Workbook C of Be A Better Reader</td>
<td>Workbook C of Be A Better Reader</td>
<td></td>
</tr>
<tr>
<td>pp. 92-93, 134-135</td>
<td>pp. 92-93, 134-135</td>
<td>Prentice-Hall</td>
</tr>
<tr>
<td>Workbook to Stories to Remember</td>
<td>Workbook to A Call to Adventure</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>pp. 34-35, 69, 84</td>
<td>pp. 34-35, 69, 84</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Workbook to A Call to Adventure</td>
<td>Workbook to A Call to Adventure</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>pp. 9, 23, 103-104</td>
<td>pp. 9, 23, 103-104</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Workbook to Deeds of Men</td>
<td>Workbook to Deeds of Men</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>p. 20, 68-69</td>
<td>pp. 20, 68-69</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Guide to Roads to Everywhere</td>
<td>Workbook Roads to Everywhere</td>
<td>Ginn</td>
</tr>
<tr>
<td>pp. 229-231, 304-305</td>
<td>pp. 40-41, 70-71, 74-75</td>
<td>Ginn</td>
</tr>
<tr>
<td>Workbook Roads to Everywhere</td>
<td>Workbook Roads to Everywhere</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 229-231, 304-305</td>
<td>pp. 40-41, 70-71, 74-75</td>
<td>Macmillan</td>
</tr>
<tr>
<td>Guide to Trails to Treasure</td>
<td>Workbook Trails to Treasure</td>
<td>Ginn</td>
</tr>
<tr>
<td>Workbook Trails to Treasure</td>
<td>Workbook Trails to Treasure</td>
<td>Macmillan</td>
</tr>
<tr>
<td>pp. 36-37, 56-57, 79</td>
<td>pp. 36-37, 56-57, 79</td>
<td>Macmillan</td>
</tr>
<tr>
<td>Guide to Wings to Adventure</td>
<td>Workbook Wings to Adventure</td>
<td>Ginn</td>
</tr>
<tr>
<td>pp. 197, 205, 223-224, 279-280</td>
<td>pp. 197, 205, 223-224, 279-280</td>
<td>Ginn</td>
</tr>
<tr>
<td>c. Summarizes material</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Workbook to Be A Better Reader</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>pp. 64-65, 66-67, 68</td>
<td>pp. 64-65, 66-67, 68</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Guide to Bold Journeys</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Workbook Bold Journeys</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Guide to Into New Worlds</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>pp. 268-269</td>
<td>pp. 268-269</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>Workbook Into New Worlds</td>
<td>Workbook to Be A Better Reader</td>
<td>Lyons &amp; Carnahan</td>
</tr>
<tr>
<td>pp. 268-269</td>
<td>pp. 268-269</td>
<td>Lyons &amp; Carnahan</td>
</tr>
</tbody>
</table>
7. Evaluates information

a. Realizes printed statements may be either fact or opinion

Guide to The Magic Word
pp. 143, 289-290, 370, 374
Text The Magic Word
pp. 193, 207-208, 366
Workbook The Magic Word
pp. 89, 90, 92-93

Guide to Bold Journeys
pp. 323-324, 332-33, 407-408, 489-490
Text Bold Journeys
pp. 293-294, 330-332
Workbook Bold Journeys
pp. 16-17, 126-128

Guide to Into New Worlds
pp. 306-307
Text Into New Worlds
pp. 45-46, 143, 255-258, 265
Workbook Into New Worlds
pp. 33, 74-75

Macmillan

b. Checks statements with those in other sources to evaluate validity

Guide to Wings to Adventure
pp. 207-209, 235

Ginn

Macmillan

Guide to The Magic Word
pp. 187, 428
Text The Magic Word
pp. 182-184, 203
Workbook The Magic Word
pp. 76-77, 90, 122

Guide to Bold Journeys
pp. 252-253, 444, 471-472
Text Bold Journeys
pp. 18, 355-357, 368-369

Guide to Into New Worlds
pp. 61, 306-307
Text Into New Worlds
pp. 257, 267

Macmillan

Ginn

Macmillan

Lyons & Carnahan

Prentice Hall

Lyons & Carnahan

Lyons & Carnahan
d. Compares various viewpoints on the same topic

<table>
<thead>
<tr>
<th>Workbook to Into New Worlds</th>
<th>Macmillan</th>
<th>Workbook to Bold Journeys</th>
<th>Macmillan</th>
<th>Guide to Into New Worlds</th>
<th>Prentice-Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 76-78</td>
<td></td>
<td>p. 121</td>
<td></td>
<td>pp. 304-305, 350, 365</td>
<td></td>
</tr>
</tbody>
</table>

e. Evaluates information in terms of his own experience

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text The Magic Word</td>
<td></td>
<td>Workbook Roads to Everywhere</td>
<td>Ginn</td>
<td>Guide to Trails to Treasure</td>
<td>Ginn</td>
</tr>
<tr>
<td>pp. 199, 201</td>
<td></td>
<td>pp. 13, 17, 99, 100</td>
<td>Ginn</td>
<td>pp. 379-380, 429-430, 479</td>
<td></td>
</tr>
<tr>
<td>Workbook The Magic Word</td>
<td></td>
<td>Workbook Trails to Treasure</td>
<td>Ginn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 57, 122</td>
<td></td>
<td>pp. 2-3, 8</td>
<td>Ginn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide to Bold Journeys</td>
<td></td>
<td>Guide to Wings to Adventure</td>
<td>Ginn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 163, 197-198</td>
<td></td>
<td>pp. 262-263, 290</td>
<td>Ginn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Bold Journeys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pp. 243, 281, 292-293, 393</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. Identifies propaganda

<table>
<thead>
<tr>
<th>Text to Into New Worlds</th>
<th>Macmillan</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 277</td>
<td></td>
</tr>
</tbody>
</table>

8. Follows directions

Guide to Into New Worlds
pp. 304-305, 350, 365
Workbook Into New Worlds
pp. 81-82
Workbook Roads to Everywhere
pp. 425-425
Workbook Roads to Everywhere
pp. 13, 17, 99, 100
Guide to Trails to Treasure
pp. 379-380, 429-430, 479
Workbook Trails to Treasure
pp. 2-3, 8
Guide to Wings to Adventure
pp. 262-263, 290
BIBLIOGRAPHY

AMERICAN GUIDANCE SERVICE
Minneapolis, Minnesota
Peabody Language Development Kit, Lloyd M. Dunn & James O. Smith, 1967

BARNELL LOFT, LTD.
Rockville Center, New York
Specific Skill Series, Richard A. Boning, 1964

BENTON REVIEW PUBLISHING CO., INC.
Fowler, Indiana
The Sound Way, May P. Hert & Ben T. Morgan, 1956

THE BOBBS-MERRILL CO.
Indianapolis, Indiana
Developmental Reading Text Workbook Series, William H. Burton et al., 1964

CONTINENTAL PRESS, INC.
Elizabethtown, Pennsylvania
Reading Readiness Series, Ethel S. Maney, 1958
Phonics and Word Analysis Skills, Isabella B. Ryan, 1966
Wordland Books Series, Eichler & Snyder, 1960
Reading-Thinking Skills, Ethel S. Maney, 1966

DOUBLEDAY & CO., INC.
New York, N. Y.
I Like Rod, Robert Bright, 1955

ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION
Chicago, Illinois
First Adventures in Learning, Bernice Fiess & Adelaide Hall

ENRICHMENT MATERIALS, INC.
New York, N. Y.
American Landmark Enrichment Series, 1964

EYE GATE HOUSE & COMPANY
Jamaica, New York
Introduction to the Card Catalogue
The Dewey Decimal System
How to Use Reference Material
The Parts of a Book (filmstrips)

GARRARD PUBLISHING CO.
Champaign, Illinois
Picture Readiness Game, Edward W. Dolch, 1949
Match Game, Edward W. Dolch, 1953
Dolch Vowel Cards, E. W. Dolch
Dolch Consonant Cards, E. W. Dolch
What the Letters Say, E. W. Dolch, 1955
Take, E. W. Dolch, 1953
Basic Sight Vocabulary Cards, E. W. Dolch, 1952

GINN AND COMPANY
Boston, Massachusetts
The Ginn Word Enrichment Program, Theodore Clymer & Thomas Barrett, 1967

HARPER & BROTHERS
New York, N. Y.
Harold and the Purple Crayon, Crockett Johnson, 1955

HARPER & ROW PUBLISHERS, INC.
New York, N. Y.
Basic Speller, Mabel O'Donnell, Willmina Townes, Carl F. Brown, 1965
The Reading Road to Spelling, Mabel O'Donnell, Willmina Townes, Carl F. Brown, 1967
The Harper & Row Basic Reading Program, Eldonna L. Evertts & Byron H. Van Roekel, 1966

HOUGHTON MIFFLIN COMPANY
Boston, Massachusetts
Houghton Mifflin Reading for Meaning Series, Paul McKee et al., 1966
INSTRUCTO PRODUCTS
Philadelphia, Pennsylvania
No. 55 Flannel Board Color Recognition, 1966
Beginning Sounds Kit, 1966
Fun With Rhymes Kit, 1966
Rhyming Pictures Kit, 1966
Let's Learn Sequence Kit, 1966
Initial Consonant Substitution Kit, 1966
Opposites Concept Kit, 1966

INTERNATIONAL VISUAL EDUCATIONAL SERVICE, INC.
Chicago, Illinois
The Rolling Reader, Raulah H. Stolpen

KENWORTHY EDUCATIONAL SERVICE
Buffalo, N.Y.
Rainbow Word Builders, Greta Seemen, 1954
Word Cards
Word Prefixes
Word Suffixes

LAIDLAW BROTHERS
River Forest, Illinois
Study Exercises for Developing Reading Skills, Elma A. Neal & Inez Foster, 1963

J. B. LIPPINCOTT CO.
New York, N.Y.
Reading with Phonics, Charles E. Wingo & Mary C. Hletko, 1950
Reading for Meaning, John H. Coleman & Ann Jungblut, 1965

LYONS & CARNAHAN, INC.
Chicago, Illinois
Stories in Pictures
Phonics We Use, Books A & B, Mabel Halvorsen et al., 1966; Books C & D, Mabel Halvorsen and Mary Meighen; Books E, F, & G, Ruth Helmkamp and Aileen Thomas
Phonics We Use, Learning Game Kit, 1968
A Call to Adventure, Guy L. Bond, Theodore Clymer et al., 1963
Stories to Remember, Guy L. Bond et al., 1962
Deeds of Men, Guy L. Bond, Theodoor Clymer et al., 1963

THE MACMILLAN COMPANY
New York, N.Y.
The Macmillan Reading Program, Albert J. Harris, 1966
The Macmillan English Series, Thomas C. Pollack & Florence B. Bowden, 1963
The Macmillan Reading Spectrum, Joel S. Weinberg, Lee C. Deighton, and Adrian B. Sanford, 1964
McCORMICK-MATHERS PUBLISHING CO.
Wichita, Kansas
My Rod Puzzle Book, Fredonia S. Greenlee & Lottie T. Dietrick, 1953
Building Reading Skills Series, Rowena Hargrave & Lelia Armstrong, 1958 and 1965
McGRAW-HILl BOOK CO., INC.
St. Louis, Missouri
Color-Wheel Book
Time for Phonics, Louise Binder Scott, 1962
The Librarian, (filmstrip)

CHARLES E. MERRILL BOOKS, INC.
Columbus, Ohio
New Reading Skilltext Series (readiness), Dorothea N. Paul, 1964
New Phonics Skilltext, Rachel G. Brake, 1965
New Reading Skilltext Series, William E. Young et al., 1961
Building Reading Power Kit, Joseph O. Lorestan, 1964

MILTON BRADLEY COMPANY
Springfield, Massachusetts
Sequence Cards, 1966
Learn the Alphabet, 1958
Pairs Word Game, 1963

A. J. NYSTROM & CO.
Chicago, Illinois
Learning to Use a Map, 1965
Learning to Use a Globe

PARKER BROTHERS
Salem, Massachusetts
Spill and Spell Game, 1966

PRENTICE-HALL, INC.
Englewood Cliffs, N. J.
Everything Has a Shape, Bernice Kohn, 1964
Be a Better Reader, Nila B. Smith, 1968

SCIENCE RESEARCH ASSOCIATES, INC.
Chicago, Illinois
Dimensions in Reading Kit, Ruth Sakri & Geraldine Jaffe, 1968
SRA Pilot Library I Kit
SRA Reading Laboratories, Don H. Parker & Genevieve Scannell, 1961
SRA Pilot Library II Kit, Hazel Wilson & Don H. Parker, 1963
Rate Builder Kit
Power Builder Kit
SRA Listening Kit
SRA Pilot Library III Kit, Jay Habryl & Don H. Parker, 1964

W. R. SCOTT PUBLISHERS
New York, N.Y.
The Size of It, Ethel Berkley, 1950
SCOTT, FORESMAN & CO.
Chicago, Illinois
Tactics in Reading, Olive S. Niles, Dorothy K. Bracken, Mildred A. Dougherty, Robert F. Kinder, 1965
Linguistic Block Series, Priscilla Tyler, Elenore Pounds, Beulah H. Stolpen, 1964
The Wide Horizons Readers, Helen M. Robinson & others, 1965
The New Basic Readers, Helen M. Robinson, Marion Monroe, A. Sterl Artley, 1963

WESTERN PUBLISHING DIVISION, McGRAW HILL, St. Louis, Missouri
Word Wheels, William Kottmeyer, 1962

Conquests in Reading, William Kottmeyer & Kay Ware, 1962
Eye and Ear Fun

WHITMAN PUBLISHERS
Racine, Wisconsin
The Big Happy ABC Book, Jolly Roger Bradfield

XEROX CORP.
Rochester, N.Y.
Science, A Process Approach, Part A, American Association for the Advancement of Science, 1967

END

8-6-70