

URBAN CHILDREN BEGIN TO READ: AN EXPLORATION OF
THE DEVELOPMENT OF FIVE YEAR OLD
CHILDREN'S LETTER AND WORD READING COMPETENCIES

by

Shirley Stewart Winstead

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APPROVED:

Rose E. Sabaroff, Chairman

Kenneth Hoskisson, Co-chairman

Josiah Flou

Robert Foutz

Michael Wood

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CHAPTER I

INTRODUCTION

In recent years, educators, linguists, psychologists, politicians, administrators, and parents have given much attention to the difficulties low socio-economic children seem to have in learning to read. A report from the National Education Association (1960) revealed that 83% of the children from low socio-economic communities were one to three years retarded in reading by third grade. Benjamin Bloom (1964) conducted a study involving children from all socio-economic levels, and concluded that reading development is in part a function of the environment, with the effects of the environment being the greatest in early years. According to Bloom, this study created national concern for low socio-economic children and prompted many of the preschool intervention projects of the 1960s. Perhaps the best known preschool intervention program was the Head Start Project which began in 1965, sponsored by the Department of Health, Education and Welfare. This federally funded project attempted to give low socio-economic children academic and experiential opportunities they had not had in an effort to minimize academic lags when they entered school. The philosophy of the Head Start Program was that the experiences in the home were deficient and in need of correction (Baratz and Baratz, 1975).

Five years later in a Follow Through Program closely related to Operation Head Start, Maccoby and Zellner (1970) found that

short term gains in children's intellectual performance could be produced during the preschool years; however, the children often lost whatever momentum had been generated by their Head Start experiences once they had spent a year or two in a standard elementary school. Gordon (1970) suggested that Head Start intervention programs probably were not successful because they did not include changes in the home environment, especially the mother-child relationship. He believes that an intervention program which involved the parent, child and the teacher would be more effective in helping low socio-economic urban kindergarten children learn to read and retain their gains.

In addition, Lightfoot (1978) conducted a survey of teacher's attitudes toward low socio-economic children and their reading abilities. He found that many teachers have negative attitudes toward low socio-economic children, and some of these teachers feel that low socio-economic children do not learn to read as well as middle class children do, because of the following: poor environment, lack of parental help, lack of meaningful experiences, and language problems. These teachers suggest that the lack of parental involvement and poor home environment are the greatest influences on the reading failure of low socio-economic urban children.

Mason (1980) conducted a study of how middle and upper class preschool four-year-old children learn to read. She concluded that these children learned to read with parental help. As a result of this study Mason formulated three stages of reading and a non-reading category that she believes children go through when learning to read. At the first stage, context dependency, children read only

signs or labels. In the visual recognition stage children read signs, labels, a few book words, and seem to be able to analyze words into component letters, that is, they can spell some words. In the letter-sound analysis stage, children are able to read and sound out words. According to Mason (1980), these three stages that middle class children go through in beginning reading are a direct result of parental influences and home environments. Some of Mason's data was reviewed and analyzed in this study.

Need for the Study

Mason (1980) has indicated the need to study further her three stage interpretation of beginning reading with children from other populations, in order to substantiate her three stages of beginning reading and to define their limitations. She suggests that a curriculum focusing on learning letters, printing words, and reading signs in addition to parental involvement were effective methods of teaching reading and produced significant reading stage changes among middle to upper middle class children. These three stages of beginning reading were constructed from a questionnaire based on a middle class population. Hence, Mason's three stages of beginning reading may be attributed to the methods used by middle class parents, and the expectations of these parents. There is a need to verify Mason's findings with a low socio-economic population and a modified curriculum and teaching methods.

Although related to Mason's study, this study differs from Mason's (1980) study in several important ways. First, the major

emphasis of Mason's study was on middle to upper class preschool four-year-old children, whereas this study focused on low socio-economic five-year-old kindergarten children. Second, all of the parents involved in Mason's study were professionals and two parent families, while none of the parents involved in the present study were professionals and thirty-nine of the sixty parents are single parent families, some receiving social assistance and others working two jobs.

Third, this study utilized Mason's stages of reading; however, individual testing rather than a parent questionnaire was used to place children at the appropriate reading stage. Mason's test was used but was modified to suit the needs of the low socio-economic population. (See modifications of test items in Appendix A.) Fourth, Mason used two experimental groups (one focusing on letters and the other on words) and found no significant difference between the two groups. This study used an experimental group and a control group. The experimental group focused on letter naming, words in context, language play, and assisted reading, and involved parents in the reading process through the use of assisted reading in the home. The control group used the "Alpha Time Reading Program," which is currently being used in the school system in which the study was conducted. Fifth, Mason tested children throughout the eight months of the study to determine the number of children who made significant changes from one reading stage to the next.

In this study sixty kindergarten children were pre-tested in December and post-tested in April to determine the number of students who made significant changes from one stage to the next during the

duration of the study. Further, this study developed a curriculum which included parental involvement.

The Problem and Purpose of the Study

This investigation focused on developing a curriculum for low socio-economic urban kindergarten children that included parental involvement. The study was designed to determine if a kindergarten curriculum focusing on letter naming, words in context, language play, assisted reading, and parents using assisted reading with their children in the home, would move low socio-economic urban kindergarten children through the same stages of beginning reading at the same rate as Mason's middle class children.

Research Questions of the Study

A reading curriculum was used to investigate the following question:

Can a kindergarten reading curriculum focusing on letter naming, words in context, language play, assisted reading and parents using assisted reading in the home, move low socio-economic children through the same stages of beginning reading at the same rate as Mason's middle class children?

The following exploratory questions were also investigated:

1. Will low socio-economic urban black kindergarten and white kindergarten children living with single parents in the experimental group move through Mason's stages of beginning reading at the same rate as children with both parents?

2. Will black low socio-economic urban kindergarten children living with both parents in the experimental group move through Mason's stages of beginning reading at the same rate as low socio-economic white children living with both parents?
3. Are Mason's stages of reading valid?

Definition of Terms

For the purpose of this study the following terms will be used:

1. Low Socio-Economic Children: Children whose parents have completed elementary school (grade 7), and are employed in semi-skilled or unskilled occupations. The income for low socio-economic parents will vary according to the national average and the geographic locations. (The low socio-economic income reported for this areas is \$5000.00, based on a 1981 report from Department of Labor and Statistics, which was used as an index for the government's school lunch program.)
2. Middle Class Children: In Mason's study this consisted of children whose parents were college graduates and were employed in professional occupations. (The income for middle class parents will vary according to the national average and the geographic locations.)
3. Letter Naming: The recognition of letters of the alphabet in words and the use of letters in the creation of words.
4. Word Focusing: The use of whole words in oral and written context.
5. Language Play: The use of rhymes, riddles, poetry, and choral reading in the development of children's oral language.

6. Assisted Reading: A means of involving children in reading by having them repeat what someone reads to them. Children will learn to read by reading, that is, being read to and repeating what has been read. For instructional purposes Hoskisson (1979) has identified three stages in the assisted reading process. These three stages are:

Stage I: The reader reads one sentence or phrase of the story at a time, and the child repeats after the person doing the reading.

Stage II: The reader reads and the child repeats the words except that now the reader does not read the words the child has shown some evidence of recognizing or the reader thinks the child knows. The child supplies those words on his own.

Stage III: This is a transitional stage where the child begins to ask the reader to let him say the words himself. The child reads and the reader supplies the words the child does not know.

7. Mason's (1980) Stages of Reading for Middle and Upper Class Children: Mason has identified three stages of reading that middle and upper class preschool children go through as they learn to read with parental help. Each stage is described next:

Context Dependency: Children read only signs or labels. This stage is called context dependency because printed words are recognized only in the context of a picture.

Visual Recognition: Children read signs, labels, and a few books words. This step is called visual recognition because the middle class children were able to recognize and spell words out of context, words such as dog, stop, go, mom and dad.

Letter-Sound Analysis: Children sounded out words and read simple stories themselves.

Non-Readers: Children could not read any words.

Limitations

One limitation is that this investigation is restricted to low socio-economic five-year-old children and parents from two schools in Virginia, and hence, results may be applicable only for such a population.

The second limitation is that Mason's stages of reading are not exhaustive. There may be other stages of reading or categories that may need to be included.

Since the researcher chose to use a curriculum involving letter-naming, words in context, language play, and assisted reading in addition to having parents use assisted reading in the home, it will not be possible to determine the effects of each individual variable within this curriculum. However, it was possible to determine the effects of the entire curriculum on the beginning reading stage changes among these low socio-economic kindergarten children.

Organization of the Study

In the first chapter, the need for the study was discussed. The statement of the problem, purpose of the study, definition of terms, limitations, and the organization of the study were presented.

The study is developed and expanded in the following chapters:

In chapter two the rationale and the review of related

literature is presented to provide support for the various aspects of the curriculum which include: letter-naming, word focusing, language play, assisted reading and parental involvement.

In chapter three the methodology of the study, including a description of the sample, design, and analysis is presented.

In chapter four the findings from the data are analyzed.

In chapter five a summary of the study, and some recommendations and conclusions are offered.

CHAPTER II

RATIONALE AND REVIEW OF RELATED LITERATURE

This chapter is divided into six sections. The first section presents the rationale of the study. The second section discusses studies dealing with the importance of letter-naming in words. The third section reviews literature dealing with the use of words in context. The fourth section presents literature dealing with materials and activities pertaining to the use of language play in a school curriculum. An overview of literature dealing with the importance of assisted reading comprises the fifth section. A review of studies concerned with parent involvement in school-related activities constitutes the sixth section. A final review of the literature is given in the summary.

Reading and the reading process have been the focus of many studies in the past. However, only in recent years have studies reflected views of the need for a kindergarten reading program for low socio-economic children that was based on the use of the child's natural language and parental involvement. This study focuses on a reading program that allows low socio-economic children to use their natural language ability in a reading curriculum and involves parents in the reading program.

Reading programs that emphasize children's natural language abilities are based on psycholinguist theory. According to Kenneth Goodman (1972),

Psycholinguistic theory stresses that children need uninterrupted reading time in order to discover strategies for gaining meaning; they need opportunities to use grammatical systems of language to predict an appropriate word. If you teach reading from a psycholinguistic perspective, you do not teach letter sounds in isolation. Instead, you teach words in sentence contexts, so that the child always has the support of the grammatical and meaning cuing systems in language (1980, P. 37).

The curriculum for this study will utilize the meaning cue systems as described by Goodman, Burke and Sherman (1974). The cue systems involve the phonological, syntactic, and semantic natural language systems that children already possess. Phonological and grapho-phonetic cue systems will be utilized through the use of letter naming in words. Syntactic and semantic cue systems will be utilized by the use of focusing on words in sentences for meaning and the use of language play in oral context. All three systems are employed in assisted reading. According to Watson (1973), and Hoskisson (1980), a good kindergarten reading curriculum should capitalize on all three language cue systems and include parental involvement in the reading process.

The underlying assumption of this study is that low socioeconomic urban kindergarten children can learn to read as well as middle class children if they are taught in a curriculum using the psycholinguistic approach which utilizes the child's natural language ability and parental involvement in the reading program in the home.

Letter-Naming Research

A review of the literature on letter naming provided valuable additional information and further support for the underlying

assumption of this study. Chall (1967), Durrell and Murphy (1963) and Olson (1958) investigated letters among kindergarten and first grade children. As a result of these studies these authors reported letter naming knowledge as being an efficient predictor of first grade reading success. They concluded that the use of letter naming in words not only aids the child who is learning to read but is also useful in spelling. Heilman (1967) also investigated letter naming knowledge among first grade children. He found a high correlation between letter naming knowledge and beginning reading achievement.

Mason (1980) conducted a study of the letter naming knowledge of 30 middle and upper class preschool children whose parents had helped them learn to read at home. As a result of this study, she found a correlation of .68 between letter naming knowledge and beginning reading among preschool children. She concluded that these upper middle class children who could not recognize letters in words knew little else about reading.

Saumels (1972) conducted an experiment with 60 first grade children to investigate the influence of letter naming on learning to read. He found that letter naming did not help the children learn to read. He contended that it is the kind of home background which enables a child to enter first grade knowing many of the letters of the alphabet. Samuels concluded that such a home must be one in which academic achievement and reading is stressed.

Jenkins (1972) investigated the educational conditions for learning letter names among 60 first grade children. He found that when children enter school with letter naming knowledge, beginning

reading progressed more rapidly. Jenkins reported that these educational conditions were found mostly among middle and upper class first grade children. He concurred with Samuels in concluding that an educational home environment plays an important role in letter naming knowledge and beginning reading progress of first grade children.

According to Templeton (1980), children should be allowed to learn the letters of the alphabet at school, in the home or both. He stated, "the pay off, for teachers, parents and the child alike is the uses to which this minimal knowledge is put: the creation of words and the written representation of the child's language." Templeton also believed that the development of a child's written language contributes to success in beginning reading.

Durrell (1980) studied the effects of letter naming and letter sounds in words with 240 primary children. He found that letter naming was more than twice as effective as letter sounding even though letter sounding had been taught as the method of word attack. He believed that letter naming helps in the recognition of words. He stated, "letter naming forces a close examination of the word, every letter being noted as part of a word." Durrell concluded that letter naming in words works far better in helping children learn to read than teaching letter sounds in isolation.

Young (1976) conducted a study of the reading abilities of kindergarten children from an urban low socio-economic area. As a result of this study, he found that the ability to name letters in words was the best predictor of overall reading achievement among

these kindergarten children. He recommended early teaching of letter names in words.

According to Samuels (1972), Jenkins (1972) and Venesky (1978), the value of letter naming has not succeeded. Venesky (1978) preferred that instead of letter naming knowledge at the beginning of reading, that children reflect the presence of factors that are definitely important to beginning reading such as emotional stability, attention span, and proper interaction with adults outside the school. However, according to Mason (1980), letter naming in words was more closely tied with the acquisition of literacy than emotional or social variables. She contended that upper middle class children learned the letters in their names at about the same time they started to recognize printed words in context. Mason stated:

When a child is able to name letters in words and print letters to make words, considerable knowledge had been acquired of the critical attributes for distinguishing letters. The child begins to notice particular strokes and orientations of straight and curved lines, and that some letters have more than one form such as (Aa, Ee, Rr). Yet, it must be known--letters should be recognized accurately in words in order to learn to read.

Word Focusing Research

A review of the literature where the focus is on letters and words in context indicated that in order for children to learn to read, they must be able to recognize and use words in context.

Durkin (1980) pointed out that starting with whole words and focusing on the letters as part of a word is the easiest method for most children in learning to read. She contended that the visual

distinctive features of a word assists children in helping them to remember that a word contains a sequence of letters, and letter naming helps focus attention on this sequence. She further believed that focusing on the whole word and using the word in context allowed children to use their natural language ability and also gain meaning from printed material. Morine (1970) noted that focusing on the whole word provided urban children with the opportunity to use their language ability naturally in identifying familiar words without having to memorize isolated letter sounds and letter combinations. Using words in context allowed these children to use their language ability naturally to gain meaning from their experiences.

Liberman, Shankweiler, Fisher and Carter (1974), and Mason (1980) conducted studies to determine how children use letters to recognize some words. As a result of these studies, they found that most kindergarten children learned to recognize letters in their names in print early. Once this occurred, children became interested in letter naming in other words, and also began to realize that words made sentences. They concluded that the analysis of letter naming in their names and the use of their names in sentences paved the way for further use of letters in words and words in sentences.

Marchbank and Levin (1965) investigated how cues about words are noticed by non-readers and beginning readers. They found that children were most likely to choose first and last letters; the least used cue was word shape. In a follow-up study, Williams, Blumberg, and Williams (1970) questioned whether the Marchbanks and Levin task would produce similar results with low socio-economic urban

non-readers and beginning readers. They found that while these kindergarten children used no single cue, first grade children matched most often on the first letter and next most often on the last letter, and children were able to gain meaning from the words recognized through the use of oral context.

Soderbergh (1977) conducted a study of a child's first attempt at learning words. She found that children learn nouns and verbs first, and nouns can be related to objects or events, and verbs are used to show action. She contends that the words that are most difficult to learn at first are those words which contain no meaning and that the child is unable to use in context.

Sullivan (1979) suggested that one way to prepare children for beginning reading through the use of words is to combine a meaningful print environment with active class participation. He believed that the environment of the classroom from the beginning should expose children to meaningful printed words and symbols. He further contended that job charts, name tags and food labels were other ways of making children aware of printed words and meanings.

Smith (1977) contended that the majority of children are as much immersed in written language as in speech. He referred to the wealth of print to be found on every product in the bathroom, on every jar and package in the kitchen, in T.V. Guides, on store front billboards, in supermarket and department stores. He believed all of this print is meaningful, and some children were able to use the oral and physical context of such words long before they entered school.

According to Huey, reported in Durkin (1980), children can

learn to read from every day activities and in an informal manner. Huey stated:

The child makes endless questions about the name of things. He is concerned about trying to spell and pronounce printed words on food labels, notices, signs, billboards and almost anything that comes his way and the child should be told in oral context what these words say when inquiry is made (1980, P. 49).

Anderson (1980) noted that when children are not taught letter sounds or word structure, all that is available to help them remember a word is the sequence of its letters. She stated "it is helpful at the beginning to have children name the letters in a word, since this focuses attention on the sequence of letters." She also strongly suggested that children use words in sentence context after letter naming to gain meaning.

The research presented above related to using words in context, suggests that focusing on the features of words, letter naming and using the words in context appear to be productive in helping young children learn to read. The research also revealed that the whole word approach is easiest for helping low socio-economic children learn to read because it allows them to focus on the features of a word and to use their natural language ability while using the word in context.

Language Play Research

A review of the literature on language play supports the assumption of this study and emphasizes the importance of the use of rhymes, poetry and choral reading in the development of children's oral language in preparation for beginning reading.

According to Jensen and Petty (1976) language play provided many opportunities for children to participate in and experiment with language. They stated:

Children love to play with words to feel their power and rhythm, to experiment with them. Young children also enjoy repeating poetry in unison. Group reading or choral speaking helps to improve word recognition, improve voice quality and clear speech. It also provides opportunities for the shy child to participate without embarrassment. A teacher should read or repeat a poem or rhyme to young children only once or twice, then allow the child to say as much as he/she can after each reading. This helps the child to remember words (1976, P. 90).

Adams (1978) noted that the use of rhymes and riddles were effective tools in developing oral language and in preparation for beginning reading. She suggested that after completion of rhymes, teachers should dwell on memorization of rhymes and rhyme substitution. Adams contended that repetition of words in context were an aid to meaning and memory, and both enhanced the child in beginning reading.

Lamb (1977) contended that nursery rhymes and poems were an effective method of engaging children in oral language. She believed that the teacher should devote more classroom time to activities such as reading nursery rhymes, dramatic play, and choral reading. She suggested that the use of language play aided in vocabulary development, in intonation, pitch, stress, and juncture, and gave clues to meaning in beginning reading.

Johns (1979) suggested that teachers use activities involving nursery rhymes and alliteration for reinforcement of other reading activities and also to improve speaking and listening abilities. He contended that activities of this type promoted the feeling that

language is patterned, predictable and capable of being manipulated.

According to Sabaroff (1980) kindergarten children should learn to read nursery rhyme books as soon as possible. Each child should receive his own copy of a nursery rhyme book in order for him to follow along with the reader. She contended that emphasis should be placed on choral reading and pointing to each word as the rhymes are read. As familiarity increases, children should be expected to recite and locate known rhymes independently. Sabaroff also believed that alliteration, in alphabet books such as P. D. Eastman's The Alphabet Book, which contains such phrases as "American Ants," "Bird on Bike," and "Cow in Car," should be used for reinforcement of letters and words in context. Alliteration should be pointed out in poetry as well. Alliteration not only relates letters and words, but also emphasizes letter sounds in context.

Loban (1976) investigated the language development of 200 school-age children in a longitudinal study. As a result of his study he found that children who were superior in oral language in kindergarten and first grade before they learned to read were also the children who excelled in reading by the time they reached sixth grade. He concluded that oral language development does aid in overall reading achievement.

The research presented related to language play suggests that rhymes, riddles and stories are effective tools in aiding children in oral language development, in gaining meaning, and improving memory. Research also revealed that language play contributed to success in beginning reading.

Assisted Reading Research

A review of the literature, including recent studies involving assisted reading, indicate that parents and teachers can help children learn to read by immersing children in spoken and written language.

According to Hoskisson, (1975) "Assisted reading is a logical means of giving children the experience in reading they need in order for them to acquire the visual or graphic features that will allow them to use their knowledge of the language and their cognitive skills to learn to read in the natural way they have learned spoken language." Children learn to read by reading. For the purpose of instruction, Hoskisson (1975) has identified three stages in the assisted reading process.

The three stages are:

Stage I: The teacher reads one sentence or phrase of the story at a time and the child repeats it.

Stage II: The child begins to recognize certain words from one story to another.

Stage III: This is the stage when the child begins to ask the reader to let him say the words himself.

In the process of assisted reading, the child is provided with stories within the full context of natural language. Hoskisson stated:

Learning to read is the process of discerning the categories and the interrelationships of written language, just as learning to speak is the process of discerning the categories and the relationships of spoken language. Children must solve the problem of learning to read just as they solved the problem of learning to speak. Parents and teachers provide the experiences children will have with written language as their parents and others in their environment provided the experiences they had with spoken

language, but children will determine what they can relate to their current theories of the world, for parents and teachers are not fully aware of what their theories contain.

McNeil (1970), Brown (1964), Slobin (1971) have reported that children do speak the language in which they are immersed without formal training. This points to the importance of providing children with rich language and experiential backgrounds for the informal development of language abilities. Since not all parents provide their children with a rich linguistic and experiential background, children come to school with varying degrees of readiness for reading.

According to Hoskisson, (1974) assisted reading is based on the assumption that children may process written language in a manner similar to the way they process spoken language. (The similarities are emphasized by the manner in which parents read to their children.)

The following sequence would be typical for parents to use with assisted reading:

1. Read many easy children's books to the child.
2. Read with the child three or four times per week.
3. Limit the reading to the amount of time the child is interested, usually 20 minutes at a time.
4. Have the child read words, phrases or sentences as they are read to him. Do this initially with only one or two pages of a book and gradually increase the number of pages as interest increases.
5. Read many books by means of assisted reading. Interest is increased by reading.
6. Take notes on the words the child remembers and have him read those words in subsequent books but not in isolation.

Cohen (1968), Bailey (1970), and Chomsky (1972) investigated the effects of reading aloud to children. They found that reading aloud to children produced growth in vocabulary, word knowledge, and visual decoding. In other studies conducted by Durkin (1966), Gardner (1970), Clark (1976) and Elkind (1977), it was found that early readers were read to by their parents. As a result of these studies, these authors have endorsed the practice of reading to and with children.

Hoskisson (1980) believed that assisted reading is a strategy by which children learn to read informally by being exposed to the written language of stories. Assisted reading is started with children at about the age of four or five, when their phonological and syntactic systems are quite well developed and they have acquired a fairly large vocabulary. Children must have developed their linguistic structures to the point where they can make sense out of what they will be assisted to read. These ages are considered to be the earliest advisable because up to this time children are constructing their oral language and are fast developing the competence they will need to work out the nature of the written language system. Hoskisson further contended that it is possible to begin assisted reading at an earlier age if the children have developed a high degree of language competence.

Kindergarten children were involved in a study which used assisted reading in a reading-language program (Hoskisson, 1975). Ten kindergarten groups consisting of four to eight pupils per group participated in assisted reading sessions four times per week for thirty minutes per day over a nine week period. Teachers reported that the children enjoyed these sessions and demonstrated an unusual amount of enthusiasm

toward reading. In addition, the teachers were exceptionally pleased with the language enrichment the children received, especially pupils with poor language backgrounds.

Hoskisson, Sherman and Smith (1974) conducted a study involving two second-grade children who were experiencing reading problems. Assisted reading was used with these children during the last four months of the school year. Their parents also participated in the application of assisted reading. Both children, who were reading at a very low first grade level at the beginning of the study increased in reading ability and reading rate by the end of the study. Both children expressed a desire to read more books. This was evident by the number of books each child procured from the school and town libraries and read independently.

Assisted reading was used in a cross-grade tutoring study with first grade children (Hoskisson, 1975b). The first grade group consisted of nine children who were considered as "high risk" with respect to reading achievement based on their percentile scores on the Metropolitan Reading Test. They participated in the assisted reading program from October until April. Each first grade pupil was assigned a sixth grade "buddy" who read to him for fifteen minutes every day. At the beginning, the "buddy" read to the first grade pupil; later, as the year progressed, the first grade pupils were asked to read to their "buddies." The first grade teachers reported that the children had made excellent progress compared to similar children with whom they had worked previously. At the end of the program, the comprehension section of the Metropolitan Primary Reading Test was administered. Results revealed that the low score was 1.6, while the high score was

2.2. The teachers reported the following advantages of the cross-grade tutoring program:

1. The children understood that reading is communication.
2. They regarded reading as fun.
3. They were highly motivated to read to their buddies.
4. Assisted reading had helped develop oral language skills in all of the high risk children (P. 449).

Chomsky (1976) used a technique similar to assisted reading with five third grade readers, three boys and two girls. She used story books which had been recorded on tape. Each child was required to listen to a story on the tape, and at the same time follow the print until he/she had memorized the words well enough to read with fluency. The children were also engaged in written exercises and language games which were based on the stories they had read. Chomsky and an assistant worked individually with each child once a week for one-half hour. At the end of study, all five children had shown progress over the four month period, and gained self confidence in their ability to read.

Miller (1977) conducted a study and used assisted reading with five fourth grade pupils. Each of the five pupils had been labeled as either learning disabled, emotionally disturbed or educable mentally retarded. None of the five could read at a primer level and all had a very low self image. After children were involved in assisted reading by means of taping procedures, their attitudes toward reading improved. By the end of this study children were able to read some stories with the regular fourth grade reading group. The child who had been labeled as learning and emotionally disturbed was chosen for

the lead part in the play Hansel and Gretel. As a result of this study, memory was increased and self confidence was developed.

Durkin (1980) pointed out that reading to and with children serves a variety of significant purposes - so many, in fact, that it should never be omitted from a kindergarten program. It promoted enjoyment, and with it, came positive feelings about self, books and school. In addition, it encourages non-readers to want to become readers. Durkin believes this is an effective method for helping children who speak non-standard English to receive practice in hearing standard English.

Stallman (1980) conducted a study using assisted reading with 66 third grade and 36 fourth grade Title I children. Both parents and children participated in an eight-week home reading program to determine if children's reading comprehension and self concept could be increased by using parents as teachers in the home. The parents used assisted reading as the method of instruction. As a result of this study, Stallman found that parents were able to help their children who were experiencing difficulties, and assisted reading did help to increase the reading comprehension and self concept of these children.

The research presented on assisted reading in a reading curriculum suggests that assisted reading is an invaluable tool for immersing children in written language. The research studies presented indicate that assisted reading is highly effective in helping children develop positive self images, in improving reading confidence, and in increasing reading achievement. Research also revealed that assisted reading is an exciting method by which low socio-economic children can learn to read with parental involvement.

Parental Involvement Research

The importance of parental involvement in the reading progress of preschool and kindergarten children has been stressed in the following literature review and supports the underlying assumption of this study.

Bloom (1965) and Early (1977) contended that the home and family background were dominant factors in determining reading achievement among beginning readers. Cohen (1976) believed that when parents have given their child a background of familiarity with all kinds of written material and have encouraged their child's natural curiosity in the printed word and its meaning, he comes to school reading or so close to it, that he will learn in spite of any poor methods or materials.

In a case study Torrey (1973) found that, where early readers had no library in the home and no help from the family, it was surmised that the child had taught himself to read from labels on cans and from television which repeatedly shows and pronounces simultaneously an average of forty words per hour through commercials and announcements. According to Torrey, the success the child has in learning to read may be the result of the child's asking questions of his environment and receiving immediate response from his parents.

Mason (1980) believed that reading can be initiated as children learn the letters of the alphabet from parents, older siblings, or television. She contended that as children begin to learn some letters, they also begin to use letters to print words and identify words they see frequently. When they live in a clearly-labeled, sign-laden environment with helpful adults, it is relatively easy for them to learn to

identify and remember stop signs, names of stores that they visit, their own names (particularly if they attend a school that requires them to use name tags), and labels on packages of food they eat. With substantial help from parents and teachers who answer their questions, who re-read alphabet books and stories until children have them memorized, who help them spell and print words, and who coach them to try to identify letters in words, children soon begin to realize the relationship between letters, words, and their meanings in context.

Durkin (1980) reported that about one percent of approximately five thousand children who entered kindergarten in the Oakland, California, public school system were able to read as many as eighteen out of thirty-seven words. She contended that parents help their children learn to read when they answer questions like: "What's that word?" or "What does that word say?" Durkin also encouraged spelling a word as an identification technique.

Peters (1980), from a national survey, found that preschool children who did well in first grade had had early reading experiences before they started school. Most of their parents had read to them, some almost every day. Parents who showed genuine interest in reading, perhaps by visiting the library regularly or having lots of books and magazines in the home, had children who were good readers. She concluded that those parents who showed an interest in what their children were learning in school were more likely to have children with high reading achievements.

Hoskisson (1979) pointed out that parents were not always allowed or encouraged to participate in the reading process of kindergarten

or first grade children. Hoskisson stated:

Not too many years ago parents were told to let the first grade teachers teach their children to read. Parents were not to intervene in any formal way with the teaching of reading. Kindergarten teachers likewise were not allowed to display words, even as labels, in many classrooms. Some kindergarten teachers, however, violated this sacred writ, and did indeed allow their pupils to be exposed to words in the form of labels for objects in their rooms. Most, however, would be quick to remove all signs of written work if they got word that the supervisor was going to be visiting the school. Both parents and kindergarten teachers, it seems, were under the indictment -- don't teach your children or your pupils to learn to read. First grade teachers, therefore, assumed the responsibility for teaching all the pupils coming to school to learn to read. As a result all children did not learn to read, and first grade teachers discovered that parents' help was needed in an effort to help alleviate some of the reading failures (1979, P. 15).

Artley (1975) stated, "The role of parents in affecting children's reading success is becoming increasingly recognized." Artley conducted a survey of 100 educators in which he asked if anything besides teachers contributed to children's interest and reading ability. The response was the family. As a result he recommended that parents become partners in the education process, and that schools should provide information on reading programs and suggest supplemental home activities.

Breiling (1976) too, believed that parents should become participants in helping children learn to read. He suggested that parents be used as teaching partners, and therefore he established two programs to help parents help their children learn to read. One of the programs was called Parents in Reading. Meetings were held twice a week over a five week period for interested Title I parents. The

goals of the meetings were to let parents know their roles as teaching partners and to assist parents in acquiring materials and ideas that would help their children learn to read. As a result of their program, approximately three-fourths of the children's reading skills, attitudes, and self confidence in reading improved.

The second program established by Breling (1976) was the Reading At Home Program. Each child was sent home with a note, a book, and a certificate. The note asked parents to sign the certificate if their child read ten minutes per day. Each child received a gold star for each signed certificate he/she brought to school. After receiving ten stars the child was eligible for a prize from the treasure chest. At the end of the two-months program, the mean gain was one half grade level in sight vocabulary.

According to Vukelick (1978), a Preschool Readiness Outreach Program conducted neighborhood workshops for parents to learn how to help their children in reading. This program sponsored twenty six neighborhood workshops for parents of kindergarten and first grade children during the school year. The goals of the workshops were to suggest ways to use and extend a child's reading and language skills. As a result of this program, children whose parents fully participated achieved greater gains than children whose parents only participated minimally.

Hess and Holloway (1979) conducted a study related to social-class and reading. They compared the prereading environment for children from middle, upper, and lower social classes. As a result of this study, they found that upper class children had more interactions

with the mother, took more trips, were read to more frequently, and had a greater amount of manipulative material in the home than did either of the other classes. They concluded that the higher the class, the greater the interaction with parents, and the greater the interaction with parents, the higher the score the child obtained in reading readiness and reading achievement.

Bloom, Hess, Davis (1965) contended that the majority of children from low socio-economic family groups were deficient in language skills, had had few experiences outside the home, and lacked the kind of environment which contributed to reading success in school. Wynn (1967) suggested that these low socio-economic children are confronted with reading materials typically based on the experiences and language of children from a more advantaged society and cannot identify with the characters and activities presented to them in print. He stated: "At least a partial alleviation for the overall reading difficulty and poor school performance of many disadvantaged children may come from a two-pronged program involving first, reading materials based on children's actual experiences--materials which are meaningful and reality-oriented, and second, a partnership with parents with a view toward creating a home environment in which everyday living provides readiness for school and is supportive of school success."

Bloom (1965) and Gentry (1977) believed that parents were the first teachers that children had. They contended that in most "advantaged" homes, the life style followed provided readiness for school and built in encouragement and support for continued school success. Such children were helped to explore their worlds, to see similarities

and differences, and to relate new information to that previously acquired. Also, books were available and children were read to.

While the deprived child does not have the opportunities to acquaint himself with the world through conversations, literature and first hand experiences, he does have his home environment with parents as teachers and opportunities to develop his natural language abilities.

As stated by Bloom:

The home environment has been studied as a means of understanding the factors which influence development in children. Research repeatedly shows that the home is the single most important influence on the intellectual and emotional development of children, particularly in the preschool years. The ways which parents spend time with their children at meals, in play, and at other times during the day have been found to be central factors in developing skills which prepare children for school. The objects in the home, the amount of parental interest in learning and the amount of practice and encouragement the child is given in general learning have been found to be significant influences on language and cognitive development, interest in learning, attention span, and motivation to the child (1965, P. 69).

According to Crow (1966) and Gentry (1972), often low socio-economic parents are suspicious and untrusting; they must be convinced that teachers are genuinely interested in, and want to help them and their children. These authors suggested that there had been too much alienation and estrangement between the school and low income parents. Both teachers and parents have mutual concern for the child; yet, they have spent little time together mapping strategies, exchanging information, and planning for these children. These authors believed that a meaningful partnership between school and parents will change this picture.

Summary

A review of the literature suggests that some kindergarten children learn to read with parental help long before they enter school. According to research conducted by Huey reported in Durkin (1980), Hoskisson (1980) and Mason (1980), this is evident by the number of children who enter school reading labels, signs, restroom doors, stories and so on. Durkin (1980) and other researchers support the theory that teaching the letters of the alphabet as part of a word helps children create words which correspond to spoken language. The research that has been identified also supports the theory that the whole word approach to beginning reading is the easiest approach for low socio-economic urban kindergarten children, because the whole word approach allows children to use their natural language abilities in identifying familiar words. The research reviewed supported the use of language play for language development and for reinforcement of reading activities and supported the use of assisted reading as a vehicle for increasing overall reading achievement at school as well as in the home. Hoskisson (1979) contends that assisted reading is an invaluable method for actively involving parents in the reading process.

Based on the research presented, parental involvement is essential in helping kindergarten children learn to read. Bloom (1965), Gentry (1972), Breiling (1976) and Hoskisson (1980) suggested that urban parents should spend time reading with their children. This time may be used at meal time, at play, reading stories, and so on. They contended that kindergarten parents can motivate their children to want

to learn to read by becoming teaching partners, actively engaged in helping their children learn to read by reading.

CHAPTER III

PROCEDURE AND DESIGN

This chapter outlines the procedures used in selecting the sample population for this study and discusses the instruments used. The procedures and materials used for the implementation of instruction are also included. Methods of collecting data and the methods of data analyses are considered in the latter part of the chapter.

Sixty low socio-economic urban kindergarten children were chosen for this study and were placed according to Mason's Three Stages of Reading Criteria developed for middle and upper class preschool children. Some modifications were made in the test criteria to suit the needs of the low socio-economic population. (See modification in criteria items in Appendix B.) In addition to Mason's Three Stages of Reading Criteria, each student was evaluated with an Assisted Reading Inventory, which consisted of having each subject read three books using assisted reading procedures. The books were taken from a collection of beginning reading books published by Random House, Inc. Each of the sixty subjects participated in two testing sessions. The first testing was the pre-testing administered in December, 1980, and included Mason's Three Stage Criteria Test, and the Assisted Reading Inventory. The second testing was the post-testing administered in April, 1981. The post-test included the same items from Mason's Three Stage Criteria Test. The testing for the Assisted Reading Inventory used books in the Beginning Reading Series. (See book selection in Appendix C.)

Subjects and Setting

The subjects for this study were sixty kindergarten children selected from two schools in a metropolitan city of Virginia that qualified for the Title I projects. Selection of the classrooms to be used in the study was done in cooperation with the superintendent of the schools. Selection of subjects was done by the principal, classroom teachers, and the researcher. Placement of each child in one of Mason's three stages of beginning reading was made by the investigator based on pre-testing results. Thirty children were assigned to each group and both groups were matched according to sex, age, and race. The experimental group was housed in one school, and the control group was housed in the other. Both schools were located in low socio-economic areas and were accessible to five housing projects. The population of each school was sixty percent white and forty percent black. Thirty nine of the parents were single parent families. Some received social assistance and others worked two jobs. None of the parents involved in this study were professionals.

Method

One experimental and one control group were used in this study. Each group received one hour of reading instruction per day. The experimental group spent fifteen minutes focusing on naming letters in words, fifteen minutes focusing on words in oral and written context, fifteen minutes playing with language, and fifteen minutes focusing on assisted reading. An additional fifteen minutes was spent by parents using assisted reading with these children in the home. (See Appendix D for parental involvement.)

The control group used the "Alpha Time Reading Program" which focused on letter naming and letter sounds in isolation. In this program, children learn to pronounce each individual letter by the letter sound associated with it. This group received one hour of reading instruction per day. Thirty minutes of this hour emphasized letter sounds in isolation, coloring and tracing letters to match the sounds; and the other thirty minutes were devoted to listening and dramatizing stories.

Experimental Group

Letter Naming: Fifteen Minutes

Children were shown words and they named the letters in the words. They printed words and named the letters after they had printed the words. They also used words in oral context.

Some of the upper and lower case letters of the alphabet were taught together when letters had similar visual structures. The letters of the alphabet taught first were: Tt, Ss, Cc, Pp, Ff, Mm, Oo, Ii, Jj, Kk, Ll, Uu, Vv, and Zz. (See Appendix E for other letters.)

Implementation of Letter Naming Instruction

The letters T,t and words using the capital T and the small t were printed on the board (T,t; Toes, toes). The following instructions were given to the children:

The two letters you see on the chalkboard are T's, Tt. One T is larger than the other, but they are both T's. The large one is called the capital T and the small one is called the small t. These letters are found in some words. Two of the words with each of the t's are on the board. Both of the words say the same thing ("Toes," "toes"). I would like each of you to wiggle your toes and then, point to the word toes that begins with the capital T, and then point to the word toes that begins with the small t.

Each child was given a chance to respond and corrections were made, if needed, with a pat on the shoulder for every effort.

Now that you know what the t's look like, I would like you to write the t's (T,t) and the words Toes, toes. (All children received a duplicated worksheet with the letters T,t and the words Toes, toes.) On your worksheet I would like you to trace the capital T and small t saying each letter as you trace it. Then trace the words Toes, and toes, remember to say each word as you trace it.

Now that you know the name of the letter t and a word that begins with the letter, turn your worksheet over and try to write a capital T, and a small t. Also, try to write the word that begins with the capital T and the word that begins with the small t. What is the word? (Toes) Yes, toes is correct. If you need help, the letters and words are on the board. I will give you help if you need it. (Teacher accepted all scribbles.)

Now that you know what a capital T and a small t look like, you can find the letters in words, and also print words that begin with the two t's. I would like you to find the two t's in other words around the room. Please tell me which t you have found, the capital T or the small t. (Most children recognized the small t in words first.)

Since you are able to find the letter t in so many words, I would like you to get your alphabet books and find the letter t in as many words as you can. I will help you read all of the words beginning with the capital T and the small t on the page. (Teacher and children read together pointing to each word and emphasizing the t's.) T is for Tiptoe to make me feel tall." I will give each of you these words (which are called a sentence) to take home with you so that you will remember the t words and also to make your family happy because you are learning to read. (See Appendix F for guide.)

Now that you can read some words that begin with t, I would like you to draw or find a picture of something that begins with the letter t. Later, we will make our own alphabet book. We will also write a word that begins with T, t in our alphabet book. (See Appendix G for sample of Alphabet Book.)

Word Focusing: Fifteen Minutes

Children were focusing on word recognition and words in oral and written context words used during this period included children's names, label words around the room, labels on empty cans and cartoons brought from home, pictures with captions and words used to identify parts of the body.

Implementation of Word Focusing Instruction

I would like each of you to learn to write your name. I will write your name first and paste it on your desk. You are to say and trace over your name with your finger three times. After you have said and traced your name three times, you are to use a magic marker or crayons and try to write your name. (The teacher listened to each child pronounce his/her name, made corrections when needed and praised each child for any accomplishment.) All scribbles were accepted.

Now that you know your name when you see it, I would like you to learn some other words. Look around the room and find any word that you think you know. The letters that we learned will help you to tell what the words say. For example, this word begins with the capital letter T, the word is Table. I would like you to find more words that begin with capital T around the room that you think you know.

Now that you can read some label words with pictures, I would like you to bring an empty food carton from home with a picture and word on it of your favorite food. We call the word that names the food a label. We will read the label and use the label of your favorite food in a sentence. I will write each sentence on the board with your name and your favorite food. Example:

Pam said, "I like tomatoes."

John said, "I like milk."

Billy said, "I like cake."

Now that everyone has a sentence on the board, I would like each of you to go to the board and find your sentence and read it. Also, if you think you can read some of the other sentences you may try to read as many as you like. (See Appendix H for word focussed guide.)

Language Play: Fifteen Minutes

According to Sabaroff (1980), having children play with language involves using rhymes, riddles, games and creative stories. These activities were used to reinforce the children's use of letters in words and word recognition; they also help children to become aware of sentence structure. (See Appendix I for guide.)

Implementation of Language Play Instruction

Each of you will receive a duplicated copy of some "t" words in sentences. I will write the same words on the board. We will read the words together pointing to each word. I will read first, then we will all read together. After we have learned the words, I would like you to make a mark like this - under each "t" that you see in each word. (Example, T is for tip-toe to make me feel tall.) Later, you may use your Mother Goose Rhyme Books to find nursery rhymes that you would like to read. We will read nursery rhymes together also, but you must remember to point to each word and stay on the correct line. (See Appendix J for position words and other "playing with language" activities.)

Assisted Reading: Fifteen Minutes

According to Hoskisson (1980), there are three main instructional stages in the assisted reading process.

Stage I: The tutor reads one sentence or phrase of the story at a time, and the child repeats the word or phrase after the tutor.

Stage II: The tutor reads and the child reads the words except that now the tutor does not read the words the child has shown some evidence of recognizing or the tutor thinks the child knows.

Stage III: The child reads the words and the tutor fills in the words the child does not know or has trouble reading.

Implementation for Assisted Reading

This period was devoted to allowing children to choose many books to read. Books were selected from a collection of Beginning Reading Books published by Random House Publishing Company. Each student was assigned to one of fifteen tutors from the fourth grade who were selected for the project by their teachers with the approval of their parents and the principal of the school. The tutors were given special training sessions for the use of assisted reading procedures and methods for recording information for each child. All tutors received an assisted reading notebook which was used to record the child's name, date, name of the book read, words the child learned to recognize, page the child stopped reading, and the stage at which the child was reading in a particular book. (All tutors were reminded of the importance of allowing the children to choose books to be read to them.) (See Appendix K for training sessions for tutors.) Tutors gave the following directions to each child:

Stage I: Assisted Reading

Now that you have chosen a book to read, we will read the book together. I will read first, but I would like you to read after me. I would like you to run your finger under the line I read and point to each word as you read the words after me. (The tutor will remind the children to stay on the line and to repeat the exact words while reading.) You must remember to use your eyes and point to each word, saying the exact words that I say. After you have shown that you know some words in the story you will be allowed to choose another story book. (The tutor will read with the child and record the date, name of books, page number and words learned for the day. The record keeping is done at stages I and II. The child is allowed to reread the same book as often as he/she likes.)

Stage II: Assisted Reading

Now that you have learned so many words, it is

possible for you to read some of the words yourself. I will read and you will read after me. Remember to point to each word and follow along with your eyes. I will read and sometimes stop. When I stop you are to read the words I do not read. They will be words I think you know. After you have learned some of the words in the story, you will go back and reread parts of it aloud to show that you know some of the words.

(The tutors, researcher, or classroom teacher will decide when the child is ready to move into stage three.)

Stage III: Assisted Reading

Now that you can read many words for yourself, you will be allowed to read the entire book alone. When you feel you are ready, you may read the book to the researcher, teacher, or class. This will be your choice. You may also want to tell the class in your own words what your story is about.

Parental Involvement

In this study parents played an active role in the kindergarten reading process. Parents involved in the experimental group were given a book subscription and were asked to buy one additional book per month for the purpose of using assisted reading in the home. Parents in this group were given three workshops by the researcher to help them learn to use assisted reading procedures in the home. (See workshops in Appendix L.)

Procedures for Parents

Parents of children in the experimental group were given the stages of assisted reading for instructional purposes as described by Hoskisson (1980). (See Assisted Reading instructions, P.)

Directions for Parents

According to Hoskisson (1980), assisted reading is based on

the assumption that children may learn to read in a way similar to the way they learn to talk. The similarities exist in the manner in which you, as parents, read to your children.

The following would be a typical sequence for parents to use with assisted reading:

1. Read many easy children's books with the child.
2. Read with the child three or four times per week.
3. Limit reading to the amount of time the child is interested - usually 15-20 minutes at a time.
4. Have the child read words, phrases or sentences as they are read to him. Do this initially with only one or two pages of the book. Gradually increase the number of pages as interest increases.
5. Read many books by means of assisted reading. Interest is increased by reading widely.
6. Take notes on the words the child remembers and have him read those words in subsequent books but not in isolation.

All parents in the experimental group received a handout outlining the procedure for using assisted reading. The parents were encouraged to ask questions about the study and the assisted reading procedures.

The Control Group

The control group used the Alpha Time Reading Program which is the reading instructional program used in the school system. This program involved letter naming, teaching of letter sounds in isolation, coloring and tracing letters to match the sounds, listening to stories and dramatizing stories.

Letter Naming and Letter Sound Activities: Thirty Minutes

In this period, children were given instruction in letter naming and the sounds that the letters make. Example: Mr. M. said m m m m . . . Children were given the letter sound and were asked to listen to a record that gives the letter sound. Children were asked to raise their hand when they heard the sound that the letter stands for. (Letters were not taught in alphabetical order.)

Children in this group were also asked to name the letters, and were given duplicated sheets for coloring, tracing and printing letters to match the letter sounds.

Listening and Dramatizing Stories: Thirty Minutes

These two activities were taught together in this particular school. Children were encouraged to listen to a story, or a rhyme or a riddle on the record player. The stories were related to the letter taught for that particular day. Children dramatized the story after listening to tapes or records. In addition, the aide often read a story to the entire class. During this reading period the class was allowed to choose the book to be read for that day. However, the only person with a book or reading was the aide. The children just listened.

Curriculum Differences - Experimental and Control Groups

The major curriculum differences between the experimental and the control groups were: (1) the experimental group did not focus on letter sounds in isolation, but rather letters were used as parts of a word unit and words were taught as part of a sentence and sentences were taught using language experiences, language play, and assisted

reading. (2) the experimental group was engaged in assisted reading every day, and (3) the experimental group had parental involvement through the use of assisted reading in the home.

Conferences

Conferences were held with teachers and parents in the experimental group. However, conferences were held with the teachers only in the control group. Conferences were held with teachers from each group three times in January. Parent workshops were held with parents in the experimental group during the scheduled assisted reading workshop conferences which were held in January, February and March (See Appendix M for parent's workshops).

Testing and Evaluation Procedures

All children were tested individually by the researcher to determine their placement in Mason's beginning reading stages. Based on these stage test results, children were assigned to a non-reading category or to one of Mason's three stages of beginning reading using the following criteria: (1) children who read only signs and labels were assigned to the context dependency stage; (2) children who read signs and labels and a few book words were assigned to the visual stage; and (3) children who were reading and sounding out letters were assigned to the letter sound stage. Children who did not know any words were not assigned to a stage, but were placed into a non-reading category.

Pre-tests were given in December and post-test were given in April to determine the children's movements from stage to stage within the experimental and the control groups.

In addition, the Assisted Reading Inventory was administered to all children as a pre-test in January and as a post-test in April. The pre-test, Assisted Reading Inventory was based on three books selected from a beginning reading series published by Random House Publishing Company. In January each child was allowed to read three books and a record was made of the words recognized.

For the post-test, each child read the same three books that made up the pre-test Assisted Reading Inventory. In addition three other books were selected from the same series of books published by Random House Publishing Company as part of the post-test. The total number of words for each child was compared to the pre-test total to determine the total number of new words learned during the instructional period. In an effort to control for test results bias, post-testing was conducted by two teachers and two aides in each of the schools.

Analysis of Results

A Chi-square analysis was carried out to test whether the number of children changing from one reading stage to another between December and April was significant. Reading stage shifts between the following groups were compared and statistically analyzed: (1) Mason's middle class group and children in the experimental group, (2) Mason's middle class group and children in the control group, (3) The experimental group and the control group. In addition, all subjects in both groups were tested using the Assisted Reading Inventory (ARI) to determine the total number of words learned. Each subject's record of words learned was analyzed to see its relation to movement from stage to stage.

The Following Exploratory Analyses Were Also Made:

(1) A comparison of the reading stage movements between children in the experimental group living with one parent and children living with both parents.

(2) A comparison of the reading stage movements of black children in the experimental group living with both parents and white children in the experimental group living with both parents.

CHAPTER IV

RESULTS OF THE STUDY

Results of the study will be presented as follows:

First, results are given relating to the basic research question:

Can a curriculum focusing on letter naming, words in context, language play, assisted reading and parents using assisted reading in the home move low socio-economic urban kindergarten children through the same stages of beginning reading at the same rate as Mason's middle class children:

Findings related to this primary question are presented in relation to:

1. Reading Stage Movements for the Experimental Group
2. Assisted Reading Findings for the Experimental Group
3. Reading Stage Findings for the Control Group
4. Assisted Reading Findings for the Control Group
5. Mason's Middle Class Findings
6. A Comparison of Reading Stage Movements between Mason's Group and the Current Experimental Group
7. A Comparison of Reading Stages Progressed by Mason's Group and the Control Group
8. A Comparison of Reading Stage Movements between the Experimental and the Control Groups

Second, findings related to the exploratory questions are presented in relation to:

1. A Comparison of Reading Stage Movements between Children of Single Parent Families and Both Parent Families
2. A Comparison of Reading Stage Movements between Black Children Living with Both Parents and White Children Living with Both Parents
3. Are Mason's Stages Valid?

Findings for additional exploratory questions raised during the study are also presented:

1. A Comparison of Reading Stages Progressed in the Experimental Group between the Black Low Socio-Economic Children and the White Low Socio-Economic Children
2. Comparison of Reading Stages Progressed in the Experimental Group between the Black Single Parent Children and the White Single Parent Children.

Reading Stage Movements for the Experimental Group

Table 1 reports the results of the pre-test and post-test to determine the reading stage for each subject in the experimental group. Findings revealed that 26 of the 30 children moved to a higher reading stage. Mason's stages are:

1. Stage I, Context Dependency (Recognize words associated with pictures)
2. Stage II, Visual Recognition (Recognize book words)
3. Stage III, Letter Sound Analysis (Read independently)
4. Non-Readers (NR), (Children do not recognize words associated with pictures)

Table 2 presents a summary of the number of reading stage movements made by each child in the experimental group. Findings indicated

Table 1
Pre-Test and Post-Test Reading
Stage Results for the
Experimental Group
(n = 30)

Subjects	Pre-Test Stage	Post-Tests	Stage Movement
1	I	III	1-3
2	I	II	1-2
3	I	II	1-2
4	Non-Reader	I	0-1
5	I	III	1-3
6	I	III	1-3
7	I	II	1-2
*8	Non-Reader	**Non-Reader	0-0
9	I	III	1-3
10	I	III	1-3
**11	I	I	1-1
12	Non-Reader	I	0-1
13	I	III	1-3
14	I	III	1-3
15	I	II	1-2
16	I	II	1-2
**17	I	I	1-1
18	I	III	1-3
19	I	III	1-3
**20	I	I	1-1
21	I	II	1-2
22	I	II	1-2
23	I	III	1-3
24	I	II	1-2
25	I	II	1-2
26	I	III	1-3
27	I	II	1-2
28	I	III	1-3
29	I	III	1-3
30	I	III	1-3

**No Movement

Table 2

Summary of Movements Through Each
of Mason's Stages of Beginning
Reading for the Experimental
Group (n = 30)

Reading Stages	Number of Children	Number of Stage Movements
I - III	14	2
I - III	10	1
I - I	3	0
NR - I	2	1
NR - NR	1	0

that fourteen children progressed two stages and moved through all three of Mason's stages of beginning reading. Twelve children progressed one stage: ten moved from context dependency to visual recognition, reading "book words"; two moved from a non-reading category to stage one, context dependency. Four children in the experimental group did not progress to another stage: three remained at stage one, context dependency; one remained in a non-reading category. Twenty six of the thirty children moved to a higher reading stage.

Table 3 presents a Chi-square analysis of the experimental group to determine whether the number of children at each reading stage changed significantly between December and April. Rows one and two were combined and analyzed with rows three and four because of the lower number in the cells, obtaining a Chi-square value of 40.00. Row one contained three non-readers in December and one non-reader in April. Row two contained 27 context readers in December and five in April. The Chi-square results at the .01 level of significance indicated a significant difference in reading stage changes within the experimental group. The greatest shifts occurred between the first and third stages; fourteen children shifted from context dependency to letter sound analysis. These results revealed that fourteen of the thirty children in the experimental group had moved through all three of Mason's stages of beginning reading and were reading books for themselves.

Assisted Reading Findings for the Experimental Group

Table 4 reports the pre-test and post-test results for the experimental group from the Assisted Reading Inventory. Results from the pre-test revealed that none of the children could read a single word

Table 3

An Analysis of the Number of Children
at Each Reading Stage for the
Experimental Group in
December and April
(n = 30)

Reading Stage	December	April	Total
Non Readers + Context	30 (18)	6 (18)	36
Visual Recognition	0 (5)	10 (5)	10
Letter-Sound Analysis	0 (7)	14 (7)	14

Chi-Square = 40.00 2 df P < .01

Table 4

Number of Words Recognized on the Pre-Test
and Post-Test of the Assisted Reading
Inventory for the Experimental
Group (n = 30)

Subjects	Pre-Test	Post-Test	Final Reading Stage	Parents Workshop
*1	0	39	III	3
2	0	5	II	1
3	0	15	II	3
4	0	5	I	1
*5	0	30	III	3
*6	0	30	III	3
7	0	15	II	2
8	0	0	Non-Reader	0
*9	0	30	III	3
*10	0	35	III	3
11	0	5	I	1
12	0	5	I	1
*13	0	40	III	3
*14	0	32	III	3
15	0	19	II	3
16	0	19	II	3
17	0	5	I	1
*18	0	42	III	3
*19	0	42	III	3
20	0	5	I	1
21	0	11	II	2
22	0	15	II	2
*23	0	42	III	3
24	0	15	II	2
25	0	16	II	2
*26	0	32	III	3
27	0	16	II	2
*28	0	40	III	3
*29	0	42	III	3
*30	0	32	III	3

*Reading Stage Movements

without pictures. Post-test results for the experimental group revealed that twenty six of the children learned to recognize some words in context. Children learned to recognize at least five, and as many as forty different words. Fourteen of these children learned to read entire beginner reader books for themselves. Findings also indicated that those children who had learned to recognize words and to read books independently were also those children who reached stage three in Mason's stages of beginning reading. (See Appendix P for additional reading stage and assisted reading results for the experimental group.)

Reading Stage Findings for the Control Group

Table 5 shows the pre-test and post-test reading stage placement results for each student in the control group. Findings revealed that three children moved upward; two moved from a non-reading category to stage one, one moved from stage one to stage two. Twenty seven of the children remained within the context dependency stage and did not make a reading stage change. Two children remained in a non-reading category.

Table 6 presents a summary of the number of reading stage movements made by each child in the control group. None of the children in this group moved through all of Mason's stages of beginning reading. However, three children moved one stage; two moved from a non-reading category to stage one, and one child moved from stage one to stage two. These findings indicated that only one child in the control group could recognize a few "book" words and that none of these children were reading books independently.

A Chi-square analysis regarding whether the number of children

Table 5
Pre-Test and Post-Test Reading
Stage Results for the Control
Group (n = 30)

Subjects	Pre-Test Stage	Post-Tests	Stage Movement
1	I	I	1-1
2	I	I	1-1
3	I	I	1-1
4	I	I	1-1
5	I	I	1-1
6	I	I	1-1
7	I	I	1-1
8	I	I	1-1
9	I	I	1-1
10	I	I	1-1
*11	Non-Reader	I	0-1
12	I	I	1-1
13	Non-Reader	Non-Reader	0-0
*14	I	II	1-2
15	I	I	1-1
16	I	I	1-1
17	I	I	1-1
18	I	I	1-1
19	I	I	1-1
20	I	I	1-1
21	I	I	1-1
22	I	I	1-1
23	I	I	1-1
24	Non-Reader	Non-Reader	0-0
25	I	I	1-1
26	I	I	1-1
27	I	I	1-1
28	I	I	1-1
29	I	I	1-1
*30	Non-Reader	I	0-1

*Three Movements

Table 6
 A Summary of Movements Through Each of
 Mason's Stages of Beginning
 Reading for the Control
 Group (n = 30)

Reading Stages	Number of Children	Stage Movements
NR - I	2	1
I - II	*1	1
NR - NR	2	0
I - I	25	0

*Reads a few "book" words

Table 7

An Analysis of the Number of Children
at Each Reading Stage for the
Control Group in December
and in April (n = 30)

Reading Stages	December	April	Total
Context-Dependency	26 (26.5)	27 (26.5)	53
Visual Recognition and Letter Sound Analysis & Non-Readers	4 (3.5)	3 (3.5)	7

Chi-Square = .160 1 df P > .05

Table 8

Number of Words Recognized on Pre-Test
and Post-Test of the Assisted Reading
Inventory for the Control Group
(n = 30)

Subjects	Pre-Test	Post-Test	Final Reading Stage
1	0	1	I
2	0	1	I
3	0	0	I
4	0	1	I
5	0	0	I
6	0	0	I
7	0	0	I
8	0	0	I
9	0	0	I
10	0	0	I
11	0	1	I
12	0	1	I
13	0	0	Non-Reader
*14	0	6	II
15	0	0	I
16	0	0	I
17	0	0	I
18	0	0	I
19	0	0	I
20	0	0	I
21	0	0	I
22	0	0	I
23	0	0	I
24	0	0	I
25	0	0	I
26	0	0	Non-Reader
27	0	1	I
28	0	0	I
29	0	0	I
30	0	0	I

*Book words moved to Stage II

at each stage changed significantly in the control group between December and April is found in Table 7. Rows four and two were combined with row one because of the lower numbers in the cells to obtain a Chi-square value of .160. (Row four contained four non-readers in December and two non-readers in April. Row two contained no visual readers in December and one in April.) A Chi-square value of .160 at the .05 level indicated that there was no significant change in the number of children's reading stage movements between December and April.

Assisted Reading Findings for the Control Group

Table 8 reports the pre-test and post-test Assisted Reading Inventory results for the control group. Findings indicated that none of the children could read beginning reader books or stories for themselves, and six words were the highest number of words, recognized by one child. The one child who recognized six words in the Assisted Reading Inventory was also the child who moved from stage one to stage two in Mason's three stages of beginning reading.

Mason's Middle Class Findings

Table 9 reports the pre-test and post-test reading stage results for Mason's middle class four-year-old children. Findings revealed that fifteen of Mason's middle class children were reading when they entered school: fourteen were reading at stage two, and one was reading at stage three. Twenty of the children in this group did not make a reading stage change.

A summary of children's movements through Mason's stages of beginning reading for her middle class group is presented in Table 10. It

Table 9

Pre-Test and Post-Test Reading Stage Results
for Mason's Middle Class Group (n = 30)

Subjects	Pre-Test September	Post-Test May	Stage Movement
1	I	II	1-2
2	I	II	1-2
3	I	II	1-2
4	Non-Reader	I	0-1
5	Non-Reader	I	0-1
6	I	II	1-2
7	I	II	1-2
8	I	II	1-2
9	Non-Reader	I	0-1
10	I	II	1-2
11	Non-Reader	I	0-1
12	I	II	1-2
13	I	II	1-2
14	Non-Reader	I	0-1
15	I	II	1-2
16	I	I	1-1
17	I	I	1-1
18	I	I	1-1
19	I	I	1-1
20	I	I	1-1
21	I	I	1-1
22	I	I	1-1
23	I	I	1-1
*24	II	II	2-2
*25	II	II	2-2
*26	II	II	2-2
*27	II	II	2-2
*28	II	II	2-2
*29	II	II	2-2
*30	II	II	2-2
*31	II	II	2-2
*32	II	II	2-2
*33	II	II	2-2
*34	II	II	2-2
*35	II	III	2-3
*36	II	III	2-3
*37	II	III	2-3
**38	III	III	3-3

*Reading Words Stage II

**Stage III

Table 10

A Summary of the Number of Children's
Reading Stage Movements Through
Mason's Stages of Beginning
Reading for Mason's
Middle Class Group
(n = 38)

Reading Stages	Number of Children	Number of Reading Stage Movements
NR - I	5	1
I - II	10	1
II - III	3	1
I - I	8	0
III - III	1	0
II - II	11	0

revealed that five children moved from a non-reading category to stage one (context dependency), and ten moved from stage one (context dependency) to stage two, (visual recognition). Twenty children in this group did not make a reading stage change.

A Comparison of Reading Stage Movements between Mason's Group and the Current Experimental Group

Table 11 presents a Chi-square analysis regarding the significance of the number of reading stages progressed between Mason's group and the experimental group of this study. A Chi-square value of 21.80, at the .01 level of significance indicated a significant difference in the reading stages progressed between the two groups. In Mason's group twenty children made no reading stage change, while in the experimental group four children made no reading stage change. In Mason's group eighteen children moved one stage, while in the experimental group, twelve children progressed one stage. The greatest reading stage difference between the two groups occurred between stages one and three where fourteen children in the experimental group progressed two stages, while none of the children in Mason's group progressed two stages.

Table 12 presents a Chi-square analysis of the comparison of the children's reading stage results between Mason's middle class group and the experimental low socio-economic group. Seven rows emerged from this comparison: (1) Non-reading to Context, (2) Context to Visual, (3) Context to Letter Sound, (4) Context to Context, (5) Letter Sound to Letter Sound, (6) Visual to Visual, (7) Non-reader to Non-reader. Rows seven and five were combined with row one because of the lower number in the cells and compared with rows two, three, four, and six

Table 11

A Comparison of the Reading Stages Progressed
between Mason's Middle Class Group and the
Experimental Low Socio-Economic Group
(n = 68)

Stages Progressed	Mason's Middle Class	Experimental Low Socio-Economic	Totals
0	20 (13.412)	4 (10.588)	24
1	18 (16.765)	12 (13.235)	30
2	0 (7.824)	14 (6.176)	14

Chi-Square = 21.80 2 df P < .01

Table 12
 A Comparison of Reading Stage Results
 between Mason's Middle Class Group
 and the Experimental Low
 Socio-Economic Group
 (n = 68)

Reading Stage Movements	Mason's Middle Class	Experimental Low Socio-Economic	Totals
NR to NR, Sound to Sound, NR to Context	6 (5.029)	3 (3.970)	9
Context to Visual	10 (11.176)	10 (8.824)	20
Context to Letter Sound	3 (9.500)	14 (7.500)	17
Context to Context	8 (6.147)	3 (4.853)	11
Visual to Visual	11 (6.147)	0 (4.853)	11

Chi-Square = 20.73 4 df P < .01

to obtain a Chi-square of 20.73. (Row seven in Mason's Group contained no non-readers, row 5, one sound to sound reader; and row 1, five non-reader to context reader, while the experimental group contained one non-reader to non-reader, no sound to sound readers and two readers in a context dependency stage.) A Chi-square of 20.73 indicates a significant difference in the reading stage movements between the two groups.

The following reading stage changes emerged:

(1) Non-reading Category to Stage I (Context Dependency): five children moved in Mason's group, while two moved in the experimental group.

(2) Stage I to Stage II (Context Dependency to Visual Recognition Stage): ten children moved in Mason's group, and ten children moved in the experimental group.

(3) Stage I to Stage III (Context Dependency to Letter Sound Analysis): three children moved in Mason's group, while fourteen moved in the experimental group.

(4) Stage I to Stage I (Context Dependency to Context Dependency): eight children remained in this stage from Mason's group, while three remained in this stage from the experimental group.

(5) Stage III to Stage III (Letter Sound Analysis to Letter-Sound Analysis): one child entered preschool in this stage and remained in this stage from Mason's group, while none of the children in the experimental group entered school in this stage.

(6) Stage II (Visual Recognition): eleven children in Mason's group entered preschool in this stage, while none of the children in the experimental group entered school reading in this stage.

(7) Non-Reader to Non-Reader: none of the children in Mason's group remained in this category, while one child in the experimental group remained in this category.

These findings reveal that 15 of 38 children in Mason's group entered preschool reading but made less upward reading stage changes than did the experimental group. (One must keep in mind that Mason's group consisted of preschool four-year-old children of middle to upper class status, and the current study consisted of five-year-old children of low socio-economic status.) These findings support the underlying assumption for this study that low socio-economic kindergarten children pass through Mason's stages of reading development as well as middle class children if they are taught in a curriculum such as that described in this study and with parents involved in assisting their children in reading in the home. (See Appendix Q for additional analysis related to Mason's group and the experimental group.)

A Comparison of the Reading Stages Progressed between the Control Group and Mason's Group

A Chi-square statistic regarding the significance of the number of reading stages progressed between Mason's middle class group and the control low socio-economic group is found in Table 13. A Chi-square value of 10.97 at the .01 level of significance indicated that there was a significant difference in the number of reading stages progressed between the two groups. Three children moved one stage in the control group, while eighteen children moved one stage in Mason's group; four of the children in her group had moved through all three of her stages of beginning reading.

Table 13

A Comparison between the Number of Reading
Stages Progressed Between Mason's Middle
Class Group and the Control Low Socio-
Economic Group (n = 68)

Stage Progressed	Mason's	Control	Totals
0	20 (26.2)	27 (20.735)	49
1	18 (11.735)	3 (9.265)	21

Chi=Square = 10.97 1 df P < .01

Table 14 presents a Chi-square statistic regarding the comparison of the number of children changing reading stages between Mason's middle class group and the control group. There were seven rows in this comparison: (1) Non-reading to Context, (2) Context to Visual, (3) Context to Letter Sound, (4) Context to Context, (5) Letter Sound to Letter Sound, (6) Visual to Visual, (7) Non-Readers to Non-Readers. Rows one, two and three were combined because of the lower number in the cells and compared with rows four, five, six, and seven to obtain a Chi-square of 10.96 (for Mason's group, row one -- contained five, while the control group contained two, row two -- Mason's group contained ten, while the control group contained 1, row three -- Mason's group, contained 3, while the control group contained none). A Chi-square value of 10.96 at the .01 level indicated a significant difference between the number of children changing reading stages between the two groups. Mason's middle class group made greater upward moves. Eighteen of Mason's children moved: five moved from non-reading to context dependency, ten moved from context dependency to visual recognition, three moved from context dependency to letter sound analysis, and twenty did not make a reading stage change. In the control group only three children moved: two moved from a non-reading category to the context dependency stage, one moved from context dependency to visual recognition, and 27 children did not make a reading stage change. Thus, low socio-economic children in a typical kindergarten program did not move forward in reading as well as Mason's middle class children.

Table 14

A Comparison of the Reading Stage Changes
between the Children in Mason's Middle
Class Group and the Children in the
Low Socio-Economic Control Group
(n = 68)

	Mason's Group	Control Group	Totals
Non-Reading to Context, Context to Visual, Context to Letter Sound	18 (11.735)	3 (9.265)	21
Context to Context, Letter Sound to Sound, Visual to Visual, NR to NR	20 (26.265)	27 (20.735)	47

Chi-Square = 10.96 1 df P < .01

A Comparison of Reading Stage Movements
between the Experimental and Control Group

A Chi-square statistic regarding the analysis of the number of children changing reading stages between the experimental and control group is found in Table 15. Row three, Non-Readers to Non-Readers was combined and analyzed with row one, Non-Reader to Context, because of the lower number of cells, to obtain a Chi-square of 30.78. A Chi-square value of 30.78 at the .01 level indicated that there was a significant difference in children's reading stage changes and also a change in their reading performance. Fourteen of the children in the experimental group were reading books for themselves, while none of the children in the control group were reading books.

Table 16 presents a Chi-square analysis regarding the comparison of the number of children's movements through Mason's stages of beginning reading between the experimental and the control groups. A Chi-square value of 36.46 at the .01 level of significance indicated a significant difference in the reading stage movements between the two groups, and also a significant difference in the children's reading performance. The experimental group made far greater upward moves through Mason's stages than did the control group. Twenty six of the children in the experimental group moved upward; only three in the control group moved upward. These findings support the underlying assumption for this study, that is, low socio-economic children can move through Mason's stages if they are engaged in a curriculum as described in this study with parents assisting their children in reading in the home. (See Appendix R for additional analysis related to the experimental and the control groups reading stage findings.)

Table 15

An Analysis of the Number of Reading
Changes between the Experimental
and the Control Groups (n = 30)

Reading Stage Changes	Control	Experimental	Totals
NR to Context, NR to NR	4 (3.5)	3 (3.5)	7
Visual to Visual	1 (5.50)	10 (5.50)	11
Context to Context	25 (14.0)	3 (14.0)	28
Context to Letter Sound	0 (7.0)	14 (7.0)	14

Chi-Square = 30.78 3 df P < .01

Table 16
 An Analysis of the Number of Reading
 Stages Progressed between the
 Experimental and the
 Control Groups
 (n = 60)

Stage Progressed	Experimental	Control	Totals
0	4 (15.500)	27 (15.500)	31
1	12 (7.50)	3 (7.50)	15
2	14 (7.0)	0 (7.0)	14

Chi-Square = 36.46 2 df P < .01

Exploratory Questions:

Question 1: Will low socio-economic urban kindergarten children, black and white, in the experimental group, living with single parents, move through Mason's stages of beginning reading at the same rate as black and white children living with both parents?

Table 17 reports the analysis of the comparison of reading stage movements between children living with single parents and both parents. Rows one, four and five were combined with row two and compared with row three because of the lower number in the cells, obtaining a Chi-square value of .496 significance. A Chi-square value of .496 at the .05 level of significance indicated that there was no significant difference between the reading stage movements of children living with single parents and those living with both parents.

Question 2: Will black low socio-economic urban kindergarten children in the experimental group, living with two parents, move through Mason's stages of beginning reading at the same rate as white children in two parent families?

Table 18 presents a comparison of the number of movements through Mason's stages of beginning reading between black and white children living with both parents. Findings reveal that all of the cells are less than five; therefore, this group cannot be statistically analyzed. However, based on pre-test and post-test results, it appears that there is no significant difference between the reading stage movements between the black and white children living with two parents. These findings suggest that race was not a dominant factor in the movements through Mason's stages but rather the curriculum as described in this study.

Table 17

A Comparison of Reading Stage Movements
between Children of Single Parent
Families and Children of Both
Parent Families (n = 30)

Reading Stage Movements	Single Parents	Both Parents	Total
I-I, I-II, 0-0, 0-I	12 (11.2)	4 (4.80)	16
I - III	9 (9.80)	5 (4.20)	14

Chi-Square = .496 1 df P > .05

Table 18

A Comparison of Reading Stage Movements between
Black Children Living with Both Parents and
White Children Living with Both Parents

Reading Stage Movements	Black Children Both Parents	White Children Both Parents
I - I	1	2
I - II	2	0
I - III	2	2
0 - I	1	0
0 - 0		

Question 3: Are Mason's stages of reading valid?

Based on pre-test and post-test results, Mason's stages of reading were valid for middle class children, many of whom had learned to read before entering school. Low socio-economic children needed a special curriculum and parental involvement in the reading process if they were to move through her three stages of beginning reading. Results indicated that the control group, which did not receive special instructions, did not move through her stages of beginning reading. However, the experimental group, when engaged in the curriculum provided in this study, surpassed her middle class group in beginning reading performance.

Additional Exploratory Questions

Question 1: Will low socio-economic urban black children move through Mason's stages of beginning reading at the same rate as white low socio-economic children?

Table 19 presents a Chi-square analysis of the significance of the number of reading stages progressed between the two groups. Rows one and two were combined to obtain a Chi-square of .00342. A Chi-square value of .00342 at the .05 level of significance indicated that there was no significant difference in the number of reading stages progressed between the two groups.

Question 2: Will black low socio-economic children living with single parents move through Mason's stages of beginning reading at the same rate as white children living with single parents?

Table 20 presents a Chi-square analysis of the significance of the number of reading stages progressed between the black children

Table 19

A Comparison of Reading Stages Progressed in the
Experimental Group between the Black Low Socio-
Economic Children and the White Low Socio-
Economic Children (n = 30)

Stage Progressed	Black	White	Total
0, 1	9 (9.06)	7 (6.93)	16
2	8 (7.93)	6 (6.06)	14

Chi-Square = .00342 1 df P > .05

Table 20

A Comparison of Reading Stages Progressed between
the Black Single Parent Children and the
White Single Parent Children in the
Experimental Group (n = 21)

Stages Progressed	Black Single	White Single	Total
0 - 1	6 (6.85)	6 (5.14)	12
2	6 (5.14)	3 (3.85)	9

Chi-Square = .6041 P > .05

living with single parents and the white children living with single parents. Rows one and two were combined to obtain a Chi-square of .6041. Chi-square results at the .05 level of significance indicated that there was no significant difference in the reading stages progressed between the two groups.

Summary Data

Movements Through Mason's Stages:

Experimental Group

1. The number of children moving through Mason's stages was significant.
2. The children in the experimental group made greater upward shifts and moved to higher reading stages than the control group.
3. The children in the low socio-economic experimental group, when given a reading curriculum focusing on letter naming, words in context, language play, assisted reading and parents using assisted reading in the home moved through the same stages of beginning reading as Mason's middle class children.
4. The experimental group made greater upward shifts and surpassed Mason's group in reading stages achieved.

Control Group

1. The number of children shifting reading stages in the control group was not significant.
2. The children in the low socio-economic control group did not move through the stages of beginning reading described by Mason.
3. Mason's middle class children made greater upward reading

stages shifts than did the low socio-economic control group.

Exploratory Findings

No significant difference was found in the reading stage movements between the following groups:

1. Children living with single parents and both parents
2. Black children living with both parents and white children living with both parents
3. Black children in this study and white children in this study
4. White children living with single parents and black children living with single parents.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of the study was to determine if a curriculum focusing on letter naming, words in context, language play, assisted reading and parents using assisted reading in the home would move low socioeconomic urban kindergarten children through the same stages of beginning reading at the same rate as Mason's middle class children.

The subjects for this study were sixty kindergarten children selected from two schools in Virginia that qualified for the Title I projects. The children were divided into two groups: thirty in the experiment group, and thirty in the control group. Mason's Three Stage Test designed for middle class children was used to place children into one of the three stages. Also, the Assisted Reading Inventory was used to determine the number of words each child recognized during the study. Both tests were administered prior to and following ten weeks of special reading instruction. The experimental group received instruction in the curriculum described in this study. The control group received instruction in the program offered by the school. The Chi-square statistic was used to test whether the number of children changing from one reading stage to another between December and April was significant. Reading stage changes between the following groups were compared and analyzed:

1. Mason's Middle Class Group and the Experimental Group
2. Mason's Middle Class Group and the Control Group

3. The Experimental Group and the Control Group

All subjects in both groups were tested to determine the total number of words recognized. Findings from the exploratory questions were also compared and analyzed.

Results and Interpretations

Research Question: Can a curriculum focusing on letter naming, words in context, language play, assisted reading, and parents using assisted reading in the home move low socio-economic urban kindergarten children through the same stages of beginning reading at the same rate as Mason's middle class children.

Mason's Middle Class Group and The Experimental Group

A comparison of the pre-test and post-test reading stage movement results and the results of the number of stages progressed between Mason's group and the experimental group indicated that the children in the experimental group, after ten weeks of reading instruction in the curriculum described in this study, did move through Mason's stages of beginning reading and at a higher rate. It is concluded that the curriculum used in this study focusing on letter naming, words in context, language play, assisted reading and parents using assisted reading in the home was successful in moving low socio-economic kindergarten children through Mason's stages of beginning reading and at a higher rate. The Chi-square results at the .01 level of significance indicated a significant difference in the reading stages progressed between

Mason's group and the Experimental group. The greatest difference between the two groups occurred between Stages I and III, where fourteen of 30 (forty six percent) of the children in the experimental group progressed two stages, while none of the children in Mason's group progressed two stages. Twenty of thirty eight (fifty two percent) of the children in Mason's group did not make a reading stage change while only 4 (thirteen percent) of the children in the experimental group made no reading stage change. Findings, also, revealed that fifteen of the thirty eight children in Mason's group were reading when they entered school, and eighteen children made upward reading stage movements. None of the children in the experimental group were reading when they entered school; however, twenty six of the thirty children made upward movements in the experimental group. When one compares the children in Mason's group who started her program in stage one with the children in the experimental group, the experimental group made greater gains than Mason's group (See Appendix Q). It is concluded that most of Mason's middle class children with the exception of five entered preschool reading but made less gains in school than did the experimental group. Most low socio-economic children do not enter school reading because of the following reasons:

1. Economic conditions which may keep some low socio-economic children from receiving a broader variety of first hand experiences.
2. Inadequate reading material in the home which may keep some low socio-economic children from being exposed to the appropriate books necessary for beginning reading.

3. Lack of a systematic parent-child reading program in the home where parents systematically read to their children often.

It is quite obvious that Mason's middle class children received the experiences and the materials necessary for reading before they entered school; however, the findings from this experiment support the underlying assumption of this study that low socio-economic children can learn to read as well as middle class children if given an appropriate reading curriculum that includes parental involvement in the home. Therefore, it is concluded that the success of those who made progress through Mason's stages may be attributed to the following: (1) children in the experimental group were given instruction in a curriculum that provided them the opportunity to use their language in a more natural manner -- letters and words were always presented in context; (2) book subscriptions were mailed to the home for every child giving them more access to books; (3) each child in this group received a personal copy of the Mother Goose Nursery Rhyme Book and the I Live In the City Alphabet Book; (4) parents in the study participated in three workshops in which they were told about the in-school program and were given instructions in assisted reading strategies in the home; (5) parents participated in the reading program through the use of assisted reading in the home; (6) student tutors were trained, and they read with students individually for fifteen minutes every day using assisted reading; (7) children were learning to read by reading; and (8) parents became interested and enthusiastic about helping their children when they saw they were beginning to read. The four children who did not make a reading stage change had poor school attendance and a lack of parental involvement

in the reading program in the home. The parents of these four children attended only the workshop that was held at the end of the study (See Appendix P for further information). It is the researcher's opinion that Mason's group did not make progress using her curriculum because of the following

1. Mason's curriculum focused either on letters or words in isolation, not in a total language context.
2. The reading method Mason's middle class parents used in teaching their children to read did not match the method that was used in her school curriculum.
3. Mason's children were four-year-olds, while the children in this study were five-year-olds.

Assisted Reading for the Experimental Group

The pre-test and post-test results of the Assisted Reading Inventory for the experimental group revealed that twenty six of the children in this group learned to recognize from five to forty two different words. The children who recognized the most words were also those children who moved upward in Mason's stages and whose parents participated in the assisted reading workshops. These children also attended school regularly (See Appendix P). It is concluded that children whose parents have appropriate books in the home and whose parents read with them often achieve more reading gains than children whose parents are not actively involved with their children in reading. It seems that when parents read with their children, children feel that parents care about them and about school; therefore, the separation

between home and school is reduced. Also, the experience of reading with a parent may help make a child have a warmer feeling toward both the parent and reading.

Mason's Middle Class Group and the Control Group

An analysis regarding the significance of the number of reading stages progressed between Mason's middle class group and the control group indicated a significant difference in the reading stages progressed as evidenced by the Chi-square results. A Chi-square value of 10.97 at the .01 level of significance indicated a significant difference in the reading stages than did the control group. Only three children progressed upward in the control group, while eighteen progressed upward in Mason's group. Only one child in the control group learned to read a few "book" words. It is concluded that the control group did not progress through Mason's stages of beginning reading at the same rate as did her middle class group because of the following reasons:

1. The school's curriculum focused on letter naming and letter sounds in isolation.
2. The school's curriculum did not capitalize on the children's phonological, syntactic and semantic cue systems.
3. The children did not get meaning from the letter sounds they had learned in isolation.
4. The teacher read the rhymes and the stories used in the program; the children only listened.
5. The children's parents probably could not afford to buy the appropriate books needed for learning to read in the home.

6. The children did not receive broad and varied experiences because of the economic conditions of their parents.

Assisted Reading for the Control Group

The pre-test and post-test results of the Assisted Reading Inventory for the control group indicated that none of the children in this group could read beginning reader books and only one child recognized a few "book" words. Findings also revealed that the one child who recognized a few "book" words was also the child who moved to Stage II. It is concluded that the one child who could recognize words from the Assisted Reading Inventory had been somewhat exposed to reading. This exposure may have been from shopping, trips, watching T.V., and parents or older brothers and sisters reading to her. It is highly important that low socio-economic parents understand that reading occurs from many informal methods. These informal methods may prove highly effective in helping their children learn to read.

The Experimental Group and the Control Group

The experimental group made greater movements through Mason's stages of beginning reading than did the control group as evidenced by a Chi-square statistic. A Chi-square value of 30.78 at the .01 level of significance indicated a significant difference in the reading stage movements between the two groups. Twenty six children moved upward in the experimental group while only three moved upward in the control group. Fourteen children in the experimental group moved through all of Mason's stages, while none of the children in the control group moved through Mason's stages. It is concluded that the experimental

group made greater gains because they were given instructions in the curriculum described in this study, and parents used assisted reading with their children at home. The control group was not given instruction in the described curriculum and parents were not involved in the reading instruction the children received. The important components of this experimental curriculum were that this curriculum allowed children to learn to read by reading, using their natural language abilities; and it involved parents in the reading program. All of which seemed to be essential to a successful reading program for low socio-economic urban kindergarten children.

Exploratory Questions

Exploratory Question 1: Will low socio-economic urban kindergarten black and white children in the experimental group living with single parents move through Mason's stages of beginning reading at the same rate as children living with both parents?

An analysis of the comparison of reading stage movements between the two groups indicated no significant difference in the reading stage movements between the two groups as evidenced by the Chi-square results. A Chi-square value of .496 at the .05 level of significance indicated that there was no significant difference in the reading stage changes between the black and white children living with single parents and the black and white children living with both parents. It is concluded that in this study there was no significant difference in the reading stage movements between the black and white low socio-economic children living with single parents or living with both

parents. What does appear to make a difference is how much time they spend immersing their children in reading.

Exploratory Question 2: Will black low socio-economic urban kindergarten children living with both parents in the experimental group move through Mason's stages of beginning reading at the same rate as white low socio-economic children living with two parents?

The pre-test and post-test reading stage results indicated no significant difference in the reading stage movements between the two groups. It is concluded that race in this study was not a dominant factor in the movements through Mason's stages. The important factor was the curriculum described in this study. It allowed low socio-economic children the opportunity to use their natural language abilities and enlisted the aid of parents using assisted reading in the home. The mere fact that a child lives with both parents, black or white, does not necessarily mean that the child will learn to read. What is important is how much time is spent with the child in learning activities and in assisted reading. These learning activities may occur while shopping, at meal time, at play or while reading a story or nursery rhyme at bedtime.

Exploratory Question 3: Are Mason's stages of beginning reading valid?

Based on pre-test and post-test results and the statistical analysis of the results, Mason's stages of reading appear to be valid for middle class children who have learned to read prior to entering school. Low socio-economic children would need the curriculum described

in this study if these children are to move through her stages of beginning reading. Results indicated that the control group who did not receive instructions in the curriculum described with parental involvement did not move through Mason's reading stages; however, the experimental group, after receiving instructions in the curriculum surpassed her middle class group in beginning reading achievement. It is concluded that although Mason's stages appear to be valid for some children, it is apparent that the control group was not able to progress through her stages. This study did not prove or disprove the validity of Mason's stages of beginning reading.

Additional Exploratory Questions Raised During the Study:

Question 1: Will black low socio-economic children in the experimental group move through Mason's stages of beginning reading at the same rate as white low socio-economic children?

An analysis of the reading movements between the two groups indicated no significant difference in the number of reading stage movements between the black and white children as evidenced by a Chi-square statistic. A Chi-square value of .00342 at the .05 level of significance revealed no significant difference in the reading stage movements or the children's understanding of reading. It is concluded that race in this study was not a significant factor in reading stage movements among urban low socio-economic children. A more important factor was the use of the curriculum described in this study that included the use of parents using assisted reading in the home.

Question 2: Will black low socio-economic children living with single parents move through Mason's stages at the same rate as white children living with single parents.

An analysis of the number of children's reading stage movements between the two groups revealed that there was no significant difference in the reading stage movements of children living with black single parents and children living with white single parents. A Chi-square value of .6041 at the .05 level of significance indicated that there was no difference in the children's reading stage movements between the two groups. It is concluded that there was no significant difference in the study in the reading stage movements between the black low socio-economic children living with single parents and white low socio-economic children living with single parents. It seems important that parents of both races participate in the school's reading program and use assisted reading with their children in the home.

Conclusions and Observations

Based on the findings of the present study, the following conclusions and observations are presented:

1. Low socio-economic urban kindergarten children can learn to read as well as middle class children if they are given a curriculum that utilizes their natural language abilities and parents are using assisted reading in the home. These conclusions are consistent with the suggestions made by Goodman, Burke, and Sherman (1974), Watson (1970), and Hoskisson (1980) who suggested that a good reading curriculum should utilize the meaning cue systems that children already

possess. These cue systems involve the phonological, syntactic, and semantic natural systems that children already possess and continue to develop. Phonological and graphophonic cue systems were utilized through the use of letter naming in words. Syntactic and semantic cue systems were utilized by the use of language play in oral context, and all three cue systems were utilized in assisted reading.

2. Parents participation in the reading program through the use of assisted reading workshops and the use of assisted reading in the home seems to have a tremendous impact on the reading achievement of the low socio-economic urban kindergarten children in this study. This is evidenced by the number of children who came to school asking for some one to listen to them read and the reading performance of those children whose parents attended workshops. Some low socio-economic parents believed that they were not suppose to teach their children to read. This was evident by the statement made by one parent during an assisted reading workshop, who stated, "I thought I was suppose to let the teacher do the teaching. When did the teachers change their minds." This statement is consistent with Hoskisson (1980), who noted that at one time parents and teachers alike were not allowed to teach kindergarten children to read.

These findings are also consistent with Artley (1975), Breiling (1976), and Vukelick (1978) who found that children whose parents participated in the schools reading program achieved greater reading gains. The findings related to parents using assisted reading with their children in the home are also consistent with Hoskisson (1980), who suggested that low socio-economic parents can help their children learn

to read by using assisted reading with their children in the home.

3. Some middle class children learn to read before they enter preschool. This was true of Mason's middle class children who made more progress before entering school than they did while in her curriculum. Some middle class children learn to read before some low socio-economic children because of the following reasons:

a. Middle class parents provide more experiences for their children; low socio-economic parents can't afford to provide as many experiences for their children.

b. Middle class children read to their children; low socio-economic parents are unfamiliar with the appropriate books to buy.

c. Middle class parents participate in the school's program; low socio-economic parents would like to but believed that they should not.

d. Middle class parents take advantage of the informal methods of teaching their children to read such as helping their children learn to read labels in stores and signs on highways; low socio-economic parents may not use this informal teaching method.

e. Middle class parents begin reading to their children long before they enter school; low socio-economic parents wait until the child enters school before helping them.

Low socio-economic children should be immersed in reading at an early age preferably before the age of two. When this immersion in reading occurs at an early age, reading should not be a problem when these children enter school and receive formal reading instruction.

4. There was no significant difference in movements through

Mason's stages of beginning reading between black and white low socio-economic kindergarten children living with single parents and children living with both parents. The fact that children black or white live with single parents or both parents was not a factor in this study. The reading progress made by children of both races, whether living with a single parent or with both parents, depends on parental participation in the school's reading program; the amount of time parents spend with their children; and how much parents read to their children. These findings are supported by Bloom (1965), Gentry (1972), Breiling (1976) and Hoskisson (1980), who all suggested that urban low socio-economic parents must spend time with their children. This time may be used at meal time, at play, while shopping, and in reading stories and rhymes to their children. Many of the parents in this study became very enthusiastic about this reading program once their children began to read. This was evident by one man who attended the second reading workshop. He stated, "It just so happens that I was off from work today, but I am sure some one will be here with my child for the next one." In addition, one of the children who had just finished reading a book independently looked at her mother and said, "That is good reading for a five year old, don't you think." All of these statements are evidence that low socio-economic parents appear very interested in helping their children learn to read, and the children appear to enjoy it.

5. There was no significant difference in the movements through Mason's stages of beginning reading between the black children living with both parents and the white children living with both parents. Race did not appear to be a dominant factor in the reading achievement of

these low socio-economic kindergarten children. A more important factor was the use of the curriculum as described in this study and having parents use assisted reading in the home.

Summary

Based on the research generated from this study, it appears that low socio-economic children when given an appropriate curriculum that includes parental involvement through the use of assisted reading can learn to read as well as middle class children. It seems that parents have a tremendous influence on the reading success of low socio-economic children. This researcher highly recommends that low socio-economic parents become active participants in the school's reading program and, most of all, that they read to their children before they enter school. The success or failure of low socio-economic children learning to read well may depend on whether or not parents assist their children with reading in the home.

Implications for Instruction

The implications for instruction as a result of this study may be summarized as follows:

1. Reading should start with and build upon the natural language abilities, interests, and experiences of the learner.

2. Children should be presented with a curriculum that allows low socio-economic children to use the meaning cue systems described by Goodman, Burke, and Sherman (1974).

3. Children should be immersed in reading. Parents should use

should use assisted reading at home and help teachers in the reading program at school.

4. Children should be presented with a variety of activities to include letter and word games, poems, rhymes, riddles, and stories.

5. Children should be exposed to a classroom where the print is used in context and not in isolation.

6. Children should be aware of the print found in the kitchen, on restroom doors, in supermarkets, on streets, and on highways.

7. Children should learn that letters make words and words make sentences. The teacher should start with the words that are most meaningful to the child, such as his/her name.

8. Children should begin reading with stories, familiar words in their environment and then move to letters in words.

Implications for Further Research

The use of this curriculum has generated the following questions for further research:

1. Are there other stages of beginning reading that could have been included in Mason's stages?

2. What effect would the curriculum in the current study have on the reading achievement of middle class children?

3. What effect would this curriculum have on the reading achievement of children from both lower and middle class.

4. What effect would this curriculum have on the reading achievement of low socio-economic children for an entire school year?

5. What would be the effects of a writing component added to

6. Would there be a difference in the reading stage movements of low socio-economic black and white children using a larger population and the curriculum described?

7. Would there be a difference in the reading stage movements between children living with single parents (black or white) and children living with both parents (black or white) using a larger population and the curriculum described?

8. What would be the effects of this curriculum without parental involvement?

9. What would be the effects of this curriculum without assisted reading?

10. What would be the effects of the traditional school curriculum with assisted reading.

The purpose of this study was to determine if a curriculum focusing on letter naming, words in context, language play, assisted reading, and parents using assisted reading in the home would move low socio-economic kindergarten children through the same stages of beginning reading at the same rate as Mason's middle class children. The results of this study revealed that the curriculum described in this study did move the low socio-economic children in the experimental group through Mason's stages of reading and at a greater rate. The researcher was overwhelmed by the enthusiasm of the children, teachers, and parents after these children began to learn to read. It was a wonderful experience to watch some of these low socio-economic children begging someone to listen to them read. As a result of this study, the researcher feels a great sense of personal satisfaction and professional

growth and an increased desire to continue to do research in the area of reading.

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APPENDIX A

Mason's Three Stage Criteria for Beginning Reading

Mason's Three Stage Criteria for Beginning
Reading (Middle and Upper Class)

- I. Context Dependency: The child is shown the picture and the word.
The child is asked to name the picture and
say the word.

Pizza Hut

Jello

Woolworth's

MacDonald's

A & P

Aqua Fresh

Raisin Bran

Campbell Soup

Kellogg's

Montgomery Wards

Potato Chips

Boo-Berries

Vegetable

Milk

Soap

- II. Visual Recognition: The child is asked to say the words without
pictures.

Mom

Dad

Yes

No

Stop

II. Visual Recognition Con't.

Go

In

Dog

Girl

Boy

III. Letter Recognition: The child is asked to give the beginning sound and then pronounce the word.

C-at

B-us

D-og

H-at

M-et

M-ad

C-ake

N-ot

C-up

G-ot

APPENDIX B

Mason's Three Stage Criteria Pre-test and Post-test for Beginning Reading (with modifications)

Mason's Three Stage Criteria Test
(with Modifications)

- I. Context Dependency: The is shown the picture and the word and the child is asked to say the picture and the word.

<u>Middle and Upper Class</u>	<u>Modifications</u>
Pizza Hut	Pizza Hut
Jello	Alphabits
Woolworth's	K-Mart
MacDonald's	MacDonald's
A & P	BeLo
Aqua Fresh	Aqua Fresh
Raisin Bran	Raisin Bran
Campbell Soup	Campbell Soup
Kellogg's	Kellogg's
Montgomery Wards	Zayre's
Potata Chips	Peas
Boo Berries	Beans
Vegetable	Vegetable
Milk	Milk
Soap	Soap

- II. Visual Recognition: The child is asked to say the words without pictures.

<u>Middle and Upper Class</u>	<u>Current Study</u>
Child's Name	Child's Name
Mom	Mommy
Dad	Daddy
Yes	Yes

II. Visual Recognition Con't.

No	No
Stop	Stop
Go	Go
In	In
Dog	Dog
Girl	Girl
Boy	Boy

III. Letter Recognition - Child is asked to give beginning sound and then pronounce the word.)

C-at	C-at
B-us	B-us
D-og	D-og
H-at	H-at
M-et	M-et
M-ad	M-ad
C-ake	C-ake
N-ot	N-ot
C-up	C-up
G-ot	G-ot

Mason's Three Stage Criteria Pre-test and Post-test
(with Modifications)

Name _____ B _____ W _____
 Teacher _____ Single Parent _____ Parents _____
 Birthdate _____
 Pre-Test _____ December _____ Post-Test _____ April _____

Mason's Three Stages of Beginning Reading

Stage I. Context Dependency - The child is shown the picture and word and asked to name the picture and say the word.

<u>Picture (labels)</u>	<u>Trial 1</u>	<u>Trial 2</u>
1. Pizza Hut	_____	_____
2. Alphabits	_____	_____
3. K-Mart	_____	_____
4. MacDonald's	_____	_____
5. BeLo	_____	_____
6. Aqua Fresh	_____	_____
7. Raisin Bran	_____	_____
8. Kellogg's	_____	_____
9. Campbell's Soup	_____	_____
10. Zayre	_____	_____
11. Peas	_____	_____
12. Beans	_____	_____
13. Vegetables	_____	_____
14. Milk	_____	_____

15. Soap

Stage II. Visual Recognition - The child can recognize any words without pictures or labels. (Reader Words)

<u>Words</u>	<u>Trial 1</u>	<u>Trial 2</u>
1. Mommy	_____	_____
2. Dog	_____	_____
3. Stop	_____	_____
4. Daddy	_____	_____
5. Yes	_____	_____
6. No	_____	_____
7. In	_____	_____
8. Go	_____	_____
9. Boy	_____	_____
10. Girl	_____	_____

Stage III. Letter Sounds - The child is asked to give the beginning sounds and pronounce the words.

<u>Words</u>	<u>Trial 1</u>	<u>Trial 2</u>	<u>Words</u>	<u>Trial 1</u>	<u>Trial 2</u>
c-at	_____	_____	m-et	_____	_____
b-us	_____	_____	h-at	_____	_____
d-ay	_____	_____	c-ake	_____	_____
s-at	_____	_____	c-up	_____	_____
m-ad	_____	_____	g-ot	_____	_____

Non-Readers - Child does not pronounce any words.

Special Pre-Test and Post-Test

Letter and Word Knowledge:

1. Name of Child _____ Pre-test and Post-test

Given magnetic letters child is asked to make own name after experimenter does it once.

Can make his/her name _____

Order in which letters were picked _____

- 2.
- Letter Recognition:

Name of letters: Given magnetic letters, child is asked to name them.

Letters: A D C T M O L S E

- 3.
- Visual Recognition:

Words and Pictures: Five pictures (Dog, Baby, Cat, Shoe, Flower) and five word cards are spread out on a table. After pictures are named, child is asked to place each word card next to its picture. Two trials are given.

<u>Words:</u>	<u>Trial 1</u>	<u>Trial 2</u>
1. Dog	_____	_____
2. Baby	_____	_____
3. Cat	_____	_____
4. Shoe	_____	_____
5. Flower	_____	_____

APPENDIX C

Pre-Test and Post-Test for the Assisted Reading Inventory and Beginner Books Collection

Pre-Test and Post-Tests

Books used for the pre-test and post-test, Assisted Reading Inventory
Random House Publishing Company.

Pre-test and Post-test and Teaching

- 1) Go! Dog! Go!
- 2) The Cat in the Hat, Pages 1-10
- 3) Green Eggs and Ham, Pages 1-10

Post-Testing Books

- 1) Mr. Brown Can Moo! Can You!, Dr. Seuss
- 2) The Foot Book, Random House Publishing Company
- 3) Eye Book, Random House Publishing Company
- 4) Go! Dog! Go!, Random House Publishing Company
- 5) The Cat in the Hat, Random House Publishing Company
- 6) Green Eggs and Ham, Random House Publishing Company

Assisted Reading
Books for
Pre-Testing
and
Teaching

ASSISTED READING INVENTORY

Directions: Circle the words the child is able to recognize without help.

Name _____ Date _____ Number of Words _____

The Cat in the Hat

The sun did not shine.

It was too wet to play.

So we sat in the house

all that cold, cold, wet day.

I sat there with Sally.

We sat there, we two.

And I said, "How I wish

we had something to do!"

Too wet to go out

and too cold to play ball.

So we sat in the house.

We did nothing at all.

So all we could do was

to Sit! Sit! Sit! Sit!

And we did not like it.

Not one little bit.

And then something went

Bump! How that bump made us Jump!

Name _____ Date _____ Number of Words _____

Go Dog! Go!

Dog.

Big dog.

Little dog.

Big dogs and little dogs.

Black and white dogs.

"Hello!" "Hello!"

"Do you like my hat?"

"I do not."

"Good-by!" Good-by!"

One little dog going in.

Three big dogs going out.

A red dog

on a blue tree.

A blue dog

on a red tree.

A green dog

on a yellow tree.

Some big dogs

and some little dogs.

Going around

in cars.

A dog out of a car.

Two big dogs

going up.

One little dog
going down.

One little dog
going down.

The green dog
is up.

The yellow dog
is down.

The blue dog
is in.

The red dog
is out.

One dog up
on the house.

Three dogs down
in the water.

A green dog
over a tree.

A yellow dog
under a tree.

Two dogs
in a house
on a boat
in the water.

A dog over the water.

A dog under the water.

Name _____ Date _____ Number of Words _____

Green Eggs and Ham

I am ham.

I am ham.

That I am - I am!

That Sam - I am!

Do you like

Green eggs and ham?

I do not like them,

I am - I am

I do not like

green eggs and ham.

Would you like them

here or there.

I would not like them

here or there.

I would not like them

anywhere.

I do not like

green eggs and ham.

I do not like them.

I am - I am.

Would you like them

in a house?

Would you like them

with a mouse?

I do not like them
in a house.

I do not like them
with a mouse.

I do not like them
here or there.

I do not like them
anywhere.

I do not like
green eggs and ham.

I do not like
Sam - I am.

BOOK COLLECTION

Beginners Books Series, Random House Publishing Company.

Titles:

Bookie House

Book of Riddles

Ten Apples on Top!

Bar, Bar

Sam and the Fire Fly

I Wish That I Had Duck Feet

The Bike Lesson

The Cat in the Hat

The Cat in the Hat Comes Back

Stop That Ball

The Bird Nest

Cowboy Andy

Summer

Little Black Goes to the Circus

Green Eggs and Ham

Hand, Hand, Fingers, Thumb

A B C

Little Turtle's Big Adventure

Hop on Pop

Little Black Pony

Fish Out of Water

One Fish, Two Fish, Red Fish, Blue Fish

Titles Con't.Robert the HorseThe King, The Mice, The CheeseAre You My Mother?Bears On WheelsThe Early BirdThe Big JumpBig Honey BookBook of LaughsI Was Kissed by a Seal at the ZooTen Apples on TopThe Foot BookThe Eye BookGo Dog GoMr. Brown Can Moo! Can You!

Post-Test Books

Name _____ Date _____ Number of Words _____

Mr. Brown Can Moo!

Oh, the wonderful things

Mr. Brown can do!

He can go like a cow.

He can go Moo Moo.

Mr. Brown can do it.

How about you?

Mr. Brown can Buzz

How about you?

Can you go Buzz Buzz

He can go like a cork

Pop! Pop!

He can go like horse feet.

Klopp, Klopp, Klopp.

He can go EEf

like a squeaky shoe.

He can crow like a rooster ...

Cock-A-Doodle-Do

He can go like an owl

Hoo Hoo Hoo Hoo

EEK EEK

Cock-A-Doodle-Do

Name _____ Date _____ Number of Words _____

The Foot Book

Left foot

Left foot

Right foot

Right foot

Feet in the morning

Feet at night

Left foot

Left foot

Right foot

Right foot

Wet foot

Dry foot

High foot

Low foot

Front feet

Back feet

Red feet

Black feet

Left foot

Right foot

Feet, Feet, Feet

How many, many

feet you meet.

Name _____ Date _____ Number of Words _____

The Eye Book

Eye, Eyes

My eyes

My eyes

My eyes

His eyes

Wink eyes

Wink eyes

Pink eye

Pink eye

My eyes

My eyes see.

His eyes see.

I see him.

And he sees me.

Our eyes see blue.

Our eyes see red.

They see a bird.

They see a bed.

They see the sun.

They see the moon.

They see a fork.

They see a knife.

They see a spoon.

They see a spoon.

They see a girl.

They see a man.

They see a horse.

They see a can.

They look down holes.

They look up poles.

Our eyes see trees.

They look at clocks.

They look at bees.

They look at socks.

Our eyes see flies.

Our eyes see ants.

Our eyes see pink underpants.

Our eyes see rings.

Our eyes see strings.

They see many, many things.

APPENDIX D

Assisted Reading, Parental Involvement

Source: Dr. K. Hoskisson, 1980

SUGGESTIONS FOR PARENTS

Sequence for parents to use with Assisted Reading: Hoskisson (1979).

1. Read many easy children's books with the child.
2. Read with the child three or four times per week.
3. Limit reading to the amount of time the child is interested in reading usually 15-20 minutes at a time.
4. Have the child read words, phrases or sentences as they are read to him. Do this initially with only one or two pages of the book. Gradually increase the number of pages as interest increases.
5. Read many books by means of assisted reading. Interest is increased by reading widely.
6. Take notes on the words the child remembers and have him read those words in subsequent books but not in isolation.

APPENDIX E

Upper and Lower Case Letters of the Alphabet
Least Similar in Visual Structure

Soucre: Dr. Rose Sabaroff, 1980

Teaching Upper and Lower Case Letters

Ease of Learning (Visually)

Easiest

Cc

Ss

Vv

Ww

Xx

Zz

Reduced
from full
height to
half space.

Jj

Kk

Pp

Tt

Uu

Yy

Difference
in position.

Bb

Ff

Hh

Ii

Ll

Piece of
letter
omitted.

Hardest

Aa

Dd

Ee

Gg

Mm

Nn

Qq

Rr

Very
different.

APPENDIX F

Curriculum Outline Letter Naming Experimental Group

Curriculum Outline: Letter Naming
Experimental Group

Letter Naming Guide

Objectives:

1. Children will be able to recognize, name and print the letters of the alphabet through the use of letter recognition in word labels, and the I Live In the City Alphabet Book.
2. Children will be able to create words using flannel letters, magnetic letters, and other creative materials.
3. Children will be able to use letters from the alphabet books to make words to be used in oral and written context.
4. Children will be able to make their own Language Experience Kindergarten Alphabet Book.

Letter Naming Instructions

Some of the upper and lower case letters of the alphabet will be taught together, when these letters have the same or similar visual formation. Some of these letters are: Tt, Ss, Cc, Pp, Ff, Mm, Oo, Ii, Jj, Kk, Ll, Uu, Vv, Xx, Yy, Zz. Other upper and lower case letters will be taught separately such as Bb, Dd . . .

Letter Naming Procedures

1. The teacher will write the letter(s) It on the board and pronounce the letter name.
2. The teacher will write two t words, one using capital (T) and the other using small (t) (Toes, toes).

3. The teacher will ask all children to first write the two t's and then the two t words, It, Toes, toes. The teacher will accept all scribbles.
4. The teacher will point out differences in upper and lower case t's in the words.
5. The teacher will give each child the opportunity to point out upper and lower case t's in words and labels around the room.

Creating Words:

6. Children will make words using flannel letters, play dough, magnetic letters, and letters made from other creative materials. These letters will be used to make words.

Written and Oral Context:

7. Children will find the t sentence in their I Live in the City Alphabet Book. The teacher will write the sentence on the board, and read the sentence pointing to each word. The children will repeat the words after the teacher. Later, each child will be given a chance to come to the board and read the t sentence.

Example: I is for tiptoe to make me feel tall.

8. Children will be asked to find the capital (big) and lower case (small) t's in each word.
9. Repeat the procedure for each pair of letters used in the curriculum.

Activities for Language Experience Kindergarten Alphabet Book:

1. Children will use class collaborations to find a picture, word and a sentence for the letter t. Children will look around the room and read words or labels that have the letter t in them. As a group, they will create a sentence using some of these words. Children will also select a picture that accompanies a t word and create a sentence about that picture.

Example: Children select picture of Toes with the label Toes, toes.

Children create the sentence: T is for toes we have on our feet.

2. Teacher puts sentences on board to children's dictation. Children and teacher read sentence together as teacher points to each word. A child comes up and points to each word. A Child comes up and points out each t.
3. Children that can, will copy the sentence into the Language Experience Alphabet Book. If not, the teacher will reproduce the sentence for them.
4. Teacher reproduces sentence for children to take home.

APPENDIX G

Alphabet Sample

Alphabet Book Sample

For the Letter T

The children decided on a picture of a television for the letter T and they wrote the words "Television, television" on the page. In addition, they each drew a picture of a television and wrote the following sentence:

This is my television.

The pictures of the television varied according to the type of television each child had in his or her home. Each sentence was placed in the child's alphabet book to reread daily. Pictures and sentences were made for each letter of the alphabet.

APPENDIX H

Word Focused Guide

Word Focused Guide

Objectives:

1. Each child will be able to recognize his/her name in print.
2. Children will be able to recognize label words (peas, bean), and picture words (shoe, dog, cat).
3. Children will be able to use label words and picture words in oral and written context.
4. Children will be able to use anatomy words in oral and written context.

Word Focused Instruction

Names

Children's names will be the first words used. Later, words from labels and picture words will be used.

Label Words

Children will bring empty cartons and cans from home. Each child will use his or her label in oral and written context.

Picture Labels

Children will discuss picture labels and each child will use his/her label word in oral and written context. Anatomy words will also be used with the group in oral and written context.

Procedures for Word Group

Recognizing and Printing Names

1. The teacher will give each child his/her name on a piece of tag board. Each child will be given instructions as to the correct pronunciation of the name.

2. The teacher will give each child his/her name on a tracing sheet to be traced. Later, each child will try to write his/her name without tracing paper. The teacher will accept scribbles but give corrections.

Label Words

1. The teacher will instruct each child to bring an empty carton or box from home of his/her favorite food.
2. Each child will be given the opportunity to use the labels in oral and written context through the use of his/her natural language and the chalkboard.

Oral and Written - Example:

1. Sally said, "I like milk."
John said, "I like beans."
2. The teacher will write on the board the child's oral sentence and the name of the child speaking. When all sentences are on the board, each child will go to the board and read his/her sentence. This activity will give each child an opportunity to recognize his/her name and the favorite food in print. The child has two clues in trying to read this sentence. The first clue is his/her own name, and the second clue is his/her favorite food.
3. The teacher will use anatomy pictures and words to help children learn to use anatomy words in oral and written context.

Example, I have two ears. Each child will be given the

opportunity to choose a part of the body, find a picture and the word, and use the anatomy word in oral and written context (I have two ears). Children will also be asked to try to write all of the words. (The teacher will accept all scribbles).

APPENDIX I

Language Play Guide

Source: Developing Linguistic
Awareness in the Kindergarten

Language Play Guide

Objectives:

1. Children will be able to recognize letters learned in words, through the use of rhymes, games, and other creative materials.
2. Children will be able to complete rhymes using the Mother Goose Rhyme Book.
3. Children will be able to use position words and noun substitutions in sentences.

Language Play Instruction

1. The teacher will use rhymes and other creative materials to help reinforce letters in words.

Example: Playing with Language

Reinforcing Letters T, t Alliteration

Directions: The teacher and children will read the verse together. The teacher will point to each word as they read together. After learning the verse the children will point out the two Ts, in each word.

Tickey Turkey says touch your toes.

Tickey Turkey says touch your toes.

Touch your toes, touch your toes.

Touch your toes.

Directions: The teacher will use an overhead projector as an aid for teaching alliteration. The teacher and the children will participate in choral reading. The teacher will point to the words as they read together. Each child will be given the opportunity to read the alliterations from the screen. The teacher and the children will use alliteration for reinforcements of letters and words in context.

Alliteration

American Ants
Bird on bike
Cow in car
Dog with drum
Elephant on eggs
Fox with fish
Goose with guitar
Horse on house
Indian with ice-cream
Juggler with jack-o'-lantern
Kangaroo with keys
Lion with lamb
Moose with mask
Nine in their nests
Octopus with oars
Penguins in parachutes
Queen with quarter
Rabbit on roller skates
Skunk on scooter
Turtle at type writer
Umpire under umbrella
Vulture with violin
Walrus with wig
Xylophone for Xmas
Yak with yoyo
Zebra with zither.

The Alphabet Book

P.D. Eastman

Alliteration

My Funny Animal Alphabet

Aa an Alligator aiming at an apple
 Bb Bugs batting at a baseball
 Cc a Cat cooking carrots
 Dd a Dog diving into a dish
 Ee an Elephant eyeing an egg
 Ff a Fox fumbling with a flute
 Gg a Gorilla gliding in a gondola
 Hh a Horse hiding behind a hill
 Ii an Ignana ice-skaing on an igloo
 Kk a Kangaroo kicking in karate
 Ll a Leopard learning at the library
 Mm a Monkey making a milk shake
 Nn a Nanny goat nibbling on nails
 Oo an Octopus ordering some oysters
 Pp a porcupine playing the piano
 Qq Quails quarrelling over a quilt

My Funny Alphabet Book

Buffington

Big A, little a, what begins with A?
 Aunt Annie's alligator - - - A - - - a - - - A

Big B, little b, what begins with B?
 Barber, baby, bubbles and a bumblebee.

Big C, little c, what begins with C?
 Camel on the ceiling - - - C - - - c - - - C

Big D, little d, what begins with D?
 David, Donald Doo, dreamed, a dozen doughnuts, and a duck-dog, too.

ABCDE - - - e - - - e
 ear, egg, elephant, e e E

Big F,
 little f
 F - - - f - - - F

Four bluffy feathers
 on a Fiffer-feffer-feff.

ABCDEF G

Goat, girl, goo goo goggles
G - g - G

Selection from Dr. Seuss's ABC

Selections from The Complete Nonsense of Edward Lear

A was once an apple pie, Pidy Widy Tidy Pidy Nice in sidy Apple Pie.	T was once a little thrush, Thrushy! Hushy! Bushy! Thrushy! Flitty - Flushy - Little Thrush!
--	--

F was once a little fish, Fish Wishy Squishy Fishy In a Dishy Little Fish!	R was once a little rose, Rosy Posy Nosy Rosy Blow-s-y - grows-y Little Rose!
--	---

H was once a little hen, Henny Chenny Tenny Henny Eggs - any Little Hen?	W was once a whale, Whaly Scaly Shaly Whaly Tumbly-taily Mighty Whale!
--	--

Rhymes

Teacher reads a rhyme to the children. The teacher stops short and allows the children to complete the rhyme. The teacher encourages children to substitute their rhymes.

From Did You Ever See

Did You Ever See?

Did you ever see a snail?	. . . sail?
Did you ever see a sheep?	. . . sleep?
Did you ever see a crow?	. . . row?
Did you ever see a shark?	. . . bark?
Did you ever see a goat?	. . . float?

Did you ever see a giraffe?	. . .	laugh?
Did you ever see a yak?	. . .	crack?
Did you ever see a hawk?	. . .	talk?
Did you ever see a cat?	. . .	bat?
Did you ever see a deer?	. . .	steer?
Did you ever see a crocodile?	. . .	smile?
Did you ever see a fish?	. . .	wish?
Did you ever see a snake?	. . .	bake?
Did you ever see a book?	. . .	end?

Walter Einsel

Selections from Time for a Rhyme

Do you know a word
That rhymes with TREE?
Turn the page
And you shall see
It's ME ME ME!

Can you think of a word
That rhymes with HAT?
I know a word,
It is . . .
CAT CAT CAT!

What word do you think
Will rhyme with BOX?
Perhaps the word is . . .
FOX FOX FOX!

Let's think of a word
To rhyme with PIE.
I'm sure the word is . . .
SKY SKY SKY!

Let's find a word
That rhymes with zoo.
Just take a peek,
It is . . .
YOU YOU YOU!

What is a word
To rhyme with SLED?
I know, I know, it is . . .
BED BED BED!

Ellen Walkie

Complete the rhyme.

Mrs. Smutter likes bread and _____.	(butter)
Mr. Sam likes bread and _____.	(ham)
Mrs. Savey likes bread and _____.	(gravy)
Mr. Wilk likes bread and _____.	(milk)
Mrs. Bunny likes bread and _____.	(honey)
Mr. Loop likes bread and _____.	(soup)
Mrs. Keese likes bread and _____.	(cheese)
Mrs. Neat likes bread and _____.	(meat)

Time for Poetry

Evelyn Beyer Arbuthnot

The teacher and the children will read fun words in poems.

Directions: The children will:

1. say each verse together orally until children know the rhyme,
2. act it out together,
3. put the words on a large chart that the group can see,
4. point to each word as all read together,
5. point out individual letters that they recognize,
6. after several "readings," have children come up one at a time and cup with two hands words that they recognize.

Examples of Fun Poems:

Song of the Train

Clickety-clack,
 Wheels on the track,
 This is the way
 They begin the attack:
 Click-ety-clack,
 Click-ety-clack,
 Click-ety, clack-ety
 Click-ety
 Clack

Clickety-clack,
 Over the crack,
 Faster and Faster,
 The song of the track;
 Clickety-clack,
 Clickety-clack,
 Clickety, clackety,
 Clackety
 Clack.

Read Me a Poem
 David McCord

Higglety, pigglety, pop!
 The dog has eaten the mop.
 The pig's in a hurry,
 The cat's in a flurry,
 Higglety, pigglety, pop!

Nursery Rhymes for Choral Verse
 Montresor

Hickory, dickory, dock,
 The mouse ran up the clock.
 The clock struck one,
 The mouse ran down,
 Hickory, dickory, dock.

Nursery Rhymes for Choral Verse
 Montresor

Jump or Jiggle

Frogs jump
 Caterpillars hump

Worms wiggle
 Bugs jiggle

Rabbits hop
 Horses clop

Snakes slide
 Sea gulls glide

Mice creep
 Deer leap

Puppies bounce
Kittens pounce

Lions stalk -
But -
I walk!

Time for Poetry
Evelyn Beyer Arbuthnot

Selections from "I Can't," Said the Ant."

"I Can't," Said the Ant.

I was taking a walk
When I heard a loud clatter.
I rushed into the kitchen
To see what was the matter.

There on the floor
With the tea pouring out
Was a cracked teapot
With a broken spout. . .

"What's all the clatter?"
"Teapot fell,"
"Teapot broke,"
"She went kerplop!"

asked the platter.
said the dinner bell.
said the artichoke.
said the mop.

"Is she dead?"
"Just a break,"
"Broke her spout,"
"A fine fettle,"

asked the bread.
said the steak.
said the trout.
said the kettle.

"Alas,"
"What a life,"
"Push her up,"
"I can't,"

said the glass.
said the knife.
said the cup.
said the ant.

Time for Poetry
Evelyn Beyer Arbuthnot

APPENDIX J

Activities to Teach Position Words

Source: Developing Linguistic Awareness
in the Kindergarten
Dr. Rose Sabaroff, 1980

Activities for Teaching Position Words

1. Make a circle on the floor with a rope.
Have children stand around on the outside of the circle.
Ask them to:

Step inside the circle.
Step out of the circle.
Go around the circle.
Step away from the circle.
Move toward the circle.
Go to the right.
Go to the left.

2. Get a big paper carton, turned with cut side down.
Have children stand around.
Give each child a large crayon.
Ask them to:

Put the crayon under the box.
on top of
near
beside
above
on
over
near the bottom
next to
in the middle of the top

3. Give children each 3 crayons of difference sizes.
Ask them to hold up:

The largest
The smallest

Do the same with other objects in the room.

4. Draw 5 circles (or squares, or triangles) on the blackboard.
Call children up one at a time.
Ask them to point to:

The first
The second
The third
The middle
The last

5. Set up a table at the front of the room. Have all the children on one side of it. Ask them one at a time to place an object:

in front of
 at the far side of
 over
 beside
 on
 next to (point to one leg of table)
 on left side
 on the right side
 between the legs
 under
 above
 on a corner

6. Put a child's name, a holiday, or any appealing word on the black-board.

First a 3-letter word.
 Then a 5-letter word.

Call up children one at a time and ask them to point to:

the first letter
 the last letter
 the middle letter
 the beginning letter
 the end letter

Ask them to count the letters from left to right.

Teaching the Disadvantaged Child
 Teidt, Sidney

Position Word Rhymes

Swinging

to	Swinging to the tree top,
high above	High above the ground,
in	Singing in the tree top,
around	Looking all around.
up	Swinging up, I fly so high--
high	Like a rocket to the sky,
like	Swinging to the tree top,
	Ssee what fun I've found!

Tony Plays with Sounds
 Jane R. Spooner

When I Grow Up

when	When I grow up, I want to be
as big as	As big as Father is.
as large as	When I grow up, I want to drive
	A car as large as his.

I'll do this, and then do that;
I'll know what's right from wrong.
I'll do the things that big folks do -
I hope it won't take long!

Tony Plays with Sounds
Jane R. Spooner

APPENDIX K

Assisted Reading Training Sessions for Tutors

Source: Assisted Reading Instructions
Dr. Kenneth Hoskisson, 1980

Tutor Training Sessions

January, 1981

Objectives:

1. To demonstrate assisted reading procedures for tutors.
2. To demonstrate the procedure for keeping accurate information for each child.

Training Session

- I. Introduction
- II. Demonstration of Assisted Reading Stages I, II, III and a discussion of what to say at each stage.
- III. Read assisted reading handout aloud and discuss and demonstrate the following:
 - A. How to tell when a child moves from one stage to the next.
 - B. How to record the information in the assisted reading notebooks.
- IV. Importance of Allowing Children to Choose Books
- V. Refreshments

Assisted Reading Stages

According to Hoskisson, (1979), assisted reading is based on the assumption that children may learn to read in a way similar to the way they learned to talk. These similarities exist in the manner in which you as parents read to your children. There are three main instructional stages in the assisted reading process.

Stage I: The (tutor or) parent reads one sentence or phrase of the story at a time and the child repeats the word or phrase after the parent.

Stage II: The tutor reads one sentence or phrase and the child repeats the words except that now the tutor does not read the words the child has shown some evidence of recognizing or the tutor thinks the child knows.

Stage III: This is the transitional stage where the child begins to ask the (tutor or) parent to let him/her say the words alone.

Tutors

Directions: Children are allowed to choose books to read. Tutors will read the following directions to each child.

Stage I - Assisted Reading: (Tutors to child)

Now that you have chosen a book to read, we will read the book together. I will read first, but I would like you to use your finger and point to each word as you say the words after me. (Tutor will remind the child to stay on the line and to repeat the exact words while reading). You must remember to use your eyes, point to

each word, and say the exact words that I say. After you have shown that you know some words in the story you will be allowed to choose another story book. Tutors will read with the child and record the date, name of book, page number, and word recognized for the day. The child is allowed to re-read the same book as often as he or she likes.

Stage II - Assisted Reading

As the child moves from stage one to stage two of assisted reading he/she will be given the following directions:

Directions: Now that you have learned so many words, it is possible for you to read some of the words for yourself. I will read and you will read after me, remembering to point to each word and follow along with your eyes. I will read and sometimes stop and you will read some of the words you have learned aloud.

After you have learned most of the words in this story you will read parts of it aloud to show that you know most of the words.

The tutor and the researcher will decide when the child is ready to move into stage three.

Stage III - Assisted Reading

Directions: Now that you can read many words for yourself, you will be allowed to read the entire book alone. When you feel you are ready you may read the book to the researcher, tutor, teacher or class. This will be your choice. You may also want to tell the class in your own words what your story is about.

Child's Rating Sheet

Name of Child _____

Name of Rater (Tutor) _____

Date _____

Please circle the appropriate number corresponding to your observation.

- 1 - Disagree
- 2 - Tend to Disagree
- 3 - Tend to Agree
- 4 - Agree

- | | |
|--|---------------|
| 1) The child handles a book with ease. | 1 2 3 4 |
| 2) The child looks at pages from left to right and top to bottom. | 1 2 3 4 |
| 3) The child looks at words, lines, and sentences from left to right. | 1 2 3 4 |
| 4) The child can recognize the beginning of a sentence. | 1 2 3 4 |
| 5) The child recognizes the end of a sentence. | 1 2 3 4 |
| 6) The child reads with the teacher or tutor reading first. | 1 2 3 4 |
| 7) The child is able to fill in words the tutor thinks the child knows. | 1 2 3 4 |
| 8) The child reads or is able to read with the tutor filling in words the child does not know. | 1 2 3 4 |
| 9) The child reads familiar stories independently. | 1 2 3 4 |
| 10) The child reads unfamiliar stories independently. | 1 2 3 4 |

Assisted Reading Data Sheet

Name of Child _____

Book _____

Reading Stage _____ Date _____ Word Count _____

Words Recognized

- | | |
|-----------|-----------|
| 1) _____ | 16) _____ |
| 2) _____ | 17) _____ |
| 3) _____ | 18) _____ |
| 4) _____ | 19) _____ |
| 5) _____ | 20) _____ |
| 6) _____ | 21) _____ |
| 7) _____ | 22) _____ |
| 8) _____ | 23) _____ |
| 9) _____ | 24) _____ |
| 10) _____ | 25) _____ |
| 11) _____ | 26) _____ |
| 12) _____ | 27) _____ |
| 13) _____ | 28) _____ |
| 14) _____ | 29) _____ |
| 15) _____ | 30) _____ |

APPENDIX L

Assisted Reading Workshops for Parents

Source: Workshops for Adults and Children
Dr. Sandra J. Stallman, 1980

Assisted Reading Workshops for Parents

Objectives:

1. To inform parents of the importance of parent participation in the reading process.
2. To provide parents with assisted reading procedures for parents to use in assisted reading in the home.
3. To provide parents with books to be used while using assisted reading in the home.
4. To encourage parents to buy at least one additional book a month and to read with his/her child at least fifteen minutes.

Conference with Parents Workshop I

January

- I. Introduction
- II. Importance of study
- III. Researcher's tasks
- IV. Parent's tasks
- V. Child's tasks
- VI. Demonstration of assisted reading stages I, II, and III using a kindergarten child for demonstration purposes.
- VII. Read handout aloud and discuss the following:
 - A. Suggested techniques for parents.
 - B. Daily record sheets
 - C. Stage one, two and three procedures, demonstration using parents and children
- VIII. Children choose books

- IX. Parent and child team use book to begin assisted reading procedures.
 - A. Researcher observes each team.
 - B. Researcher assists each team to achieve correct techniques.
- X. Each parent-child team fills in a sample daily record sheet under researcher's directions.
- XI. Review of procedures for Stages I, II, and III.
- XII. Closing remarks

Workshop II

February

- I. Introduction
- II. Question and answer period.
Discussion of progress and records.
- III. Review of Stages I, II and III.
- IV. Demonstration of Stage I, II and III.
- V. Handout of stages for parents who missed first conference.
- VI. Researcher will read procedures aloud.
- VII. Children choose books.
- VIII. Parent and child teams use book to begin assisted reading.
Using Stages I, II and III procedures.
 - A. Researcher observes each team.
 - B. Researcher assists each team if needed.
- IX. Each parent fills out a daily record sheet.

Workshop III

March

Objectives for Workshop III

- 1. To express appreciation for parents participating in the study.

2. To discuss experiences and accomplishments during the study.
3. To have parents pass in their books.

- I. Introduction
- II. Discussion of experiences
- III. Pass in daily logs
- IV. Closing remarks
 - A. Importance of continued assisted reading.
 - B. Importance of books in the home.
- V. Question and answer period.

APPENDIX M

Parent's Workshop Attendance

Assisted Reading
Workshop for Parents
Attendance Record

January	12
February	23
March	29

APPENDIX N

Letters to Parents

January, 1981

Dear Parent(s):

Your child has been selected to participate in a reading research study project. Through the use of this research project it is hoped that new techniques, methods and materials will be made available that will aid your child as he or she begins to read.

You can help your child in this learning process by completing the enclosed questionnaire and returning it to his or her teacher as soon as possible.

Your cooperation in this study will be greatly appreciated.

Sincerely yours,

S. S. Winstead
Researcher

January, 1981

Dear Parents:

Would you like to help your child learn to read?

You can help your child to become a successful reader before he/she enters first grade. This can be accomplished by participating in "The Assisted Reading Workshops" that will be held for parents and selected kindergarten children on January 5, 1981 at Edwards Wilson Center in rooms 7 and 8 from 2:00-3:00 P.M.

Three assisted reading workshops will be held and are free for all parents and children who were selected for participation in the reading project, so please take advantage of this opportunity to help your child learn to read.

If you find that you are unable to attend the workshop on the date mentioned above, please send an adult family member or neighbor who will be able to give you the necessary techniques, methods, and materials needed for participation in this program.

If you can attend the workshop, please fill in the permission slip below, and return it to your child's teacher the next day.

Thanks for your cooperation!

Sincerely yours,

Shirley S. Winstead

Yes. I will participate in the assisted reading workshop on January 5, 1981 for:

Child's Name

Signature

APPENDIX O

Questionnaire to Parents

PARENT QUESTIONNAIRE

Child's Name _____ Birthday _____

Sex _____ Number of older brothers _____ Older sisters _____

Date _____

Directions: For each question, please circle the response that comes closer to describing your child's behavior.

Does the child point out and name letters of the alphabet when playing? Code

seldom occasionally very often _____

How many different alphabet letters does the child try to print?

less than 5 about 10 more than 20 _____

Does the child recite the whole alphabet without any mistakes?

seldom occasionally very often _____

If the child prints, what case does he use?

upper lower both _____

Does someone teach the child some reading skills?

none older brother or sister parent/other _____

If someone is teaching the child, what is being taught?

letter names	letter sounds	_____
printing letters	printing words	_____
reading words	reading stories	_____
spelling words	other	_____

Does the child read books by him or herself?

no occasionally often _____

What new words have you noticed your child reading? List as many as you can think of (but no more than 15) that he identified. For example, did he point out and read labels on food, words in books or magazines? We are interested here in which printed words your child noticed recently.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How many printed words altogether do you think the child can read?

less than 5 about 10 more than 20 _____

Does the child ask for a printed word to be read to him?

seldom occasionally very often _____

Does the child ask to have books or comics read to him?

seldom occasionally very often _____

Does the child try to identify a printed word by sounding out the letters?

seldom occasionally very often _____

Does the child spell out the letters in printed words?

seldom occasionally very often _____

Does the child make alphabet letters when drawing?

seldom occasionally very often _____

How many alphabet letters do you think the child can recognize?

less than 5 about 10 more than 20 _____

How often is the child read to at home per week?

less than 1/2 hour about 1 hour more than 2 hours _____

Does the child visit the public library?

irregularly once or twice a month weekly _____

Does the child have a subscription to a child's magazine?

yes no _____

Does the child ask to have favorite books reread?

very often occasionally seldom _____

What is the average time the child watches T.V. per day?

less than 1/2 hour about 1 hour more than 2 hours _____

Does the child hear stories at home?

very often occasionally seldom _____

Does the child watch Sesame Street on T.V.?

seldom occasionally very often _____

Does the child watch Saturday A.M. cartoons on T.V.?

seldom occasionally very often _____

Does the child talk to parents about Sesame Street or
Electric Company material?

seldom occasionally very often _____

Does the child go on outings with a parent (trips to special
places, shopping, visits to friends, etc.) per week?

seldom occasionally very often _____

Does the child own any alphabet books?

no one several _____

APPENDIX P

Chart Related to
Experimental Group

Reading Stage Movements, Days Missed from School and
Assisted Reading Movements for the Experimental
Group (n = 30)

Stages	Subjects	SP	B	W	SP	BP	DMS	ARI	PWA
1-3	1	2	X			X	0	39	3
1-3	5	2		X	X		0	30	3
1-3	6	2	X			X	0	30	3
1-3	9	2	X		X		0	30	3
1-3	10	2	X		X		0	35	3
1-3	13	2	X		X		0	40	3
1-3	14	2		X		X	0	32	3
1-3	18	2	X		X		0	42	3
1-3	19	2	X		X		0	42	3
1-3	23	2	X		X		0	42	3
1-3	26	2		X	X		0	32	3
1-3	28	2		X	X		0	40	3
1-3	29	2		X		X	0	42	3
1-3	30	2		X		X	0	32	3
1-2	2	1	X			X	4	5	1
1-2	3	1	X			X	0	15	3
1-2	7	1		X	X		2	15	2
1-2	15	1		X	X		1	19	3
1-2	16	1		X	X		1	9	3
1-2	21	1	X		X		1	11	2
1-2	22	1	X		X		1	15	2
1-2	24	1	X		X		1	15	2
1-2	25	1	X		X		1	16	2
1-2	27	1		X		X	1	16	2
1-1	11	0		X	X		10	5	1
1-1	17	0		X	X		9	5	1
1-1	20	0	X		X		6	5	1
0-1	4	0		X	X	X	9	5	1
0-1	12	0	X		X		10	5	1
0-0	8	-	X				20	0	0

Stage = Reading Stage Movements, Subjects = Children in the Experimental Group, SP = Stages Progressed, B = Black Children, W = White Children, SP = Children Living With Single Parents, BP = Children Living With Both Parents, DMS = Days Missed from School, ARI = Assisted Reading Inventory, PWA = Parents' Workshop Attendance

APPENDIX Q

χ^2 Analysis Related to Mason's Group and Experimental Group

Chi-Square Analysis for Experimental
Students Starting in Stage I
(n = 45)

Stages	Mason's Group	Experimental	Totals
I - I	8 (4.4)	3 (6.6)	11
I - II	10 (8)	10 (12)	20
I - III	0 (5.6)	14 (8.4)	14

Chi-Square = 15.076 2 df P < .01

✓ APPENDIX R

Chart Related to χ^2 Analysis
for the Experimental Group and Control Group

Chi-Square Analysis for Control
Group vs. Experimental Group
Pre-Test Classifications
(n = 60)

Stages	Control	Experimental	Totals
NR	4 (3.5)	3 (3.5)	7
I	26 (26.5)	27 (26.5)	53

Chi-Square = .1617 1 df P < .05

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URBAN CHILDREN BEGIN TO READ: AN
EXPLORATION OF THE DEVELOPMENT OF FIVE-YEAR-OLD
CHILDREN'S LETTER AND WORD READING COMPETENCIES

by

Shirley Stewart Winstead

(ABSTRACT)

The major purpose of this study was to determine if low socio-economic kindergarten children go through the same stages of beginning reading at the same rate as Mason's middle class children.

The subjects for this study were sixty kindergarten children selected from two schools in Virginia that qualified for the Title I Projects. The children were divided into two groups; thirty in the experimental group and thirty in the control group. Mason's Three Stage Test, designed for middle class children was used to place children into one of the three reading stages. Also, the Assisted Reading Inventory was used to determine the number of words each child recognized during the study. Both tests were administered prior to and following ten weeks of special reading instruction for the experimental group, and a continuation in the school's reading program for the control group. The number of reading stage movements from one stage to the other, and the number of words each child recognized were evaluated.

Mason's Three Stage Test for middle class children includes three stages: (1) Stage I, Context Dependency, (2) Stage II, Visual Recognition and (3) Stage III, Letter-Sound Analysis. The Assisted

Reading Inventory consisted of six selections from a beginning reading collection of books.

A Chi-square Analysis was used to determine whether the number of children at each reading stage changed significantly during the ten week period and comparison between the following groups were made:

(1) The experimental group and Mason's group, (2) The control group and Mason's group and (3) The experimental group and the control group.

Exploratory questions included comparisons between the following: (1) Reading stage movement between children living with single parents and children living with both parents, (2) Reading stage movements of black children living with both parents and white children living with both parents, (3) Reading stages progressed in the experimental group between the black low socio-economic children and the white low socio-economic children, and (4) Reading stages progressed in the experimental group between the black single parent children and the white single parent children. The validity of Mason's stages was also questioned.

An analysis of the results revealed that the low socio-economic children in the experimental group did more through Mason's stages, and at a higher rate, and attained higher reading gains. Fourteen of the thirty (forty six percent) of the children in the experimental group moved two stages, while none of the children in Mason's group moved two stages.

A comparison between the experimental and the control group revealed that the experimental group made greater progress than the control group; Mason's stages were useful in evaluating movements in the

experimental group, but not the control group. No significant difference was found in the reading stage movements relating to the exploratory questions.