A Survey of Phonics in Primary Grades

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A SURVEY OF PHONICS IN THE PRIMARY GRADES

being

A Master's Report Presented to the Graduate Faculty of the Fort Hays Kansas State College in Partial Fulfillment of the Requirements for the Degree of Master of Science

by

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Fort Hays Kansas State College

Date May 12, 1960

Approved

Ralph C. Coser
Chairman, Graduate Council
I wish to express my deep gratitude to Miss Hulda Groesbeck for her interest, time and suggestions in helping me to prepare this material. Also, I wish to express my appreciation to Mr. Friesner for making all library resources available. I will always be indebted to my daughter, Sherry, who relinquished time and personal attention to make it possible for me to complete this report.
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CHAPTER I

INTRODUCTION

Too much stress could scarcely be placed upon the importance of reading. A child who reads well will seldom encounter much difficulty in other subjects. The main goal of first and second grade teachers is to teach the students to be good readers. Because 80 to 85 per cent of the English language is phonetic, the phonics program is an important factor in reading instruction. It is most essential that educators frequently and constructively evaluate the content of phonics programs and the effectiveness of teaching methods in use. Current teaching manuals and basal readers are probably the most valid sources of information, as they clearly define both content and methods. Quote, "The best exposition of the methods of teaching in any period of history is revealed by the text-books of that period."¹

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the adequacy of phonics in our reading programs by analysing and comparing the phonics programs of eleven of the most widely used basal readers.

Importance of the study. The role of phonics in the teaching of reading has been a controversial subject for many years. Schools

have been criticized for teaching phonics ineffectively. Some writers have told the public that the schools of today do not teach it at all. They should be informed that basal readers of today do present excellent phonics programs. There should, also, be a better understanding between parents and teachers about the problem of phonics. This study is an attempt to help clarify the question of phonics in the reading program.

II. DEFINITIONS OF TERMS USED

Consonants. They are enunciated with obstruction of the breath stream. Consonants are the letters, b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z and sometimes w and y.

Initial consonants. Consonants at the beginning of a word.

Final consonants. Consonants at the end of a word.

Vowels. Vowels are voiced. They are produced without interference of the speech organs; a simple, open vocal sound which there is no audible friction or struggle.

Consonant blends. A combination of two or three letters forming a compound sound. Consonant blends are bl, br, cl, cr, dl, dr, pl, pr, sl, sm, sn, sp, sr, st, sw, tr, tw, scr, spl, spr.

Final consonant blends. Consonant blends at the end of words.

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**Consonant digraph.** A combination of two letters representing a single elementary speech sound which is a consonant sound. Consonant digraphs are wh, sh, th, ck, ch, nk, kn and ng.

**Vowel digraph.** A combination of two letters representing a single elementary speech sound which is a vowel sound. Vowel digraphs are es, oo, au, aw, ou, ee, ei, ai, oa, ay, ew, and ui.

**Diphthong.** A union or blend of two vowels forming a compound sound. Diphthongs are ou (out), ow (cow), oi (coin), oy (toy), and or (for).

**Syllable.** A word division or pronunciation unit consisting of one vowel sound and the consonant sounds that are pronounced with it. Syllabic divisions sometimes cut across groups of letters that are taught as phonetic elements. Here are the 19 most common syllables that the pupils will meet in their reading or need to use in spelling: in, at, ot, an, en, ay, ill, all, ell, un, on, ing, ight, and et.

**Prefix.** A letter, syllable or group of syllables placed at the beginning of a word to modify or qualify its meaning. Some prefixes are un, in, um, ex, dis, en, con, dis, pre, mis, pro, re and per.

**Suffix.** A letter or letters, syllable or syllables, added at the end of a word or root to modify the meaning. Some suffixes are ly, ful, er, est, ing, ty, less, ish, y, tion, and ed.

**Phonics.** The study of sound-letter relationships in reading and spelling and the use of this knowledge is comprehending or writing words. The term "phonics" refers to speech sounds corresponding to letters, letter groups, and syllables in words.
Phonetics. The science of speech sounds and of the symbols that stand for them.

III. PHONICS, PAST AND PRESENT

What is phonics? Phonics is one method of word recognition. It is the seeing-sounding method to aid in sharpening visual and auditory perception.

Many methods of teaching reading have appeared since Martin Luther rewrote the Bible for the common man to read in 1524. The Alphabet-Spelling System (1607-1776) presented in the New England Primer began with the learning of the alphabet and their sounds which were fit together to form syllables. Phonics was emphasized throughout the entire program. This method of presenting the alphabet names and sound was followed by the Port Royalists from 1637 to 1661 and by Noah Webster in 1783.

During the nineteenth century and early twentieth century the alphabet method was used extensively. The alphabet method started with the naming and sounding of the letters in the alphabet. Words were then built by combining these letter sounds. Four variations in the teaching

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of the alphabet method are: (1) begin by making a sound like a hum, then telling the children that sound is represented by the letter m; (2) begin by the teacher pointing to the letter m and then tells the children that the sound of the letter is "m-m-m-m"; (3) begin with consonants using key words as boy for b, cat for c, and so on; (4) "The sound is the name method." Eight of the consonants have names that begin with the sound, namely, b, d, j, k, p, t, v and z. Seven of the consonants have names that end with the sound of the letter, namely, r, l, m, n, s, t and x. The two consonants c and g have names that begin with the less usual soft sound of the letters. Some of the consonants have names that do not contain their sounds at all, namely, h, g, w, and y. 6

The McGuffey Readers, the first graded series still used the alphabet method and stressed the repetition of sounds at the primary level in the years from 1840 to 1860 and later. 7 Rebecca Pollard presented the Pollard's Synthetic Method in 1889. She believed that it was better to start with the sounds and build words, thus providing a solid foundation upon which to build a vocabulary. 8

In the first quarter of the 20th century several phonetic approaches were used. The Ward Readers used a system of diacritical marks such as, "'No, I do not paint at all,' said Mr. Scout." The

6Edward Dolch, The Teaching of Sounding (Champaign: The Garrard Press), p. 48

7Gray and Reese, loc. cit.

8Witty, loc. cit.
Beacon Primer stressed the sounds of individual letters. This is obtained by slowly saying the word and analyzing the sound of each letter noting carefully the position of tongue, lips, and teeth. This system has been called "the 'hiss and groan' method of teaching reading." Some children learned to read by this method; others became word callers who could pronounce a passage but had no idea of its meaning; still others became word-by-word readers. Saying words is a fault in teaching, not in phonics. "Saying words is not reading thought." Another phonetic approach was presented in the Gordon Readers. The teacher's manual states:

The method of teaching reading presented in this manual recognizes: (1) that the child must master certain phonic facts before he can have power to solve word problems for himself; (2) that it is not possible to reduce every word in the language to a phonic basis, and that exceptions to phonic rules should be taught as sight words or wholes. It gives the child such mastery over the mechanics of reading that his mind is free to grasp the thought of the sentence when it is presented.

Durrell pointed out that although the alphabet method may help some children, professional books and teacher's manuals discourage the sole use of the alphabet method. The children that are taught by the alphabet method have a tendency not to transfer it to actual use in word analysis.

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10Strang and Bracken, *loc. cit.*


By 1920 the phonetic method became obsolete among many school authorities. The "look and say" method became popular between 1925 and 1930. By 1940, parents and teachers alike reawakened educators to the fact that a combination of the two methods were advantageous in learning to read. Along with the resurgance of interest in word perception, the public and teachers recognized the advantages of word-attack skills, including the phonetic analysis of words.13

Most of the basic readers published since 1950 emphasize the building of a sight vocabulary along with the mastering of phonics. Phonics is stressed after a sight vocabulary has been built. The recommendations of present reading authorities are that an adequate reading program should commence with visual and auditory similarities and differences in the sight words which they have learned prior to phonics training.

Gray stated that during the past twenty years teachers have had very little preparation for the teaching of word perception and especially of phonetic analysis. Older teachers know only the old methods and younger teachers have never been taught newer and better techniques of teaching phonics. Manuals do little more than suggest the teaching of phonetic elements and do not attempt to develop understandings and skills which both teacher and pupils need as helps to word analysis.14

13Gray, loc. cit.
14Ibid.
Research that has been completed pertaining to phonics has been in favor of as well as against the phonetic method. Citing some of those against:

In 1938, A. I. Gates and D. H. Russell reported a study of two different methods of instruction. One group of children was trained by the use of exercises such as the selection of correct words from groups similar in form or in pronunciation stressing words as units of perception. The second group of children was trained by drills in phonics.

It was found that the first group made the greater gains in reading skills, and hence Gates and Russell concluded that excessive amounts of phonics should be avoided.\textsuperscript{15} Gill, Dunbills and Kosher and Newhall, reported that phonics is not valuable.\textsuperscript{16} Samuel and Winifred Kirk reported that hundreds of children, drilled in phonics, have been antagonistic to reading and hopelessly discouraged and befuddled because they did not have the ability, or because no one ever taught them, to blend a series of sounds into a word. "Without this sounding-blending ability, phonics is more confusing than other methods."\textsuperscript{17}

Some authors implied that an adequate phonics system has to be complicated and difficult to learn because of the irregularities and exceptions in the English language, such as (1) each of several letters, as a in cake, can, and chalk, and each of several pronounceable groups

\textsuperscript{15}Witty, \textit{loc. cit.}


\textsuperscript{17}Strang and Bracken, \textit{loc. cit.}
of letters asoughin rough, trough, cough andplough; (2) several sounds having more than one spelling, as shown by the final sound in oh, hello, toe, blow, and though; (3) the fact that the sound used for a given group of letters in a monosyllabic word, such as an in man, is misleading in attacking polysyllabic words, such as canoe, when the form of the group of letters is split between pronounceable syllabic units in the words.

Edward Dolch pointed out that to develop very much sounding in the first grade is unnatural for most children and may produce lifelong bad habits of looking at letters instead of looking at words as wholes.18

Research in favor of phonics was made by Donald C. Agnew. After testing two groups of third grade children who had received different amounts of training, he concluded that the following positive advantages accrued from the teaching of phonics: (1) increased independence in recognizing words previously learned; (2) greater ability to 'unlock' new words; (3) better pronunciation; (4) improved oral reading.19 Currier, Duguid and Russell state that their studies yield evidence to the effect that phonics has real value in teaching children to read.20

Two questions are often asked, "Are the schools teaching phonics?" and "When should phonics be taught?" According to Russell, 98 per cent of the elementary people questioned teach phonics. This study included primary, fourth, fifth, and sixth grade teachers.21 When phonics should

18 Dolch, loc. cit.
19 Witty, loc. cit.
20 Smith, loc. cit.
21 Ibid.
be taught is a controversial question. E. W. Dolch and M. Bloomster studied the relationship of phonetic ability to mental maturity. Children of mental ages lower than seven years were not successful on the phonics set used in this study. These writers concluded that a higher degree of mental maturity is required to apply phonetic principles than is required to learn sight words. J. Tiffin and M. McKinnis studied 155 pupils in grades five through eight. These children were given two silent reading tests and a third test requiring pronunciation of nonsense units. This third test was in large measure a test of ability to apply phonics. Results suggest that moderate amounts of training in phonics may prove helpful for pupils in the upper grades. Studies point toward a delay of definite phonics instruction for the average child until beginning Grade II. Smith found nothing in research, however, which indicates that teachers should not provide for the development of phonics readiness in Grade I so that those children who need phonics will be prepared to work with it when a more intensive phonics program is offered at the second grade. In 1941, W. A. Brownell reported the results of the use of phonics by 627 primary grade teachers in twenty-six different school systems. Brownell drew these conclusions:

(1) The trend is to give more emphasis to phonics in grades two and three than in grade one; (2) There are great differences in the amount of phonics taught in different school systems as well as differences within classrooms of the same system; (3) There is no relation between the teaching of phonics and the age of the teacher, years of experience, or length of time since the

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22 Witty, loc. cit.

23 Smith, loc. cit.
teacher's last course in reading methods; (4) Rural teachers tend to emphasize phonics more than do city teachers.

Most reading authorities advocate that phonics should not be taught in isolation but as a tool in learning to read. Phonics should be used after the child has begun to look for meaning in words as wholes and is a technique used in a reading program. Suggestions for teaching phonics are first, to provide help in phonetic analysis at the time when the child needs phonics to solve the problem; second, to organize the program so that pupils are not confused by differences between letters and sounds; and third, to develop visual analysis skills in this order; auditory discrimination between specific speech sounds, auditory perception of specific speech sounds, recognition of relationship between the sounds of word elements and the letters representing the sounds and and visual perception.

A comprehensive review of the research on phonics may be summarized briefly as (1) the method and amount of phonics instruction needed is still a debatable question; (2) a readiness program for phonics is recommended; (3) phonics is a technique and should be used with other

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21Witty, loc. cit.


techniques; and (4) children do need instruction in phonics to become independent readers.27

A plan for a balanced reading program in the primary grades is given on Table I. This plan integrates sight recognition, visual and auditory readiness, word analysis and phonics.28


28 Ibid.
<table>
<thead>
<tr>
<th>Reader Level</th>
<th>Sight Recognition</th>
<th>Visual and Auditory Readiness</th>
<th>Word Analysis and Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primer</td>
<td>50-75 words</td>
<td>Matches objects, pictures, letters, words, phrases, and sentences. Notes similarities in the sounds of rhyming words.</td>
<td>Recognizes same word beginning with capital or lower case letter. Recognizes plural made by adding s.</td>
</tr>
<tr>
<td>Primer</td>
<td>125-200 new words</td>
<td>Participates in composing simple rhymes. Supplies missing word in an incomplete rhyme. Notes sound of words that begin alike.</td>
<td>Uses context clues and picture clues in recognizing words. Recognizes known parts in compound words (into, something). Recognizes and constructs variants ending in s, es, d, ed, ing.</td>
</tr>
<tr>
<td>First Reader</td>
<td>150-300 new words</td>
<td>Continued use of rhymes. Listens to similarities and differences in beginning and ending of words.</td>
<td>Continued use of context, picture clues, words within words, and endings. Learns names of all letters of alphabet. Use of initial consonant sounds, including consonant digraphs, ch, sh, th, wh (omitting v, x, z).</td>
</tr>
<tr>
<td>Second Reader</td>
<td>400-750 new words</td>
<td>Listen to and compares words with different vowel sounds: bill-bell, man-men, can-came. Listens to and compares words starting with single and double consonants: fight-fright; seal-steal, sake-snake, etc. Recognizes and uses sounds of initial and final consonants, combining with context clues. Builds new words by changing the consonants in known words. Learns the more common two-letter consonant blends; tr, fl, st, sl, fr, etc. Learns the short and</td>
<td></td>
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<tr>
<td>Reader Level</td>
<td>Sight Recognition</td>
<td>Visual and Auditory Readiness</td>
<td>Word Analysis and Phonics</td>
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</table>
| Third Reader | 600-1000 new words | Listen to pronunciation of words containing new phonic elements | long sounds of the vowels: a, e, i, o, u, y. 
Learns the rule of final silent e. 
Learns the common vowel digraphs, si, sy, ea, oa, ee, oo. 
Learns less common two-consonant blends such as pl, cr, qu, gn, kn, etc., and some three consonant blends: str, spr, tch, sch. 
Learns vowel diphthongs such as oi, oy, ow, ei, ou. 
Learns sounds of vowels when followed by l, r, or w. 
Learns endings, ion and tion. 
Recognizes stems in words ending in y, ly, er, est, ful, able, etc. 
Builds new words by adding suffixes. 
Recognizes contractions such as don't, haven't, couldn't, etc. 
Learns to divide two-syllable and three-syllable words into syllables. |
CHAPTER II

PHONETIC ANALYSIS OF BASIC READERS IN THE PRIMARY GRADES

Many basal readers vary in the presentation of phonics. Some basic series present most of the phonics in the first grade. Some present the major part in the third grade, while others carry phonics throughout the entire three years of the primary grades.

Most authors of basal readers provide for the introduction in the first grade of initial consonants, followed by some word families and simple endings. Consonant blends and short and long vowels are usually taught at second-reader level, and less common phonic elements are brought in at third-reader level. Syllabication, prefixes, and suffixes are usually started at third-reader level and developed further in the middle grades.¹

Hester partially disagreed with this plan. She stated that the teaching of phonograms and word families is seldom of permanent value but is a mechanical approach that words only in some one-syllable words, such as at in cat, hat, mat. Phonograms will not hold in polysyllabic words because a syllable usually begins with a consonant and the syllable division frequently cuts through the phonogram.²


All of the authors of the Basic Readers in Figure II stressed that phonetic instruction be used with the other tools and that a child should have an adequate sight vocabulary prior to phonetic instruction. Also, the authors pointed out that phonetic instruction should be a continuous process. If a student did not learn the suggested phonics for grade one, he should learn what he failed to accomplish in grade two, and if he did not master second grade phonics he would continue the program in the third grade and so on. In other words, take the child where he is and continue from there.

The following teacher's manuals were used for this study: Gray and Gray, Scott, Foresman and Co.; Gates and Peardon, The Macmillan Company; Yoakam, Laidlaw Brothers; English and Alexander, Johnson Publishing Company; O'Donnell, Row, Peterson and Company; Bond, Dorsey, Cuddy and Wise, Lyons and Carnahan; Russell, McCullough and Gates, Ginn.

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5Gerald A. Yoakam, Kathleen Hester and Louise Abners, Teacher's Manual for First, Second and Third Grade Reading (Chicago: Laidlaw Brothers, 1955).


7Mabel O'Donnell, Guidebook For The Alice and Jerry Basic Reading Program (Evanston: Row, Peterson and Company, 1950).

8Guy Bond, Grade Dorsey, Marie Cuddy and Kathleen Wise, Developmental Reading Series, A Basic Reading Program (Chicago: Lyons and Carnahan, 1954).
and Company; McKee, Houghton Mifflin Company; Witty, Brumbaugh and Emerson, D. C. Heath and Company; Hildreth, Felton, Henderson and Meighen, The John C. Winston Company; and Sheldon, Mills, Karnes and Diesing, Allyn and Bacon Inc.

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| TABLE II. | STOTT GROSS SOUNDS |
|-----------------|--|-----------------|
| **PHONETIC ANALYSIS** | **STOTT F .P.** | **MACMILLAN** | **SADILIAN** | **JUNIOR** | **SUN PUBLISHING** | **SUN NEW** | **GIDE &** | **HEROICA** | **S. L.** | **JUNIOR** |
| **Initial Sounds** | | | | | | | | | | |
| Consonants | | | | | | | | | | |
| fr, fr, fr, fr | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by | by, by, by, by |
| Final Sounds | | | | | | | | | | |
| Consonants | | | | | | | | | | |
| th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th | th, th, th, th |
| Initial Vowels | | | | | | | | | | |
| Consonants | | | | | | | | | | |
| er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er | er, er, er, er |
| Diphthongs | | | | | | | | | | |
| Final Vowels | | | | | | | | | | |
| Consonants | | | | | | | | | | |
| Long Vowels | | | | | | | | | | |
| Short Vowels | | | | | | | | | | |
| Tones | | | | | | | | | | |
| Digraphs | | | | | | | | | | |
| Vowels | | | | | | | | | | |
| Tones | | | | | | | | | | |
| Diphthongs | | | | | | | | | | |
| Rhythms | | | | | | | | | | |
| Rhymes | | | | | | | | | | |
| Syllables | | | | | | | | | | |

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### Table III

#### SISCOM GRAIN AVENGER

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<th>OTIN &amp; COMPANY</th>
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<td>e as g (hard) (soft), x, w.</td>
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CHAPTER III

CONCLUSIONS

In this report, an attempt has been made to explain the meaning of phonics and how it has been used in teaching. To analyze and to compare content and methods used in the teaching of phonics, the writer compiled a set of charts showing the phonics programs for the primary grades of eleven basal readers in publication.

Since most reading authorities agreed that 80 to 85 per cent of the English language is phonetic, the writer firmly believes that every good reading program should stress phonics. Phonics should be taught only as a part of the whole reading program not in isolation. The main purpose of phonics is to develop independent reading. Many of the criticisms that the phonics program receives is due to other factors such as the following: (1) Starting children to read before they are ready to read. Most authorities agree that the average mental age should be from 6½ to 7 before a child is ready to read. Just because a child's chronological age is 7 or 8 does not mean he is ready to read; (2) Poor physical health of the child. Tiring easily, defective eyes, or defective hearing can cause retarded reading. Before a child can master phonics he must possess good visual-auditory perception; (3) Emotional strain which may hamper the child's ability to hear sounds or visualize words or parts of words.

The writer presents the following recommendations for a good phonics program in reading.
1. Outline, present, and discuss the reading program with the parents.
2. Children should achieve a mental age of 6.5 before the phonics program is begun.
3. A good standardized reading readiness test should be given to all beginning first graders.
4. Each pupil should have a complete, physical examination prior to enrollment in the first grade.
5. A basic reading series which has a complete phonics program outlined should be used in the first, second and third grades.
6. The manuals which accompany the basic series should be carefully followed.
7. The same basic series should be followed throughout the primary grades so that all phonetic elements will be presented.

The first grader comes to school eager and willing to read. If a child struggles with the sounds of the alphabet before he can read he may become bored and discouraged and therefore lose interest in reading. Teachers cannot afford to lose the enthusiasm which the first grader possesses for reading.

Further research is needed in the teaching of phonics. What basic readers are best for teaching reading? Further surveys of techniques and methods currently in use would be helpful. Teachers need tests to show what methods each child could best use in learning to read. A teacher could administer one of these tests and then teach the child accordingly. A child may learn to read best by either the whole-word method, kinesthetic method, or a combination of these.

The writer highly recommends the Row, Peterson and Company Basic Readers for the presentation of a good phonics program. This program provides for individual differences, through ability and maturity grouping. Lessons for each group are presented as an aid to the teacher.
The Row, Peterson and Company Basic Readers for the primary grades are, in the writer's opinion, both comprehensive and complete in the presentation of phonics.

No phonic program, however well presented in manuals and textbooks, will be adequate unless ably administered. In the writer's opinion, a good instructional program in reading demands, first of all, good teachers—teachers who have been trained in the field of reading. This viewpoint has been well stated by Dr. John Martin.1 "If I had all the money I wanted to spend in the school, first, I would hire the best first grade teacher I could find, and from this we would have fewer retarded readers."

Great thought in crude, unshapely verse set forth
Lose half their preciousness, and every must
Unless the diamond with its own rich dust
Be cut and polished, it seems little worth.2

1Director of Fort Hays Kansas State Reading Clinic, 1958 and 1959. Now Professor of Education, Fresno State College, Fresno, California.

BIBLIOGRAPHY
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A. MANUALS


B. GENERAL REFERENCES


C. PERIODICALS


APPENDIX
APPENDIX A

RULES OF PHONICS

A. Vowels

1. Long vowel sounds may be identified as the names of the letters, a, e, i, o, and u. The mark is used to indicate the vowel is long.

2. Short vowels have the following sounds: a as in apple, e as in elephant, i as in ink, o as in ostrich, and u as in umbrella. The mark over a vowel means that it is short.

3. W has a vowel sound only when it is used in diphthongs. Ex. few, how, etc.

4. Y in the middle of a short word or a syllable has the vowel sound of i and follows the same rules. Ex. myth, blythe. If at the end of one syllable words it is long, as my; words of more than one syllable, it is usually short, as baby.

5. If there is only one vowel in a word or syllable and it is followed by a consonant, the vowel is usually short. Ex. pet, it, battle.

6. If there is only one vowel in a word or syllable and it is at the end, it is usually long. Ex. so, tiger.

7. When there are two vowels in a word or syllable, one of which is final e, the e is usually silent and the preceding vowel is long. Ex. ate, hope, complete. Exceptions: give, done, some, have, cafe.

8. Usually the first letter of a vowel digraph has its long sound and the second is silent. Ex. paid, say, feed, each, cats. Others as aught, awful, good, food, give a single sound which is not the first letter.

9. Diphthongs consist of two vowel sounds blended to form one speech sound, an house or oil. Oy usually represents the oi sound at the end of a word: boy.

10. The sound of a single vowel followed by r is usually affected. Ex. sir, car, for, burst.

11. Final e after c or g is a clue to the soft sound of c or g. Ex. price, fringe. Final v is automatically followed by e as twelve.
12. In two-syllable words the unaccented vowel sound or schwa is heard in the second syllable. Ex. cattle, label, pupil.

B. Consonants

1. Consonants are not pronounceable units by themselves and must be learned as a part of a word.

2. Consonants having names that end with the sounds of the letters are f, l, m, n, r, s, and x.

3. Consonants having names that begin with the sounds of the letters are b, c, j, k, p, t, v, and z.

4. Consonants having names that do not contain their sounds at all are h, q, w, and y.

5. Usually c and g, when followed by e or i, have a soft sound, as city, cell, gin, gem, and when followed by a, o, or u, a hard sound, as cat, cut, cob, gun, began, got.

6. The sounds commonly associated with j may be represented by different letters as gradual, bridge, and tragic.

7. Consonant blends are pronounced almost as one sound. They are bl, cl, br, st, scr, pl, dr, fr, tr, sl, sw, spr, str, cr, pr, spl, fl, sm, sn, gr, gl, sk, sc, and tw.

8. Diagraphs represent one sound which is that of neither of the two letters, as ch, sh, th, ng, and wh (which has the sound of hw). Ck is not properly a diagraph since it has the sound of k.

9. When double consonants are used, one is silent as in all, dinner, pull.

10. Final s may sound as s in thus, bus, and muss or it may represent z as in was, rise, and leaves.

11. Silent consonants often enable us to discriminate between the meanings of words that are spelled differently but pronounced alike, as not - knot, mite - might, and night - knight.
C. Syllables

1. A syllable may consist of a vowel alone or a vowel blended with one or more consonants, Ex. vi'o let.

2. Every syllable contains a sounded vowel. When a word has more than one vowel sound or diphthong, it is broken into parts called syllables, thus the number of vowel sounds heard in a word tells the number of syllables or parts which it contains.

3. As a rule, separate syllables between two consonants and in front of one.

4. When a syllable ends in a vowel, it is called open and the vowel is usually long.

5. When the syllable ends in a vowel, it is called closed and the vowel is usually short.

6. If there is only one vowel in an accented syllable, that vowel is usually short unless it comes at the end of the word.

7. An original monosyllable is not divided, such as spell ing. When a double consonant is not found in the root word it is used immediately preceding ing, one of the consonants is sometimes used with the ing, as run ning.

8. If there are three consonants between vowels, division can come after the first consonant or after the second, depending on how the consonants can be sounded together.


10. In inflected or derived forms the accent usually falls on the root word or a syllable within it.

11. Usually drop final e when adding a suffix beginning with a vowel.

12. When a suffix beginning with a vowel is added to words accented on the last syllable and ending is a single consonant preceded by a single vowel, the final consonant of the root word is doubled; admittance, omitted, wedding.

13. Sometimes le or m, coming at the end of a word, form syllables by themselves, as prism, little. The final syllable is usually unaccented.
14. Add s to most words to make them plural.

15. Add es to most words that end in s, z, x, ch, sh, and zh to form the plural.

16. Sometimes f is changed to v to make a word plural.

17. When ed comes at the end of a word, it adds a syllable when preceded by d or t, as posted, faded.
APPENDIX B

BASIC PHONICS PROGRAM
for the First Three Years

TEN STEPS IN WORD ANALYSIS

Step I

INITIAL CONSONANTS

The letters f, b, c, n, l, and m, are the best to start ear training with, as the lip movements are distinct and the sounds are easily felt by the children who are watching.

1. Ask the children to listen carefully while you pronounce the following words:

   feet         feel      face       fun

2. Tell the children that all these words begin with the letter f. DO NOT MENTION THE SOUND. Simply say the name of the letter. The child will gradually associate the sound with the name.

3. Have the children in the group pronounce the words after you. Tell them to think about the way their lips and tongue feel as they say the word.

4. Say, "Here are some more words which begin with the same letter:

   fall         fish       fan         farm"

5. Ask the children in the group to think of some words which begin with the same letter. In this way the teacher can see which children are getting the idea and help any who are not.

6. Provide review work each day on the letters which were learned the day before. Usually having the members of the group give orally a few words beginning with each letter is enough for the teacher to check the ones who need more help. Games for checking are also effective.

7. Continue the instruction until all the initial consonants have been taught.
8. If the work is being done as part of the Grade I program, only about six or seven letters a week should be given and plenty of practice to help the child retain them should be supplied, but in the grades above Grade I, more letters may be given as a rule without burdening the children.

9. Often the children in remedial groups in grades three and four will master all the needed initial consonants in a week.

Step II

BEGINNING BLENDS

Developing hearing of initial blends.

1. "Now listen and see if you can hear the first sound in the words I am going to say:

   chicken    chilly    cheese    chop."

2. "The first two letters make this sound. They are ch." (say letter names)

3. "Can you think of a word that begins with c-h?" (say the letter names) "It will begin like charm."

4. Teacher repeats all the words the children give with the ch sound.

5. Provide for review and practice on the following day by asking children to name some words which begin with ch. (say letter names)

6. All the beginning blends may be taught in this way. The order of frequency for the use of the beginning blends is:

   th, st, wh, sh, br, ch, dr, tr, cl, fr, gr, pl, bl, sm, tw, fl, sw, sp, cr

This list may be used as a guide for the blends to teach.

7. As the list of blends the children learn increases, the teacher can mix up the blends, letting children draw cards from a box on which are typed words beginning with blends they should know. The child who draws a card gives another word beginning with the same blend as the word he draws.
8. When several blends have been taught, exercises in changing the consonant blends on the same phonogram may be given. Black can be changed to stack, to track, to crack, etc.

9. As soon as the children gain confidence with beginning two letter blends, work may be given on the three letter blends. Use such blends as: str (string), thr (threw), spr (spring), spl (splash)

Step III

FINAL BLENDS

Teaching the child to hear the last two sounds in a word.

1. The teacher will pronounce such words as:

   wash  dish  flash  fresh

2. Usually by the time this step is reached the child will be able to tell almost immediately what the last two letters are. The purpose of the exercise is to get the child to listen for sounds and to feel them. If he has learned the initial blends as they are taught he will feel the same sounds but notice they are not coming at the end instead of the beginning.

3. Have the child give words ending in the same letters as those you pronounce.

4. As the children increase their knowledge of ending blends the teacher may use games or devices. A word wheel device can be effective for this.

Step IV

VISUAL ANALYSIS-EAR TRAINING

1. The teacher writes on the board the word fill. The children should know all the sounds in the word from their previous eartraining. Ask members in the group to give other words they think would rhyme with fill. (spill, still, mill, pill, etc.) In this way, the teacher will get only words in the word family which are within the speaking vocabulary of the child.
2. Write these words on the blackboard as the children give them so they may all see the words.

3. Ask a child to go to the blackboard and put a circle around the part in each word which is alike. This is to make the group conscious of the similarity in the words.

4. Change fill to fell on the board. Show the children how a change in letter changes sound and meaning. It is the mastery of PRINCIPLE not words that is expected at this stage.

5. Have members of the group come to the board and write--

   spell  shell  bell  sell, etc.

6. Circle the part which looks the same in all the words.

7. Ask the children to shut their eyes and see if they can see the word tell. Teacher writes it on the blackboard. How many saw the word correctly? Try several words this way until most of the group has no difficulty. This should be enough for one lesson.

8. Next lesson change fell to fall, ball to bell, etc., using the same method as for fill. Stress the principle involved: Changing one letter changes whole word.

9. For practice, first erase all the work which has been done on the board, write several consonants and blends in random order and ask different members of the group to write them as--

   shell, still, ball, frill, hall, wall, stall, chill, bell, etc.

10. Review these groups at the beginning of the word work the next day.

11. Use other phonograms: in, ot, un, ip.

Step V

RAPID FLASH TRANSFER

Use of tachistoscope or other quick flash device.

1. All the words taught up to this time are shown rapidly to see if the child knows them without analyzing them.
This part of the work should be individual, but can be done quickly. Number each word. Have each child put his name and numbers of the words on the paper. Have each child go down the list in the tachistoscope quickly checking on his paper the ones he does not know rapidly. Each pupil can keep his individual list of words to study. The words he checks become his study list.

2. Give each child a mimeographed copy of a short check test. This is termed a listening test.

3. For rapid transfer the child should listen to the word the teacher calls—then put a circle around the appropriate word according to the following directions:

   1. Word beginning with the same initial consonant as the one called.
   2. Word beginning with the same blend.
   3. Word beginning with the same three letters.
   4. Word ending with the same two letters.
   5. Word with the same word part in it.

4. The child should put the circles around the words very rapidly. This will show the teacher whether the words already taught have transferred to new words as the child is not stopping to analyze each word he comes to, but is using the aids he has been taught.

5. Ask child to write first two letters he hears in these words:

   black    track    fresh    crack, etc.

6. Do same for one, two, and three initial consonants.

7. Then ask child to write:

   a) first two letters you hear in stand
   b) last two letters in bank
   c) first letter in game, etc.

Step VI

TRANSFER CHECK TEST

This is one step higher than the test above. In the test just given above, the words were presented by the teacher. All the child was required to do was identify the letters which he heard. In this test, he is expected to supply a different word with the same without assistance.
1. Give each child a slip of paper.

2. Explain that when you call the first group of words he is going to write another word he knows which begins with the same letter, etc. The teacher selects any of the words she has taught which give a good quick sampling of the necessary initial consonants—will want. Then ask the child to write a word he knows which begins with the same first two letters, etc.

Step VII

QUICK WORD RECOGNITION

This tachistoscope exercise is intended to counterbalance word work with single words which the child has been having.

1. Make long oak tag cards which fit the size and type tachistoscope being used. Flash cards may be used, but do not serve the purpose quite so well.

2. Flash quickly the words which have been taught. Oral sentences which give some cue to the word may precede the flash. For example, "This word tells the color of the house." (white is flashed) "This word tells what we do before we eat." (wash is flashed) The use of such sentences or questions brings meaning into the words.

3. A phrase tachistoscope may be made by following the same directions presented for the word tachistoscope but by lengthening the slot so that many words may be shown.

4. Build phrases on card 2 which contain two or more of the words being reviewed. Be certain that all the words which go into the phrases are ones with which all the children are familiar. The children will develop ability to see the phrases in the tachistoscope almost as rapidly as the single words. This drill helps overcome word-by-word reading and so makes the regular class reading much smoother.

Example: The letter "w" is being reviewed:

Card 1
in the water
with the boy
(note: that only one word with "w" is used)

Card 2
with the wind
with a wagon
(note: on Card 2 two words beginning with "w" are used)
Step VIII

RAPID PHRASE TRANSFER

Tachistoscope drill with new words:

Use the same procedure with the tachistoscope, placing unfamiliar words in the phrases. Be sure to use words which contain the same blends and elements as the ones taught previously. . . this exercise is entirely for transfer. Whereas Step VII contains familiar words this step uses unfamiliar words.

Step IX

PARAGRAPH READING OR FAMILIAR WORDS

1. Build paragraphs containing all the new words which have been taught in phonetic word work. Type them on paper. Paste on cards which may be kept for further use. By this time the children should be reading quickly and smoothly. If all the steps have been followed, well reviewed, and plenty of practice supplied, the children will need little more formal work in analysis.

A sample paragraph may be as follows:

John and Mary were standing on the corner near the bank. They were waiting for the band to go by. While they were looking down the street, a black cat ran in front of them. It was afraid of the sound of the band, and it shook as it brushed against their legs.

2. These paragraphs may be numbered. When each child passes the paragraphs and is able to read them quickly and well and can pass the next step, which is one of transfer, he should be excused from further drill in this work. His time may be used more profitably improving other necessary skills.

Step X

RAPID TRANSFER IN PARAGRAPH READING

Prepare cards as suggested in step IX. Build the paragraphs this time with new words which use the same elements and material that was taught in the word work, but use new cards for transfer throughout the paragraph. Have each child read the cards. When he is able to read the new words in the text quickly and without stopping to analyze the words, his analysis skills are developed enough to give him independence in oral and silent reading which is the major aim of the drill.