

# An individualized remedial reading program for ten grade three boys

Home > An individualized remedial reading program for ten grade three boys

## An individualized remedial reading program for ten grade three boys

[Persaud, Phyllis Marie](#) (1976) *An individualized remedial reading program for ten grade three boys*. Masters thesis, Memorial University.



[English] PDF

[Download \(23MB\)](#)

### Abstract

This internship was concerned with developing and implementing an individualized remedial reading program for ten grade three boys. The students were selected for the program on the basis of their scores on a survey test, information obtained from their cumulative records, and their teachers' observation of their performance. The program was carried out during the school year September, 1975, to June, 1976, with the intern providing reading instruction for eighty minutes each day. The major components of the program were self-selection of books, independent reading, skill instruction, follow-up activities, individual conferences, sharing time, and students' recording of the books they read. The daily schedule was always flexible. On some days it included all of the above activities but on other days only a few. To provide the students with appropriate reading material, high interest-low vocabulary books, information books and selections from children's literature were borrowed from the school library and public libraries. From these they selected books for independent reading. Their comprehension of the books was revealed in their discussions with the intern during individual conferences and in their follow-up activities. Skill instruction was provided both in small groups and individually to help the students improve their reading ability. Changes in the students' reading achievement and attitude provided evidence that the internship had been effective. The mean scores obtained on the pretest and posttest administrations of two standardized tests showed gains of 1.2 years in reading comprehension and 1.6 years in word recognition. When compared with the anticipated gains, these were statistically significant at the .01 level. Observations by both the intern and parents indicated that the students had developed a more positive attitude towards reading and read more widely than they had done prior to the internship.

**Item Type:** Thesis (Masters)

**URI:** <http://research.library.mun.ca/id/eprint/12781>

**Item ID:** 12781

**Keywords:** Education

**Department(s):** [Education, Faculty of](#)

**Date:** August 1976

**Date Type:** Publication

**Library of Congress Subject Heading:** Education

### Actions (login required)

View Item

**Download statistics**

### Downloads



Loading...

Downloads per month over the past year

[View more statistics](#)

thus exposure to advanced vocabulary and content ideas (Au, 2000). The 2006 report by ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading*, describes even more troubling. Once seen only in remedial or special education programs, reading. On the Spring 2006 ITBS, differences favored the control group at all grade levels (grade 6, ES = -0.15; grade 7, ES = -0.23; grade 8, ES = -0.12; and grade 9, ES = -0.16), for an overall mean effect size of -0.17. *Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis*. 295. CUV? Many remedial reading programs run throughout the world. But are they good? It can be complicated finding effective methods to use with at-risk students. It's a sad fact that if children are struggling with literacy at Grade 3, they may never meet the grade level average. So it's imperative they're identified early. That way they receive appropriate help. Otherwise they risk developing major literacy problems. As a teacher of literacy (for both children and adults) I have seen the devastating fallout of these problems. You can read about it in my article *Phonics for Adults*. You'll find more in my article *Phonics vs Whole Language*. *International Remedial Reading Program*. 10. *When to Introduce Story Reading*. Primers and first readers are too elementary in content for older children who have a reading disability. For these and other reasons it is frequently advisable to eliminate the reading of stories from readers until the child is ready to read from a more advanced book. It is recommended that the reading of books be discontinued until the child has covered at least the first twenty-six drills and preferably until he has completed the whole of Part I. When the child has mastered this part of the drills he should be ready to begin reading from a second- or thi...