

An individualized remedial reading program for ten grade three boys

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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.

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