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TEACHING REFERENCE SKILLS TO SECONDARY STUDENTS  
WITH READING DISABILITIES

by

Sheila Sunada Newlin

A seminar report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

Approved:

\_\_\_\_\_  
Major Professor

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Dean of Graduate Studies

UTAH STATE UNIVERSITY  
Logan, Utah

1972

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1972

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From such people as these, I have become aware of an important essence of research, that of giving and sharing.

To look at the old, and learn the new,  
To look at a leaf, and glimpse life,  
To stare at a stone, and recognize strength,  
To listen to words, and feel wonder,  
To hold a book, and discover knowledge.  
    To appreciate what others have made,  
    To add to it--yourself.

This is wisdom.  
This is fulfillment.

Sheila Newlin  
1972

## DEDICATION

To the student. . .struggling  
amidst tough reading materials,  
wondering why. . .

To the elementary school teacher. . .  
trying to help him  
read,  
showing him how,  
and why. . .

To the junior high school teacher. . .  
who recognizes a problem,  
searches for solutions,  
methods, materials,  
asks:  
Why can't he read better?  
How can he be helped?  
Will he be ready for high school?

To the senior high school English teacher. . .  
She hands him a textbook on Greek drama,  
assuming he can read it. . .  
gives him a dictionary,  
assuming he knows what's in it. . .  
assigns research papers,  
assuming he knows how to use  
encyclopedias. . .

She finds out, late in the year,  
he dropped out of school.

She wishes she had known. . .

He couldn't read.

She wishes she had helped him.

To the Student, wanting, needing help. . .  
To the Teacher, wanting to give it. . .

These aids are kindly dedicated.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
DEDICATION . . . . .	iv
LIST OF FIGURES . . . . .	vii
INTRODUCTION . . . . .	1
Origin and nature of problem . . . . .	2
Objectives . . . . .	3
Procedure . . . . .	4
Definition of terms . . . . .	5
REVIEW OF LITERATURE . . . . .	10
The need for teaching reference skills . . . . .	11
Suggested guidelines for developing instructional units . . . . .	26
Criterion-referenced tests and a task-analysis approach . . . . .	37
INTRODUCTION TO AN INSTRUCTIONAL UNIT ON THE DICTIONARY: TEACHER'S GUIDE . . . . .	42
Introductory understandings . . . . .	44
Structure of the unit: teacher and student roles . . . . .	46
Structure of lessons and worksheets . . . . .	48
THE DICTIONARY, A HANDY TOOL FOR LOCATING INFORMATION . . . . .	51
Let's think about words . . . . .	52
Attitude objectives . . . . .	55
Interest questionnaire . . . . .	56
Behavioral objectives . . . . .	58
Pre-test: Locating information in a dictionary . . . . .	60
Pre-test answer key . . . . .	73
Pre-test class profile . . . . .	74
Student progress chart: pre-test and post-test . . . . .	75
Task-analysis chart . . . . .	76
Student progress chart: lessons . . . . .	78
Worksheet instructions . . . . .	79
Answer key for worksheets . . . . .	81
Student evaluation of unit . . . . .	90

## TABLE OF CONTENTS (Continued)

	Page
Lesson One. Basic understandings . . . . .	92
Lesson Two. Locating words according to the alphabet . . . . .	104
Lesson Three. Locating and knowing purposes of guide words . . . . .	125
Lesson Four. Locating different types of entry words . . . . .	132
Lesson Five. Locating meanings of words . . . . .	146
Lesson Six. Locating aids to spelling and pronouncing words . . . . .	168
SUMMARY AND RECOMMENDATIONS . . . . .	187
Summary . . . . .	188
Recommendations . . . . .	189
LITERATURE CITED . . . . .	191
APPENDIXES: INSTRUCTIONAL AIDS FOR REFERENCE SKILL UNITS . . . . .	200
Appendix A. What's in a book? . . . . .	204
Appendix B. Encyclopedias: Extensions of curiosity . . . . .	214
Appendix C. The magazine: Source of information and pleasure . . . . .	225
Appendix D. News: That's the way it is, today . . . . .	241
Appendix E. A bibliography of aids for teaching reference skills . . . . .	255
VITA . . . . .	259



## LIST OF FIGURES

Figure	Page
1. The many faces of reading . . . . .	36
2. Entries and entry words . . . . .	99
3. "I'm in no hurry" . . . . .	102
4. "L is for..." . . . . .	105
5. Guide words . . . . .	126
6. Idioms . . . . .	138
7. People and places . . . . .	143
8. Three crickets . . . . .	147
9. What is a spokesman? . . . . .	150
10. What is a fortress? . . . . .	151
11. What is a rectangle? . . . . .	152
12. This is a dogwood tree . . . . .	153
13. Funky Winkerbean . . . . .	154
14. What is a comb? . . . . .	157
15. "Coax" and "coat" . . . . .	163
16. A pine, a glider, a squash . . . . .	165
17. Pictures help explain . . . . .	166
18. Objects and their parts . . . . .	166
19. Looking at books . . . . .	206
20. Go! . . . . .	207
21. Books can help solve your problems! . . . . .	212
22. Heads and subheads . . . . .	223

## INTRODUCTION

Knowledge is of two kinds.  
We know a subject ourselves,  
or we know where we can find  
information upon it.

--Samuel Johnson (1709-1784)

(In Copeland, 1942, p. 229)

### Origin and Nature of Problem

How can I find a job by looking at a newspaper?

What articles does this magazine contain?

What is an index?

How do I find the meaning of this word?

These are problems which any high school student may encounter.

Some students may be able to locate the answers immediately. However, the student with a reading disability may be greatly hampered and frustrated because of his lack of general skills in reading and locating information. This student may have difficulty finding facts from common sources of information both in and out of school.

At home, the disabled reader may attempt to locate information in a newspaper or magazine. However, he may cease using these materials through discouragement due to not knowing how to efficiently use them. At work, the disabled reader may meet embarrassment, or even failure, if he misspells words, or if he is too slow in obtaining information from a book essential in his work.

At school, the disabled reader may not be able to cope with schoolwork because he can not understand the material used in the school. Consequently, he may be hindered in every subject of the curriculum. In a secondary school classroom, a student may have a textbook which

has a table of contents, glossary, and index. The room may contain dictionaries and encyclopedias. Yet--is the student with a reading disability likely to utilize these aids? Does the teacher know if his students know how to utilize these aids? Are the reading levels of the materials appropriate for the reading levels of the students? A problem exists for both student and teacher if the student does not have reference skills, and if the teacher feels the lack of time or knowledge in helping him to gain these skills.

Common written sources which secondary students may need to refer to for information include (1) the parts of books, (2) dictionaries, (3) encyclopedias, (4) magazines, and (5) newspapers. It is the teaching of the utilization of these five reference sources to secondary students with reading disabilities that is the focus of this report.

### Objectives

One purpose of this study was to review literature on the need for teaching reference skills. A second purpose was to review literature describing suggested guidelines regarding the teaching of reference skills to secondary students with reading disabilities. A third purpose was to synthesize knowledge gained from the literature and to apply it in constructing aids for the teacher who wishes to teach units on reference skills. Instructional aids that were designed and presented in this report apply to the utilization of the following sources: (1) parts of books, (2) dictionaries, (3) encyclopedias, (4) magazines, and (5) newspapers.

Specific objectives were as follows:

1. To present the need for teaching reference skills.
2. To suggest guidelines for developing instructional units on reference skills for secondary students with reading disabilities.
3. To describe a task-analysis approach to teaching, based upon behavioral objectives and criterion-referenced tests.
4. To design a complete instructional unit, based upon the suggested guidelines, which may be used to teach skills in locating information in a dictionary.
5. To construct rationales, behavioral objectives, and criterion-referenced tests which may be used in instructional units to teach reference skills with book parts, encyclopedias, magazines, and newspapers.

#### Procedure

Literature pertaining to the following topics was reviewed: teaching reference skills, teaching study skills, teaching remedial reading, teaching reading on the secondary level, designing behavioral objectives, designing criterion-referenced tests, and teaching with a task-analysis approach. In these areas, literature of both research and opinion was reviewed.

Published materials for teaching study skills and reference skills were examined which aided the writer in designing the instructional portions of this report. Many of the materials were provided by the Utah State University Merrill Library and the Special Education Instructional Media Center in Logan, Utah.

All literature and teaching materials examined were synthesized to relate to the topic of teaching reference skills to secondary

students with reading disabilities. Information gained by reviewing literature and examining teaching materials provided the basis and examples for the construction of teaching aids intended to be useful to secondary school teachers.

A complete instructional unit designed by the writer was placed in the main body of this report. This unit provides instructional methods and materials for locating information in the dictionary. Rationales, objectives, and criterion-referenced tests for teaching the utilization of other selected common reference materials were placed in appendixes. The appendixes may provide helps to the teacher in constructing units on the study of book parts, encyclopedias, newspapers, and magazines.

#### Definition of Terms

Study skills. Study skills are among the specialized skills in reading. Study skills are primarily used in independent reading activities, and they consist of several different skills. According to The Educators Encyclopedia, "five important study skills that should be stressed in an instructional program are location, comprehension, organization, interpretation, and retention." (Smith, Krouse, Atkinson, 1961, p. 514) A more detailed description was offered by Karlin (1971) who stated that study skills include the following skills: establishing purposes for reading; locating information and its sources through the use of such items as tables of contents, indexes, and encyclopedias; selecting information; organizing and remembering information through note taking, summarizing, outlining; understanding the significance of graphic aids; following directions; and developing reading flexibility.

Reference skills. Reference skills are considered a specialized type of study skill. In this report, reference skills are the skills needed to locate information in certain printed materials according to specific purposes. Reference skills have also been called "locational skills" or "functional reading." These skills include types of reading in which the primary aim is to obtain information. Examples include abilities in alphabetizing, skimming, and locating and using indexes, tables of contents, dictionaries, and encyclopedias (Harris, 1970; Smith, N., 1963; Smith, Krouse, Atkinson, 1961).

Common reference materials. The term "common reference materials" refers to printed matter which may frequently supply needed information for a person at school, work, and home. For example, the dictionary, the encyclopedia, and the parts of books are considered common because of their wide uses in all content areas as well as for reference at home. Newspapers and magazines may be frequently available for either information or pleasure reading; thus they may also be considered as common reference materials.

Secondary school students. Secondary school students are students enrolled in grades seven through twelve. Secondary education may be defined as "a period of education planned especially for young people of ages approximately 12 to 17." (Good, 1959, p. 491)

Reading disabilities. A student with a reading disability possesses mental ability that should enable him to read better than he does. The term reading disability commonly applies to those readers

who demonstrate reading abilities "significantly below expectancy for their age and intelligence" and "disparate with their cultural, linguistic, and educational experience." (Harris, 1970, p. 11)

More specifically, a secondary school student with a reading disability demonstrates reading skills two or more years "below that reading level necessary for full participation in the reading tasks of his age." (Spache, 1960, p. 14) It is assumed this student has had normal opportunities for schooling.

Examples of secondary students with reading disabilities are those who may be in seventh grade or above, yet they read at a fifth or sixth grade level.

Bond and Tinker observed:

The disabled reader is...so handicapped that his educational career is in jeopardy. ... He is often a discouraged student who thoroughly dislikes reading. In many cases, the child becomes so frustrated over his inability to read that his personal adjustment suffers a severe shock. He is therefore, quite apt to show emotional tensions in reading situations. (Bond and Tinker, 1957, p. 68)

Disabled reader. For the purposes of this study, a disabled reader is one who shows difficulties in either word attack or comprehension or both of these. He may have difficulty in responding to or retaining what he has read. He may have difficulty integrating what he reads into his previous knowledge or future experiences. He is one who has a reading disability as described previously.

Criterion. A criterion is a standard by which a given behavior is evaluated (Mager, 1962). In the teaching aids included in this report, a criterion of performance is often expressed as a percentage. If a student achieves a given percentage of correct responses on a given activity, he may be considered to have reached the goal set by the behavioral objective.



Criterion-referenced. A criterion-referenced measure or test is constructed so an individual's performance may be interpreted in terms of a specified performance standard (criterion). More simply stated, the test measures performance in terms of the goals. Therefore, performance standards and behavioral objectives must be established prior to the test construction. The goals must be clear in the minds of both teacher and student. Since the purpose of the criterion-referenced test is to assess an individual's status with respect to the standards, the teacher is able to ascertain if he possesses certain competencies. Such a test is not used to compare one individual's abilities with those of other individuals (Glaser, 1971; Mager, 1962).

Task-analysis approach. According to Bateman (1967, p. 219), the task-analysis approach is "an approach to diagnosing learning problems" which emphasizes the specific educational tasks that need to be taught. These specific tasks are determined by giving students criterion-referenced tests. In the task-analysis approach, attention is given to the student's responses on the test. Appropriate teaching strategies are devised according to the strengths and weaknesses as demonstrated on student's responses to specific test items.

Individual instruction. Individual, or individualized, instruction refers to:

- (1) the organization of instructional materials in a manner that will permit each student to progress in accord with his own abilities and interests; (2) the provision of instructional guidance and assistance to individual pupils in accord with their needs. (Good, 1959, p. 290)

Instructional unit. An instructional unit is a series of organized ideas and activities on a given topic which is designed as a part of a course of study. The unit can be considered as complete in itself and can be taught as a whole, taking a time period of usually a week or more (Good, 1959; Popham and Baker, 1970). An individualized instructional unit is one in which the student may be guided in studying the unit independently and working at his own pace.

Behavior. Behavior refers to any visible activity displayed by a learner. The behavior, or performance, of the learner may be verbal or nonverbal (Mager, 1962).

Behavioral objective. A behavioral objective refers to the type of objective that attempts to define exactly what, how well, and under what circumstances a student will be able to perform, if he is considered to have mastered a given concept or skill (Clark County School District, Ica.1971.1; Mager, 1962).

REVIEW OF LITERATURE

A wild boar was standing against a tree and whetting his tusks. A fox asked why he sharpened them when no huntsman was pursuing him and no danger threatened. "I have a reason for doing so," he replied. "If danger overtakes me, I shall not have time to sharpen them, but they will be all ready for use."

--Aesop [ca. 570 B. C.]

(In Radice and Baldick, 1964,  
p. 40)

### The Need for Teaching Reference Skills

A review of literature produced strong evidence in support of the need for developing study skills and specific teaching of reference skills throughout a student's education.

This section of this report was designed to first present viewpoints found in the review of literature regarding the importance of teaching reference skills. Particular emphasis was placed upon the importance of teaching the utilization of common reference materials, specifically, parts of a book, dictionaries, encyclopedias, magazines, and newspapers. Next, several examples of instructional and experimental programs in the area of study skills in secondary education were presented. Finally, research studies and viewpoints regarding the need for trained personnel in teaching reading skills on the secondary level were discussed.

### The importance of teaching reference skills

There are some basic reading skills that students need to know

which relate to study habits and materials in subject areas. The current need is not for more subject matter teaching, but for a kind of teaching which helps a learner develop a more effective approach to learning. Skills of acquiring knowledge must be unified with the learning of knowledge itself. The study skills have special relevance when students read in science, social studies, mathematics, and other subject areas (Catterson, 1965; Karlin, 1971; Xavier, 1955).

One means of assisting students in adequate and meaningful learning of the content of material is to teach them certain reading techniques which may be applied to the study of textbooks and supplementary materials. It is the teachers' task to help students develop efficient study habits. Teachers, however, in high school and college frequently have made the mistake of assuming their students are proficient in the art of studying (Karlin, 1971; Xavier, 1955).

"What little method many of the students have is self-taught and causes loss of time and, what is more important, loss of learning." (Xavier, 1955, p. 486)

Since teaching study skills such as the use of a table of contents or index is not often seen as part of a subject area, it is possible that these skills may be neglected in all courses of study. Although some students will learn these skills incidentally, acquiring study skills should not be left to incidental learning. The school must accept the responsibility for teaching and guiding practice in using these skills (Brewer, 1964; Heilman, 1967).

One important study skill is the skill of recognizing how books are organized. Student deficiencies in using the parts of books, such as a table of contents, index, glossary, and appendix, are frequently

not detected by teachers. It is often assumed these basic skills have been taught or are being taught elsewhere. Teachers must detect these deficiencies and teach the skills needed to correct them (Heilman, 1967; Karlin, 1971).

"Many students...even those in high school and college, do not know how to get the most out of a dictionary." (Xavier, 1955, p. 486) The development of skill in dictionary use is to be encouraged, including understanding its organization and special features. Dictionaries aid students so they may know precise meanings of words in order to read with understanding. Dictionaries aid students in pronouncing words, expanding vocabulary, spelling correctly, and writing clearly (Best, 1970; Heilman, 1967).

Habits of dictionary use may be developed at every grade level. Dictionary skills are developmental in nature and must be refined and extended as the student advances in education (Fowler, 1965; Heilman, 1967).

Teaching dictionary skills is often neglected by teachers even when they acknowledge the value of these skills. This neglect might stem from a teacher's feeling of inadequacy about certain relatively difficult facets of dictionary usage such as diacritical markings or pronunciation keys. On the other hand, teaching may fall short of maximum efficiency when dictionary skills are taught as something extra rather than as an intrinsic part of the regular reading instruction. (Heilman, 1967, p. 385)

Teachers should make sure that students know how to use dictionaries and make assignments during each school year to encourage the dictionary habit. Students will thus become more aware of its versatility. They may then realize "the more the user knows about its contents, the more useful a dictionary becomes to him." (Jochen and Shapiro, 1969, p. 11)

The ability to locate information in encyclopedias is another important reference skill. A good, current encyclopedia is a popular resource for information because it is comprehensive, authoritative, easy to use, and up-to-date (Trinity University, 1968).

Educators must recognize the importance that mass media plays in the lives of their students. Students may receive many benefits from the study of the mass media. "Sustained and systematic study is needed to develop discerning and discriminating users of mass media." (Campbell, 1969b, p. 5)

The newspaper is one of the most important media of mass communication exerting a powerful influence on the public.

"...The need to study newspapers seems imperative when we realize that for many of our students, the newspaper will be the main source of reading in their adult lives." (Downing, 1966, p. 2) The newspaper must also be recognized as a valuable tool to be used in locating information and in learning to read critically.

Two studies have shown the importance felt by secondary school students regarding the newspaper. Schramm, Lyle, and Parker (1960) studied patterns in newspaper reading in students in grades two through twelve in the San Francisco area. By grade eight, newspaper reading had become important, as revealed by about 80 percent of the students reporting that they read the newspaper several times a week.

Campbell (1969a) directed a study in which a questionnaire was developed to determine types of media communicating to teenagers, and to what degree the teenagers were affected by the media. The questionnaire was sent to 887 high schools, about half of these in Florida and half in other states. One of the items asked students to report the amount of time spent reading newspapers, and another item asked

them to report the amount of time spent reading magazines. On an average school day, 75 percent of the teenagers devoted 15 minutes or more to reading the newspaper. On an average school day, 70 percent reported they looked at a magazine. Nine out of ten students reported they always or usually read the high school newspaper or magazine (Campbell, 1969a).

One of the conclusions made in Campbell's study was that teenagers spend almost as much time reading daily newspapers as do adults. Another conclusion was that the questionnaire gave no significant evidence that schools are helping teenagers to become discerning and discriminating users of the mass media such as magazines and newspapers, not even in English or journalism class instruction. Campbell speculated that perhaps the English classes stress discernment and discrimination as they relate to literature, and journalism classes may be preoccupied with journalistic techniques and publication production (Campbell, 1969a, 1969b).

The view that little assistance is given by teachers to students in reading, locating information in, and evaluating magazines and newspapers is supported by Fowler (1965), Deseret News (1971), and Carlin, Christ, and Holder (1970).

Piercey (1970) recommended that teachers use newspapers as an aid to teach skills in reading. She listed the following skills which may be improved with practice with newspapers: comprehension, critical reading, study skills, vocabulary, creative writing, extracting main ideas, and finding supporting details.



Study skills instruction and  
experimentation in secondary  
schools

In several studies investigators have experimented with the teaching of study skills (including reference skills) in the secondary school. Various studies have shown the effects of guidance in reading and study skills upon students' reading abilities and academic achievement.

Findings in early as well as recent studies are noteworthy as they apply to reading and study skills instruction in content fields. Howell (1950) conducted an experiment with students from fourth grade to eighth grade to determine the influence of training for a year in map reading, the use of references, indexes, and dictionaries, and the reading of graphs, charts, and tables. At the end of the study, substantial improvements were indicated in the development of these basic skills, and teachers more clearly realized the importance of definite training in such skills, especially on the part of slow-learning pupils.

Similar results were noted in investigations by Rudolf (1949) and Jacobson (1932) who conducted experiments with eighth grade students in social studies classes, and ninth grade students in general science classes, respectively. In both studies experimental groups were given reading instruction (including instruction in study skills), and control groups were not. The investigators concluded that students in the experimental groups were benefited in their general scholastic achievement, subject knowledge involved in the experiment, study skills, and reading comprehension. The reading training was especially beneficial for those students with reading disabilities.

Although the above mentioned studies were conducted over twenty years ago, reading problems continue to exist on secondary levels. Research and experimentation continue, as does the emphasis of the importance of reading instruction at all levels of education.

More recently, Ganley (1961) conducted a similar experiment with forty seventh grade students. She investigated the effect of three months' training in specific study skills. Supporting the results of previous experiments, her data also revealed that the experimental group made significant gains in study skills abilities. However, there was no statistical difference between their gains in reading and the gains made in the control group.

Fortunately, long-range reading programs in high schools are being developed to expand guidance in reading and study skills instruction. Berkey (1962) described a program in reading and study skills in a California district having four high schools. The program required all freshmen to spend eight weeks of the school year in a reading laboratory designed to assist students in developing good reading and study habits. During the 1960-1961 school year, students showed an average increase in reading levels of one year, seven months. The average reading level of all students at the beginning of the school year was eighth grade, two months, and at the end of the school year, ninth grade, nine months. In addition to the gains made in reading, students participating in the reading laboratory were observed to have improved confidence and attitudes toward reading and school in general.

Another reading program was described by Severson (1962). In a Wisconsin high school, reading study skills were included as a basic part of the entire curriculum. With the cooperation and coordination

of all school members, certain reading skills were emphasized at certain times during the year by all teachers. For example, during the first week of school, students were taught how to use their textbooks in different classes. Each class presented information to students concerning the various parts of the textbook used in that class. Students were taught where certain textbook parts were located, and the significance of each book part in the mastery of subject matter. During the second week of school, teachers in various classes presented special lessons on vocabulary. Conclusions regarding this all-school reading program were as follows:

Median reading test scores of each grade level have increased, spelling has improved, students are more interested in reading as a whole, and the faculty has a positive attitude towards the program. (Severson, 1962, p. 106)

Research projects such as those described give evidence that significant improvements can be made in reading attitudes and abilities in content subjects through carefully planned guidance in reading. Nevertheless, progress in teaching reading and study skills on the secondary level appears to be slow.

Despite increased recognition of the importance of reading instruction on levels beyond the elementary level, only disappointing progress has been made in the last 25 years. Changes in attitudes and reading programs in secondary schools have been slow. Many teachers in high schools and colleges can testify that many of their students can not study or use books effectively. Many colleges and universities have expressed alarm over high school graduates' lack of study abilities, one of the major causes for drop-outs and failures in colleges (Burnett, 1966; Dawson, 1962; Smith, Krouse, Atkinson, 1961).

Despite efforts of school systems to upgrade instruction, surveys reveal that approximately ten percent of all school children in our country are cases of reading disability (Harris, 1970).

Inadequate reading ability remains the principal reason for children being kept back in the elementary grades, and continues to plague the secondary schools, the colleges, and the military in the conduct of their programs. (Brabner, 1969, p.69)

Since the student progressing through school is challenged by increasingly complex activities, reading instruction must be included in the secondary school curriculum for effective education. All teachers should assume some responsibility for recognizing individual differences in reading. All teachers should assume responsibility for developing reading proficiency within their own subject areas (Debrick, 1968).

Study skills continue to be important in the higher grades (Dawson, 1962). "...The time for implementing programs in study skills is long past due." (Karlin, 1969, p. 10)

The need for trained personnel  
for teaching reading and study  
skills on the secondary level

More research and more careful planning of reading instruction in secondary schools appears to be emerging because of the growing awareness of reading disabilities on this level. Discussions and debates have long occurred regarding the role of the secondary school teacher in reading improvement. However, much progress is yet to be made. Although there may be growing emphasis placed on reading instruction in the secondary school, the actual amount of teaching of reading and the supply of trained personnel in reading are relatively small. (Johnston, J., 1970; Burnett, 1966; Karlin, 1969; Kinder, 1968).

The responsibility for teaching reading. In secondary schools, who is expected to assume the responsibility of teaching reading? What training or qualifications do those persons have in the area of teaching reading? According to studies by Farr, Laffey, and Brown (1970) and Kinder (1968), the responsibility for teaching reading is assumed to be held by teachers bearing such titles as English teachers, reading teachers, and reading specialists. However, these teachers, in general, have had little, if any, special training.

Kinder (1968) investigated the specialized training and certification of reading teachers and specialists by means of a questionnaire sent to certification offices of all 50 states, the District of Columbia, and Puerto Rico. His results revealed that most states require no special training or experience. "...In many states an elementary or secondary teacher certificate is considered sufficient indication that a person can provide reading instruction for special groups or classes." (Kinder, 1968, p. 11)

Results of a survey conducted in Indiana may be applicable and useful to many educators besides those in Indiana. A questionnaire was sent to all junior and senior high schools in Indiana to determine the nature and extent of their reading programs. Results showed that English teachers usually had the responsibility for reading instruction, but fewer than 27 percent had any college courses in teaching reading. Only 10 percent of the schools had hired qualified reading teachers who had completed a graduate program in elementary or secondary reading. Because of the lack of qualified personnel, the study found a lack of good reading programs (Farr, Laffey, and Brown, 1970).

The above mentioned studies indicated that responsibility for teaching reading often rested with the English teacher, despite the teacher's lack of formal training in the teaching of reading. Therefore, literature was reviewed to ascertain the extent that English teachers actually do assume this responsibility. How much time do English teachers spend in teaching this "assigned" area of instruction?

In 1966 a survey was conducted by the National Council of Teachers of English to observe and evaluate conditions and practices in high school English programs. In schools possessing a broad spectrum of characteristics, representing 45 states, 168 programs were observed. Questionnaires, checklists, and interviews provided extensive data regarding the teaching of English. One of the findings was that teachers spent more time emphasizing literature than all other areas of English combined. The most important observation in this survey, as applied to educators in reading, was the time spent in the teaching of reading. According to the data, only 4.5 percent of the time was spent in teaching reading (Applebee, 1966)!

These findings were supported by a similar report by Squire (1965) who investigated the quantity of reading instruction offered in conjunction with the teaching of English. He, too, found a lack of attention to the teaching of reading. He reported that only 3 to 4 percent of instructional time was devoted to reading in grade 10. In grade 12, the amount declined to 2 percent.

By observing these findings, it is not surprising that reading disabilities are a problem that may continue without correction throughout the high school years. If the responsibility for teaching

reading is assumed to be held by English teachers, yet the English teachers frequently do not provide reading instruction, it is no surprise that study skills are not developed. It may be that English teachers are assuming that their students have been taught such reading skills as those involved in reference reading and locating information. It may be that other subject area teachers are assuming that students are receiving this information from their English teachers.

Karlin (1969) expressed the view that too few schools have attacked the study skills problem where it will do the most good--right in the subject classes. He observed that most reading-study skills programs were separate from normal reading requirements in the regular classroom. Teaching and guidance in reading skills should ideally occur in the regular subject classes.

Preparation and attitudes regarding the teaching of reading.

It was mentioned previously that a major reason for lack of progress in reading instruction on the secondary level is the lack of pre-service training in teaching reading.

Artley (1968) observed that a major barrier to the solution of the reading problem on the secondary level is the regimentation of instruction in a given content area. He observed that teachers often disregard learning rates and levels of reading, as they teach "the same content, from the same text, by the same method, to a heterogeneous group of students."

Burnett (1966) observed that the secondary school teacher has usually graduated from a college or university which emphasized a major in a content area. Their instructors are not often inclined to consider the teaching of reading in the subject area. Some instructors have

displayed the attitude that they do not wish to take valuable time away from the subject itself to consider materials and methods of instruction in that content field.

Karlin (1971) countered this attitude by stating that guidance in reading textbooks and other materials may be just the help students need. He agreed that subject area teachers were not generally expected to be reading experts, and that these teachers might be reluctant to assume responsibility for teaching reading. However, a secondary school teacher does not have to be an expert to help students read assignments. He needs only to be aware of some of the factors that affect a reader's efficiency, and to attempt techniques to deal with those factors.

Several studies have shown that teacher training courses alert students to expect a wide range of reading ability in classes they would be teaching. However, the courses often failed to show prospective teachers how to meet individual needs, and how to adjust materials and procedures to student reading levels (Artley, 1968; McGinnis, 1961).

A survey by Patterson (1958) revealed that many teachers did not feel competent in assisting students with reading because they believed specialized training was necessary. The teachers expressed attitudes that attention to reading was something extra added to the teaching of subject matter. They also expressed a lack of understanding about how to improve reading abilities. Most of the teachers did feel that they outlined basic study habits, encouraged dictionary use, and taught library use.

In a study by McGinnis (1961), 90 percent of the teachers surveyed felt that prospective secondary teachers should be taught how to help students develop fundamental reading skills, including study and reference skills.



It may be concluded from the results of the above studies that many secondary school teachers are not given instruction in their pre-service training regarding the teaching of reading and study skills. There is a need for such training, and the teachers recognize this need.

#### Educational application

The literature reviewed for this study revealed important needs in teaching reference and study skills on the secondary level. An evaluation of the literature indicated that many of the teachers on the secondary level lack any training in the teaching of reading skills. However, when reading programs are organized and incorporated into secondary schools, students make gains in achievement in reading and in other academic areas.

Some reports indicated that the recognition of the importance of reading and study skills instruction is increasing on the secondary level. However, progress is occurring slowly. The problem of reading disabilities continues throughout secondary education. It is the students with reading disabilities who are especially benefited by reading and study skills programs.

One major task is the development of closer coordination and communication between the people who are doing research in study skills and the potential users of the information obtained. "The average secondary teacher may be unaware of what information is available about study skills." (Catterson, 1965)

Catterson (1965) recommends the spreading of information about teaching study skills to teachers by means of professional organizations and journals in addition to those devoted to the fields of

reading and English. Meetings of school administrators, guidance counselors, librarians, and subject teachers could provide opportunities for presenting points of view and research about the teaching of study skills. Further needs are for more trained reading and study skills specialists to work with teachers; in-service training on teaching study skills as related to subjects; and study skills guides and exercises supplied with textbooks by the textbook publishers (Catterson, 1965).

This report, Teaching Reference Skills to Secondary Students with Reading Disabilities, was designed to assist teachers to find answers to meet their needs in the teaching of study skills, especially the area of reference skills. Emphasis was placed upon the teaching of the utilization of common reference materials to students who have reading disabilities. The research and ideas presented in this report were primarily focused upon the secondary school teacher of language arts. However, this report may also be useful to specialists, teachers, and prospective teachers in other subjects of secondary education, and in the fields of elementary education, special education, and library science.

A leader is best  
When people barely know that he exists,  
Not so good when people obey and acclaim him,  
Worst when they despise him.  
"Fail to honor people,  
They fail to honor you;"  
But of a good leader, who talks little,  
When his work is done, his aim fulfilled,  
They will all say, "We did this ourselves."

--Laotzu (604-531 B.C.)

(In Cantril and Bumstead, 1960, p. 294)

### Suggested Guidelines for Developing Instructional Units

A review of literature provided the basis for developing the following guidelines for developing instructional units for students with reading disabilities. Suggested guidelines presented pertain to remedial instruction, and specifically to units which a teacher may wish to construct and present in the area of reference skills. The guidelines primarily refer to use with secondary school students, but many of them may also be applied at the elementary level.

The guidelines listed were considered carefully in the construction of the instructional aids in later sections of this report. Many of the guidelines were incorporated into the dictionary instructional unit.

The suggested guidelines are presented in three categories:

- (1) selection of materials and activities, (2) teacher management of the unit, and (3) structure of the unit.

Selection of materials  
and activities

Materials and activities should be relevant to real life.

Concentrate upon study skills which help students solve current problems. Tasks which relate to the student's daily life justify efforts more than tasks which have little immediate use. In helping the student with study skills, use the actual textbooks and other materials that he wants to read or is required to read in his classwork. For example, exercises on skimming a chapter of a book can be applied to his own books. Newly-learned responses should become immediately useful to the student (Karlin, 1969; Utah State Board of Education, 1969).

The material should be interesting to the student. Provide materials and activities which are interesting to the secondary school student. Select materials to cultivate his interests as well as to meet his skill needs (Zintz, 1970).

Materials and activities should offer opportunities for individual instruction and independent study. Give the student the opportunity to progress according to his own abilities and needs. He should be able to work independently with a minimum of direct supervision.

Materials should be appropriate for the reading level of the student. Select materials having vocabulary and content easy to understand. Materials should be written so that the vocabulary and content aid the learner, and not interfere with his learning of concepts.

Several studies have demonstrated a discrepancy between reading levels of secondary school textbooks and the students who are expected to use them. Many of the textbooks used in literature and science classes have reading levels above the reading levels of the majority of students who use them (Artley, 1968; Aukerman, 1965; Belden, Lee, 1962).

Provide materials with different levels of readability. Students have varying reading levels. If a student's comprehension and/or word attack skills are at approximately a sixth grade reading level, make available materials written at that level for the instructional unit.

Materials must be easy and practical to obtain. Materials should be readily available and inexpensive. If materials can be found in the school or home, an unnecessary amount of time or money is not spent in ordering items by mail.

Reading and writing activities for the student must be short and concise. Do not permit lessons to continue at any one time to the point of fatigue or boredom. Reading and writing required of the student should be short enough to retain interest. Short written activities also facilitate immediate scoring. Several short periods of lively work are superior to a long period of continuous study (Gates, 1947).

This writer recommends that individual instructional units should be designed so that the student is able to complete a unit in two weeks or less in a class which meets for approximately one hour per day. A maximum of ten classroom hours should be sufficient to

complete all parts of a unit on a particular reference material. Some students may be able to work with the unit for one continuous hour, but 15-30 minute sessions are recommended.

Materials and activities should be creative and varied. Use varied real examples of the reference source which is being studied (e.g., magazines, newspapers). In addition to these, use multi-media materials if readily available. Motivation and interest may be increased with the use of such media as transparencies, films slides, records, slide-tape presentations, tape recorders, and cartridge projectors (Gerlach, 1964; Ligda, 1961).

In one school, a script was written and produced for a tape recording which would introduce library instruction. The script was produced jointly by the librarian, teachers, seventh graders, and eighth graders. Humor and musical passages were combined with instructions and descriptions about the use of the school library. (Ligda, 1961).

Activities may involve the use of verse, riddles, drawings, or puzzles. They may involve varied types of problems, questions, projects, and comprehension exercises. Added interest occurs when a student is given a choice of activities which he may perform to demonstrate his knowledge of a certain skill. The teacher may change the topics as he discovers which ones are most enjoyed and least enjoyed or beneficial to the student (Gates, 1947).

Examples of activities on dictionary skills are shown in the dictionary unit of this report. A student is given a choice of activities at the end of each worksheet.

Encourage development and practice of general reading skills in the reference skill units. See that skills in addition to reference reading skills are developed. Reading skills which may be practiced in a reference skills unit may include the following activities: finding the central idea, selecting details, following directions, answering specific questions, determining relationships, drawing conclusions, evaluating ideas, and adjusting speed to purpose and content (Foshay, 1963; Zintz, 1970).

The instructional unit should be comprised of materials and activities flexible enough to be used for both individual and group work. Attention may be given to the individual, and independent work may be encouraged, but this does not mean that he must do all his work apart from other individuals. There are advantages in students working together (Gates, 1947).

In the dictionary unit in this report, the student involved in the unit is encouraged at various times to work with other students in the class.

Teacher management of the unit.

Positive attitudes improve work. The first attack on a problem of any kind of improvement involves attitudes and motivation. Demonstrate to the student that the subject offered will benefit him. Help him realize the effect of cheerfulness, effort, and determination on success in his work (Xavier, 1955).

The list of attitude objectives with the dictionary unit suggests some ideas about attitudes in relationship to an instructional unit. (See page 55.)

Time for working on the unit should be properly scheduled.

Plan a definite time for the unit in the daily program. Do not let the time for working on the unit compete with other activities of importance and enjoyment to the student. Activities of the rest of the class must be considered whenever one person or small group is given an individual instructional unit. Do not arrange the unit in a way that implies that a penalty is being applied (Bond, Tinker, 1957; Gates, 1947).

The teacher should allow a generous amount of time for each work session. Provide abundant time for reading experience. A few minutes of work on the unit now and then is not recommended (Gates, 1947).

This principle may seem to contradict the earlier statement that the reading assignment is to be short and concise. Although the particular lesson of the day should be completed within 30 minutes, the writer recommends that at least 45 minutes be allotted to the student for individual study. If he completes and reaches a desired criterion on his lesson for the day, he could be given the remainder of the time to engage in a class activity of his choice. Extra time allotted may ease pressures on the student and also serve as reinforcement for completed work.

The teacher should allow himself time to supervise the work, and he should make an effort to keep the unit satisfying and positive.

Although the instructional unit may be self-directed, allow time in the planning of the class schedule for the student in case he needs assistance. Be sure that the student is working hard, but avoid urging him to extreme effort. Avoid checking up on him too vigorously. Try to



be optimistic and encouraging. Emphasize successes. If difficulties are recognized, discuss them with the student without implying failure or incompetence (Bond and Tinker, 1957; Gates, 1947).

The student must know where to go for help if it is needed.

At the beginning of the unit, indicate the resources that are available for the student's use. For example, assure him of teacher availability or the help of a teacher's aide, librarian, or classmate. Encourage the student to use various audio-visual materials in the classroom which may provide help.

The teacher should be constantly evaluating the effectiveness of the unit. Observe the student's difficulties and successes and reactions to the instructional unit. Realizing that effectiveness of instruction varies with the student, revise unit plans if needed.

One method of constant evaluation of students' reactions to instruction is demonstrated in the dictionary unit of this report. At the completion of each worksheet, the student is asked to evaluate the effectiveness of that worksheet in its instructions and activities.

Structure of the unit.

The main purpose of the unit is to enhance the student's mental, social, emotional, and occupational competence. This statement applies to the design of the individual instructional unit on reference skills as well as to the entire concept of educational progress (Clark County School District, [ca.] 1971).

The instructional unit must have specific behavioral objectives.

Design objectives so that both teacher and student will clearly know what the student is expected to know or do for each lesson.

Diagnostic teaching is necessary. Determine before instruction the skill areas in which the student is strong and/or weak. Strengths must be recognized as they may provide important clues to helpful avenues of teaching a particular student. Instruction is based on a diagnosis of the reading problem. Direct the instruction to supply the missing skills in a given sequence by means of appropriate corrective techniques and materials. Through diagnostic teaching, determine precisely where instruction will begin and what tasks will be concentrated upon throughout the unit. (Smith, C., 1969; Karlin, 1969; Utah State Board of Education, 1969; Zintz, 1970).

Pre- and post-tests are directly related to the behavioral objectives. These are means of evaluating when a student has met the objectives. Pre- and post-tests may be written for each objective or for a group of objectives. The pre-test serves as a basis for analyzing individual needs and for assigning specific lessons to fit those needs. The post-test is given to evaluate the student's progress in accomplishing the objectives. The actual testing device may be the same for both pre-test and post-test. The devices may be standardized tests, teacher-made tests, or observations of student performance (Karlin, 1969; Mager, 1962).

Each lesson contains instruction and practice. Nila Smith (1963) suggests that several of the reference and study skills are sufficiently objective in nature to lend themselves to programmed practice. Some of the important principles of programmed instruction which may be applied to reference skill units include (1) material sequenced and broken into small steps, (2) active response of the

learner, (3) immediate confirmation or feedback of results of responses, (4) practice of what is learned, and (5) self-pacing, which means that a student proceeds individually at his own rate (Smith, N. 1963; Popham, Baker, 1970; Fry, 1968; Zintz, 1970).

The idea of breaking material into small steps refers to step-by-step instruction. Provisions are made so the student may learn new material and new tasks in small enough steps so that he can proceed from one success to another (Utah State Board of Education, 1969). In sequencing, important ideas are separated from lesser ones. The student moves from the simple to the complex in his learning of new tasks, or from the obvious to the less apparent. He is given meaningful practice opportunities to help him master each step of the instruction (Karlin, 1969; Zintz, 1970).

The dictionary unit of this report provides an example of programmed instruction. One of its features, designed to provide the student with immediate feedback on how well he performs tasks, is the provision of answer keys for worksheet exercises. The student may check his own answers. He is given the chance to recognize his errors, correct them, and perform better on the next exercise. If necessary, the teacher may discuss with him his particular errors and successes.

Records are kept to show achievement. Improvement should be measured. Progress, regression, or change should be made clear to the learner and the teacher. If the learner is improving, he needs both the teacher's assurance and objective evidence that he is improving. With daily achievements recorded in graphic form, the student is able to see his progress (Gates, 1947; Zintz, 1970).

At the conclusion of the unit, the effectiveness of the unit is evaluated. The teacher and student may either make a written evaluation, or conduct an informal discussion about their reactions to the type of unit and its instructional effectiveness. Results of the evaluation are considered in revising the unit for future utilization.

An example of a questionnaire for student evaluation of a unit is located at the end of the dictionary unit.

#### Summary and application of guidelines

The above guidelines were suggested for consideration by the secondary school teacher who may wish to construct and present a unit on reference skills to students with reading disabilities. Guidelines were suggested in the areas of planning the unit's materials, activities, management, and structure. Emphasis was placed on individual instruction rather than instruction for an entire class.

The guidelines provided a basis for the design of the instructional unit placed in this report. The instructional unit, "The Dictionary, a Handy Tool for Locating Information" provides an example of how the guidelines may be applied in a teaching situation.

The next section of this report will present in more detail the guidelines regarding behavioral objectives, pre- and post-testing, and diagnostic teaching. These concepts combined may be called a criterion-referenced, task-analysis approach to teaching.

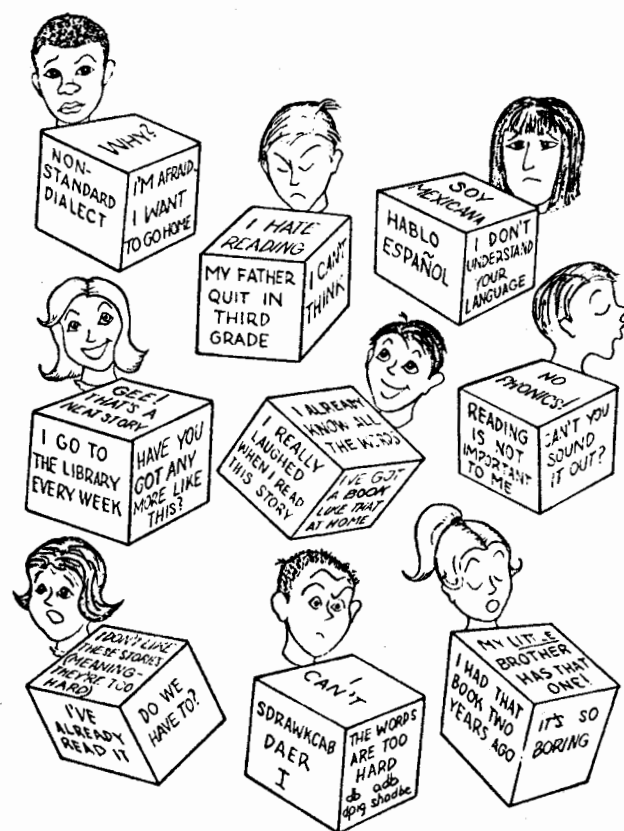


Figure 1. The many faces of reading. (Zintz, 1970, p. 519)

Measure what men are doing.  
Plan for what man might become.

--Alan C. Purves (1970, p. 87)

Criterion-Referenced Tests and  
a Task-Analysis Approach

Many of the suggested guidelines listed in the previous section of this report may be put into action in the development of instructional units by using a criterion-referenced, task-analysis approach.

This section presents an explanation of instruction by means of criterion-referenced tests and task-analysis. This method of instruction may be applied to numerous topics and levels of education. This method was applied in designing the instructional unit on teaching reference skills with the dictionary (in the next section of this report). Teaching aids in the appendix present examples of criterion-referenced tests which a teacher may administer to students. From the results of the tests, task-analysis programs may be developed.

Several steps are involved in planning a unit with a criterion-referenced, task-analysis approach. First, behavioral objectives must be established. Second, an evaluation (pre-test) is developed to determine students' proficiencies in accomplishing the objectives. This test is administered to one student or a group of students. Third, remedial strategies are planned on the basis of individual students' performances on test items. The students are taught the competencies which the test indicated they lacked. Fourth, after the instructional activities take place, a post-evaluation (post-test) is administered to determine if goals were achieved. The post-test determines if the learners can demonstrate the behaviors originally described in the objectives.

### Behavioral objectives

The behavioral objectives are designed at the beginning of an instructional unit. Each concept presented in the unit may be stated in terms of a behavioral objective. Individual tasks within concepts may also be stated as more specific objectives.

The behavioral objective is a statement which specifies what the learner is doing or performing when he is demonstrating that he has achieved the objective. The behavior of the learner which shows his mastery of the objective may be verbal or nonverbal. For example, he may perform a certain skill or solve a certain problem by responding verbally or in writing (Mager, 1962).

In addition to identifying the behavior expected of a learner, the behavioral objective states the conditions imposed upon him during his demonstration of his mastery of the objective. For example, the objective should state what materials the student is provided or denied in order to solve a problem (Mager, 1962). An example of a behavioral objective which states both the behavior and the condition is this statement: "Given a dictionary, the student will locate and state the page number which begins the section containing words that start with 'm'."

According to Mager (1962), behavioral objectives become even more useful by stating how well a learner is expected to be able to do the given behavior. A statement of the minimum acceptable performance for each objective is called a performance standard, or criterion. By measuring the student's observed behavior against this criterion, the success of the student and the program may be determined.

### Criterion-referenced testing

After objectives have been designed and stated as behavioral objectives, a method of evaluation is developed called a criterion-referenced test.

An outstanding feature of the procedure of criterion-referenced measurement and task-analysis is that the instructor starts building the instructional program, or unit, by preparing the final examination. The examination tests students' abilities to perform the behavioral objectives. The instructor builds the course and instructional activities to teach the objectives and to teach students how to pass the examination. The test does not merely sample parts of the course, but covers everything the student must learn to do (Cartier, 1968).

This test is called a criterion-referenced test and is the method of evaluation which is administered at the beginning and end of instruction. It measures the learner's status with respect to a given criterion (performance standard). It is not used to compare individuals with other individuals (Popham, Husek, 1969).

A criterion-referenced test administered at the beginning of an instructional program or unit is more informally called a pre-test. It determines if the students already can perform the behavioral objectives. Some students may already know particular objectives but may need instruction on others. Some students may be able to perform all of the objectives sufficiently well to move to a different instructional unit (Popham, Baker, 1970).



The use of a pre-test can be extremely beneficial to teachers and students because it gives specific information about what the student knows and does not know. Therefore, it helps greatly to economize teaching. According to Popham and Baker (1970):

Too often teachers waste time teaching skills that, if they had pretested, they would have discovered the students already possessed. Thousands of suffering students have learned and relearned to exhaustion certain...facts simply because teachers didn't pretest. The total number of pupil hours so misspent is staggering. (Popham, Baker, 1970, p. 72)

The pre-test may indicate to the teacher that a student may know more or less than the teacher assumed. Therefore, the results of pre-testing help the teacher to modify instruction according to individual learners; prescribe instructional activities for those who need them; devote less time to skills that are irrelevant to the desired performance; and devote less time to having students unnecessarily perform skills that have already been taught (Becker, Engelmann, 1971; Popham, Baker, 1970).

A criterion-referenced test administered at the end of instruction may be called a post-test. This may be the same test, or one similar to the pre-test. The post-test assists the teacher and student in determining the effectiveness of the sequence and the progress made by the student. It determines if the student, after instruction, is able to demonstrate the behaviors originally described in the behavioral objectives. If objectives have been achieved, instruction is complete. If objectives have not been achieved, the instructor must make changes in the unit to help the student achieve them (Popham, Baker, 1970).

As a part of developing the criterion-referenced test (pre-test and post-test), a level or criterion is decided upon which the student

must reach to indicate his success. For example, the required criterion might be set at 90 percent; the student must **perform** the tasks on the test with 90 percent accuracy. If the student achieves the 90 percent minimum standard for success, he has indicated his ability to perform the particular objectives the test is evaluating (Popham, Husek, 1969).

### Task-analysis

The remediation process as determined by performance on pre-test items is called a task-analysis procedure. According to Bannatyne (1968), Bateman (1967), and Becker and Engelmann (1971), task-analysis is a valuable technique in the process of diagnostic remediation. This approach has its emphasis on what specific educational tasks need to be taught, as determined by the student's pre-test performance.

An entire concept or operation is not taught all at once. Tasks are analyzed and placed in sequential steps for instruction. The teacher, or the instructional unit, teaches one specific task, dealing with the content of the material, one step at a time. Proper sequencing of the series of tasks results in the teaching of an entire operation or concept (Bateman, 1967; Becker, Engelmann, 1971).

### Application

The task-analysis approach to instruction, based on behavioral objectives and criterion-referenced measurement, may be applied in developing instructional units on utilization of reference materials. The dictionary unit in the next section of this report presents this kind of approach. Principles of criterion-referenced measurement and task-analysis in teaching dictionary use are applied throughout the unit.

INTRODUCTION TO AN INSTRUCTIONAL UNIT  
ON THE DICTIONARY:  
TEACHER'S GUIDE

When men first set eyes on a camel, they were terrified by its huge size and ran away. But in the course of time, they discovered what a gentle beast it was and plucked up courage enough to approach it. Gradually they came to realize that it was incapable of anger. Then they let their children drive it about.

--Aesop [ca. 570 B. C.]

(In Radice and Baldick, 1964, p. 213)

### Introductory Understandings

#### A. Flexibility of unit

The unit is flexible in its use. Use your creativity and make changes as you think necessary.

1. Make notations, additions, and deletions to suit your own students and teaching situation.
2. Recognize the different teaching methods possible with this unit. The student may read and do all parts of the unit by himself. He may wish another student to read parts to him. You may wish to record the unit on tape with your voice or someone else's voice, then the student may both read and listen to the narration.
3. Allow for individual differences in ability in designing questions and correcting answers.

#### B. Prerequisite skills of student

The student should have the following prerequisite skills and understandings to perform the tasks in the unit.

1. He reads at a level of at least fourth grade.
2. He recognizes all written letters of the alphabet.
3. He knows the letters of the alphabet in sequence.
4. He has phonetic knowledge of letters and sounds.

#### C. Limitations of unit

The unit has the following limitations.

1. The unit requires utilization of the same dictionary for all worksheets and the pre- and post-test. The teacher and student

together may select the dictionary for the student to use. Dictionaries differ in what they report. Confusion may result if several different dictionaries are used.

2. Emphasis is on locating various aids in a dictionary. A few comprehension skills in analysis and interpretation of dictionary matter are included with worksheets. However, this unit should be considered as an example of one of a series of possible instructional units on dictionary use. The prime purpose of the unit is to teach the student how and where to locate items contained in a dictionary that may help him in school, at work, or at home.

3. Since this instructional unit is designed for students with reading disabilities, the skills in the lessons may be applied to most dictionaries of elementary and junior high school level. The use of more advanced dictionaries (high school or college dictionaries) is not recommended for this unit.

4. If a student does not pass a worksheet on the first try, he is given a second trial with an alternate activity. After the second trial, the unit contains no further provisions for moving a student to a different activity or level for further remedial or enrichment work.

#### D. Recommendations for further study

Further study of dictionary matter is recommended. Some types of dictionary matter are more commonly seen in advanced dictionaries than in the elementary and junior high school level dictionaries. The types of dictionary matter listed below are omitted from the instructional unit presented here.

1. Analysis and interpretation of phonetic respellings and diacritical marks.

2. Location and interpretation of etymological data.
3. Location and identification of status or usage labels (e.g., slang, obsolete, colloquial).
4. Location and interpretation of cross references, synonyms, and antonyms.
5. Location and identification of parts of speech labels.
6. Location of keys to abbreviations.
7. Location of common foreign words and phrases and their meanings.
8. Location of signs and symbols and their meanings.
9. Location of lists of colleges and universities.
10. Location of tables of weights, measures, and standards.
11. Location and utilization of vocabulary of rhymes, such as that found in Webster's Seventh New Collegiate Dictionary (1965).
12. Location and interpretation of lists of helps and rules for spelling and pronunciation.
13. Location of common English given names and their derivations and meanings.

The presence of the above items varies according to the dictionary. The study of these items are highly recommended in a more advanced unit. Students benefiting from such a unit may be more advanced readers, or they may be the same group of reading-disabled students after completing a unit (such as presented here) on basic skills.

#### Structure of the Unit: Teacher and Student Roles

The following list shows the steps for you and the student to follow in the unit.

1. Introduce the unit to the student. Motivate the student's interest and describe the purposes of the unit. Read to him, or have him read, the section called "Let's Think About Words."

2. Read and discuss with the student the "Attitude Objectives."
3. The student will fill out the "Interest Questionnaire."
4. The student will take the criterion-referenced pre-test entitled "Locating Information in a Dictionary."
5. Correct the pre-test with the "Answer Key."
6. On the "Pre-Test Class Profile," record the student's scores on the six different sections of the test. Record the total score. If several students take the test, record all of their scores on the same chart.
7. Show the student the results of his test. Indicate to him that he will be completing lessons on each of the sections of the test which show a less than 90 percent accuracy.
8. The student will record his pre-test results on the "Student Progress Chart: Pre-Test and Post-Test."
9. You and the student will record data on the "Task Analysis Chart." Record all test items which he missed, on each section which he performed with less than 90 percent accuracy.
10. On the "Task Analysis Chart," assign worksheets which teach the concepts missed on the pre-test. Indicate to the student that he will complete these worksheets to meet the objectives of the unit.
11. You and the student should each have a copy of the "Task Analysis Chart" and "Behavioral Objectives." Discuss the lists with the student.
12. Prepare a packet containing worksheets for the student. Worksheets must be done in numerical order. Some worksheets build upon concepts and terms explained in previous worksheets. Include answer keys for exercises in the packet.
13. The student will read the "Worksheet Instructions."



14. The student will complete each worksheet in numerical order. You or other class members may assist him on all sections of the worksheet (if he asks for help) except on the comprehension test and application activity.

15. At the end of each worksheet, the student will record his progress on the "Student Progress Chart: Lessons."

16. The student will turn in each completed worksheet to you. Your observation of his responses on each worksheet will help you to evaluate the effectiveness of each worksheet as well as his understanding of concepts presented.

17. When the student has completed all worksheets, again give him the criterion-referenced test, which now serves as a post-test.

18. Correct the test.

19. Record the student's post-test scores on the "Class Profile" chart.

20. The student will record his post-test scores on the "Student Progress Chart: Pre-Test and Post-Test."

21. The student will fill out the questionnaire entitled "Student Evaluation of Unit."

22. Confer with the student. Evaluate his progress and the effectiveness of the unit as an instructional method.

23. Help the student to have a smooth transition in beginning another kind of class activity.

#### Structure of Lessons and Worksheets

The instructional unit is organized around six behavioral objectives. The objectives correlate with six sections on the criterion-referenced test and six major lessons. Each lesson may

consist of several worksheets, one worksheet for each concept to be learned within the major lesson.

Each worksheet has the following steps which the student must proceed through to complete the worksheet.

Step 1. Presenting the concept. The student is given the main idea of what is going to be learned in a certain worksheet.

Step 2. Stating the objective. The student is told what tasks he will perform to demonstrate that he has learned the concept.

Step 3. Teaching the concept. The worksheet describes the concept to be learned. Important terms are defined. Examples are given to help explain the concept. The student is taught what is necessary to know in order to perform the tasks stated in the objective.

Step 4. Comprehension of the concept. Part A: The student is given a comprehension practice exercise in which he is asked to demonstrate the knowledge he gained in Step 3. When he completes the exercise, he corrects his answers with the answer key. If he reaches a given criterion on the practice, he moves to Part B. Part B: The student takes a comprehension test. He or the teacher corrects the answers. If he reaches a given criterion, he moves to Step 5. If he fails to reach the criterion, he discusses missed items with the teacher. When he better understands the concept(s), he moves to Step 5.

Step 5. Applying the concept. The student is given his choice of two activities. When he has finished the activity, he takes the worksheet to the teacher.

Step 6. Teacher evaluation of worksheet. The teacher examines the worksheet practice exercise, comprehension test, and activity. Since the student has already corrected the answers on the practice

exercise and comprehension test, the teacher's main job is to examine his performance on the activity in Step 5. The teacher will indicate to the student if he has passed or not passed the worksheet. Note: The teacher may delegate the responsibility of Step 6 to another member of the class who has already completed and passed the same worksheet.

Step 7. The student is reinforced for his accomplishment on the worksheet, Steps 1-6. If he passed, he is given a 15-minute break for pleasure reading or another activity of his choice, as approved by the teacher. If he did not pass, he returns to Step 5 and performs the other activity of the two choices.

Step 8. The student gives a brief personal evaluation of knowledge he gained and its importance.

Step 9. The student briefly evaluates the interest and effectiveness of the worksheet.

Step 10. The student records his progress on the "Student Progress Chart: Lessons."

Step 11. The student begins the next worksheet in his packet.

THE DICTIONARY, A HANDY TOOL FOR  
LOCATING INFORMATION

### Let's Think About Words

Do you know . . . what the longest word in the English language is?

It used to be antidisestablishmentarianism: 28 letters! Now, medicine has given us a 45-letter word:

pneumonoultramicroscopicsilicovolcanoconiosis.

Breaking it into parts will help you pronounce it:

pneumo noultra micro scopic silico volcano conl osis.

Try that one on your friends! You may not believe it, but Webster's Seventh New Collegiate Dictionary (1965) does show that word, its pronunciation, and its meaning! Try looking it up if you're curious!

Do you know . . . where language comes from?

Walt Whitman (In Copeland, 1942, p. 232), the American poet, gave these thoughts a hundred years ago. They still ring true today:

Language is not . . . [made up by] the learned, or [the] dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes of long generations of humanity . . . .

Language comes from us, the people!

Do you know . . . that language, that words, constantly change?

We are living in a world of words, and this wordy world is hustling and bustling with constant changes. . . . With man's efforts to improve the way we live, come new discoveries, inventions, medicines, machines, materials, and new words. Radio, television, and rockets have brought in items like "aerial, antenna, countdown, re-entry, astronaut." Even our everyday life has given rise to new words like "cookout, shopping center, deep freeze, freeway . . . ." (Ludtke and Furness, 1967, p. 27)

Do you know . . . of some old words, suddenly popular?

The word "lunar" has been around a long time. So has the word "ecology." But suddenly in the last few years, they have become common words in our everyday language.

Do you know . . . that more words have entered our language in the last fifty years than during any similar period in history? Four hundred years ago the English language had about 140,000 words (Ludtke and Furness, 1967). Now one dictionary volume, the Webster's Third New International Dictionary, has over 450,000 words (Gove, 1969)! And the editor of this dictionary states that there are many more words available, but one book could hardly hold any more pages (Gove, 1969, p. 7a)!

By the way, have you ever heard of The Oxford English Dictionary? It has 13 volumes of words (Murray, 1961).

Do you know . . . that the dictionary is the most important reference book you can own (Carlin, Christ, and Holder, 1970)? When you browse through it, you may be surprised as you learn what it contains. "Many things that you never would expect to find in a dictionary are there for your inspection." (Carlin, Christ, and Holder, 1970, p. 196)

Do you know . . . that a dictionary gives more information about words than any other reference book (Aldrich, 1960)?

Do you know . . . that dictionary skills are valuable throughout your life (Heilman, 1967)? The helpfulness of a dictionary does not have to stop with the end of your schooling. The dictionary could become a lifetime aid.

Do you know . . . that taking a little time now to look through a dictionary and noticing its many kinds of information will save much time for you in your later school and adult life (Bond and Bond, 1941)?

Do you know . . . that dictionary skills may be learned and practiced at every grade level (Fowler, 1965)? Developing dictionary skills may begin any time and be kept alive through all grades and beyond. Do you know any students who are baffled by the dictionary? Maybe the marks and symbols in the dictionary have no meaning for them. Do you know students who have given up and now avoid the dictionary? Did they ever ask for help or take the time to learn about the dictionary? Improving dictionary knowledge and skills does not have to begin and end in grade school.

Do you know . . . that the more you know about a dictionary's contents, the more useful it becomes to you (Jochen and Shapiro, 1969, p. 11)?

Do you know . . . that learning about words leads to learning about more words, and gaining more ideas and knowledge? This idea was recognized more than 1,000 years ago. Plato, a Greek philosopher at that time, stated, "Knowledge of words leads to knowledge of things." (In Ludtke and Furness, 1967, p. 27) Do you agree that Plato's belief is true today?

### Attitude Objectives

Throughout this unit you will learn how to locate information in a dictionary. It is hoped that you will have the following attitudes (feelings) as you are moving through the unit.

1. Have confidence in yourself. Be willing to try.
2. If you have any difficulty with any part, seek help from the teacher or others in the class.
3. Trust others. Respond to their help and show appreciation for it. Let them know when you have received enough help and can proceed on your own.
4. Make use of knowledge gained from those who help you.
5. Make use of knowledge gained from the lessons. Be confident in using a dictionary for help in other classes and at home.
6. Accept the fact that you may make mistakes. Accept the idea that you will learn from mistakes and will do better on following activities.
7. Be optimistic about improving and doing well.
8. If others ask you for help, give it freely and courteously. Recognize when help is no longer needed.
9. Demonstrate respect for time, space, and property rights of others.
10. Remember at all times: CONFIDENCE. OPTIMISM, WILLINGNESS.



Interest Questionnaire

This questionnaire is to determine your interests and feelings about dictionaries. This is to help your teacher to better understand and assist you during a unit on the dictionary.

Answer each question as honestly as you can. Feel free to make any comments you wish. If there are some questions that you cannot answer, leave them blank.

1. Do you have a dictionary of your own?
2. If so, what is the name of it?
3. Does your family have a dictionary?
4. If so, what is the name of it?
5. Would you like to have a dictionary of your own?
6. Would you be willing to buy one?
7. Would you like help in choosing one?
8. How often do you use the dictionary at home?
9. How often do you use a dictionary at school?
10. When you go to a dictionary, what is the usual reason?
11. Describe your general feelings about dictionaries.
12. Do you feel that you should know more about how dictionaries may be used?
13. What are some things you would like to learn about dictionaries?
14. What are some things you feel you already know about dictionaries?
15. If you can think of any, tell about one or two instances when you found a dictionary especially helpful.
16. When you were in grade school, did any of your teachers teach you how to use a dictionary?  
Was the teaching helpful?

17. When do you think students should be taught how to use dictionaries?

Grades 3-6 \_\_\_\_\_ All grades \_\_\_\_\_

Grades 7-9 \_\_\_\_\_ Not at all \_\_\_\_\_

Grades 10-12 \_\_\_\_\_

18. Do you feel that most of your classmates know how to use the dictionary?

19. Do you feel that it would help the class to learn more about using dictionaries?

20. Do you feel that all students should learn how to use dictionaries?  
Or, should dictionary skills be taught just to those who want to learn about them?

21. Feel free to ask any questions or give any further comments to the teacher regarding dictionaries.

### Behavioral Objectives

The student will use a dictionary on all sections but Section II.

<u>Behavior</u>	<u>Pre-Test</u>	<u>Criterion</u>
1. The student will display basic introductory understandings about purposes of a dictionary and the arrangement of items within a dictionary. He will provide general information about the table of contents, entry words, entries, word order, and reader helps on inside covers.	He will complete Section I of the pre-test: Questions 1-10.  10 points total.	He will answer these questions with 90% accuracy.  90% of 10 = 9 points.
2. The student will arrange given words in alphabetical order and identify parts of the dictionary where they may be found	He will complete Section II of the pre-test: Questions 11-30.  20 points total.	He will answer these questions with 90% accuracy.  90% of 20 = 18 points.
3. The student will locate and identify purposes of guide words.	He will complete Section III of the pre-test: Questions 31-40.  10 points total.	He will answer these questions with 90% accuracy.  90% of 10 = 9 points.
4. The student will locate different types of words: root words, idioms, biographical and geographical names.	He will complete Section IV of the pre-test: Questions 41-50.  10 points total.	He will answer these questions with 90% accuracy.  90% of 10 = 9 points.
5. The student will locate the meanings of words with one meaning and words with several meanings. He will locate example sentences. He will locate pictorial illustrations.	He will complete Section V of the pre-test: Questions 51-60.  10 points total.	He will answer these questions with 90% accuracy.  90% of 10 = 9 points.

<u>Behavior</u>	<u>Pre-Test</u>	<u>Criterion</u>
6. The student will locate aids to spelling and pronouncing words.	He will complete Section VI of the pre-test: Questions 61-70.  10 points total.	He will answer these questions with 90% accuracy.  90% of 10 = 9 points.
Terminal behavior: The student will demonstrate his ability to locate all kinds of dictionary information listed in above 6 objectives.	He will complete all sections of the pre-test: Questions 1-70.  70 points total.	He will answer all questions with 90% accuracy.  90% of 70 = 63 points.

Pre-Test: Locating Information in a Dictionary

This test is to find out what you know about using a dictionary.

The teacher will help you select a dictionary. Use it only if you feel you need it. Use it on the test questions that ask you to use it. Suppose you do not know the answer to a question, or you do not know how to find the answer. Do not spend a lot of time looking in the dictionary for an answer. Leave the question blank.

The teacher will correct the test. You will see the results.

You will receive lessons on dictionary skills which the test shows you need. You will not receive lessons on the skills that you already know how to do.

When you finish the lessons, you will take this test again.

You will compare your scores on the pre-test and post-test. Then you will see how much you have learned by doing the lessons.

Total points on test: 70

Points needed to pass: 63 (90 percent of 70)

Section One. Basic understandings. 10 points.

Section One deals with some things you should know as you begin learning about a dictionary. If you wish, you may use a dictionary to help you answer questions.

In the blank by each question, write the letter of the best answer. If you do not know the answer, or do not know how to find it, leave the blank empty.

1. \_\_\_\_\_ What is the main purpose of a dictionary?
  - (A) To give laws on what words mean and how they should be pronounced.
  - (B) To help people become good speakers and writers.
  - (C) To give correct spellings of words.
  - (D) To describe how words of our language are spelled, pronounced, and used by most people.
2. \_\_\_\_\_ Where is the dictionary's table of contents?
  - (A) Right after the title page.
  - (B) Right before the title page.
  - (C) Inside the front cover.
  - (D) In the back pages.
3. \_\_\_\_\_ How can the table of contents help a user of the dictionary?
  - (A) It tells how to look up word meanings and spellings.
  - (B) It tells the purpose of a dictionary and how to use it.
  - (C) It lists sections of the dictionary and their page numbers.
  - (D) It gives page numbers of all words you want to look up.
4. \_\_\_\_\_ What is an entry word?
  - (A) It tells how the word entered our language. It is in italics.
  - (B) It is a word explained in the dictionary. It is in heavy black type. After it comes information about the word.

- (C) It gives pronunciation. It is in parentheses.
- (D) It is a word at the upper corner of a page. It is set off from the rest of the words on a page.

5. \_\_\_\_\_ What is an entry?

- (A) Main word in heavy black type and all of the information that explains the word.
- (B) Main word in heavy black type but no other information with it.
- (C) Same as a guide word. Helps reader to find the word he needs.
- (D) Same purpose as guide word, but is on different part of page.

6. \_\_\_\_\_ How are words arranged in a dictionary?

- (A) According to their meanings.
- (B) Alphabetical order.
- (C) According to how frequently used.
- (D) According to languages the words first came from.

7-8. Turn to the middle of your dictionary.

Write one of the page numbers you turned to \_\_\_\_\_.

Give TWO entry words on that page. Do not write the guide words.

\_\_\_\_\_

9-10. Look at the inside front and inside back covers of your dictionary. Explain any special information there that would help a reader.

\_\_\_\_\_  
\_\_\_\_\_

Section Two. Locating words according  
to the alphabet. 20 points

You will not need a dictionary for this section.

Write your answers in the blanks.

11. If you wanted to find this word

in a dictionary:

What letter would you look for?

canoe

\_\_\_\_\_

bait

\_\_\_\_\_

tunnel

\_\_\_\_\_

- 12-15. Look at each word below. Tell where you would open the dictionary to find that word: Part A, B, or C. Place the letter in the blank.

If you were looking for

Where would you open

this word:

the dictionary?

12. \_\_\_\_\_ frisky

A. First part: Letters A-G

13. \_\_\_\_\_ repeat

B. Middle part: Letters H-P

14. \_\_\_\_\_ disappear

C. Last part: Letters Q-Z

15. \_\_\_\_\_ music

In questions 16-30, place words on each list in alphabetical order.

Put a 1 next to the word that is the first of the list, according to the alphabet. Place a 2 by the second, and so on.

- 16-17. Place these four words in alphabetical order. Write the numbers 1, 2, 3, and 4 in the proper blanks:

\_\_\_\_\_ engine

\_\_\_\_\_ oak

\_\_\_\_\_ iron

\_\_\_\_\_ voice

- 18-19. In the same way, place these in alphabetical order:

\_\_\_\_\_ again

\_\_\_\_\_ afraid

\_\_\_\_\_ about

\_\_\_\_\_ ahead

- 20-21. In the same way, place these in alphabetical order:

\_\_\_\_\_ alone

\_\_\_\_\_ almost

\_\_\_\_\_ always

\_\_\_\_\_ almond



22-24. In the same way, place these seven words in alphabetical order:

\_\_\_\_\_ beef      \_\_\_\_\_ beef steak      \_\_\_\_\_ beef cattle  
 \_\_\_\_\_ fir      \_\_\_\_\_ fire escape      \_\_\_\_\_ fire      \_\_\_\_\_ fire engine

25. In the same way, place these three names in order, as they would appear in a dictionary.

\_\_\_\_\_ Abraham Lincoln      \_\_\_\_\_ John Adams      \_\_\_\_\_ F. D. Roosevelt

26-30. In the same way, place these six words in order, as they would appear in a dictionary.

\_\_\_\_\_ colorful      \_\_\_\_\_ fly      \_\_\_\_\_ flame  
 \_\_\_\_\_ Colorado      \_\_\_\_\_ Samuel Clemens      \_\_\_\_\_ C.O.D.

### Section Three. Locating and knowing purposes

#### of guide words. 10 points

Use your dictionary for this section. Write your answers in the blanks.

31-32. Open your dictionary to any page. Give the page number \_\_\_\_\_.

Write TWO guide words found on that page: \_\_\_\_\_

\_\_\_\_\_

33. \_\_\_\_\_ What are guide words?

- (A) They give the first word of each column on a page.
- (B) They give the first and last words on a page.
- (C) They tell how to pronounce words.
- (D) They are the same as entry words.

34. \_\_\_\_\_ How can guide words help us use the dictionary?

- (A) They give us clues about what words are located on a page.
- (B) They give meanings of words.

(C) They show page numbers of different parts of the dictionary.

(D) They explain pronunciation symbols.

35. \_\_\_\_\_ Suppose guide words on a certain page are "class" and "curry." Which ONE of the following words would be found on that page?

(A) chipmunk

(B) cut

(C) comb

(D) clash

36. \_\_\_\_\_ Suppose guide words on a certain page are "lawyer" and "league." Which ONE of the following words would be found on that page?

(A) leader

(B) leave

(C) leak

(D) law

37-40. Find TWO words in the dictionary. Each word must be on a different page. In the blanks below, write the words, pages, and guide words on those pages.

<u>Word you chose</u>	<u>Page</u>	<u>Two guide words for each page</u>
_____	_____	_____
_____	_____	_____

#### Section Four. Locating different types

of entry words. 10 points

Use your dictionary. Write your answers in the blanks.

41-43. Suppose you wanted to find information about the underlined words below. What root word should you look for?

Look for the word:

41. The trumpets were blaring. \_\_\_\_\_

42. The girl had some hobbies. \_\_\_\_\_

43. The men explored the cave. \_\_\_\_\_

44-46. Suppose you cannot find the following underlined words in the dictionary. What other words could you look for which might help you understand each of the underlined words?

Look for the word:

44. A seven-foot person is an uncommon sight. \_\_\_\_\_

45. Reconsider your answer. \_\_\_\_\_

46. He had no awareness of danger. \_\_\_\_\_

47. To find the meaning of "happier," "happiest," or "happily," what word would you look up? \_\_\_\_\_

48. \_\_\_\_\_ Suppose you wanted to find the meaning of the expression, "catch up." (As in the sentence, "Our dog tried to catch up with the car.") Could a dictionary help you? (Select an answer below.)

(A) No. You would have to ask someone, or get a different book.

(B) Yes. Look under "catch."

(C) Yes. Look under "up."

(D) Yes. Look in the section at the back of the book called "Expressions."

49. You might want to know the meaning of the expression, "hit it off," as in the sentence, "As soon as they met, the two boys sure hit

it off." What word should you look up? \_\_\_\_\_

\_\_\_\_\_ Where will you find the definition of the expression?

- (A) Near the beginning of all information given about the word.
- (B) Near the middle of all information given about the word.
- (C) Near the end of all information given about the word.
- (D) In the back pages of the dictionary. "Expressions" section.

50. \_\_\_\_\_ Does the dictionary give information about well-known people, cities, states, and countries?

- (A) Yes. These may be located with the rest of the words, or in a special section.
- (B) It gives the names but no facts about them.
- (C) Most standard size dictionaries do not, but the large, unabridged dictionaries do.
- (D) No. You must go to an encyclopedia for this information.

#### Section Five. Locating meanings of words.

##### 10 points

Use your dictionary. Write your answers in the blanks.

51. \_\_\_\_\_ Locate the word "pitcher" in your dictionary. Why is the word entered more than once?

- (A) It has two completely different pronunciations.
- (B) It has two completely different meanings.
- (C) It has two different spellings.

52. Suppose you wanted to find the meaning of MATCH in this sentence:  
 "Jake wanted to find some shoes to match his coat." Look up  
 "match" in your dictionary. You will see that it is listed more  
 than once.

\_\_\_\_\_ Which listing of "match" gives the definition which best  
 fits the above sentence?

- (A) First time the word is listed.
- (B) Second time the word is listed.
- (C) Third time the word is listed.

53. Do the same for the word RIDDLE. Your sentence is "The brothers  
 asked riddles to each other."

\_\_\_\_\_ In your dictionary, which listing of "riddle" best fits  
 the definition needed?

- (A) First time the word is listed.
- (B) Second time the word is listed.
- (C) Third time the word is listed.

54. Find any ONE of these words in the dictionary:

FORESTER      FOREIGNER      FOREGO      FRANKFURTER

Write the word you looked up \_\_\_\_\_

Write the main meaning of that word \_\_\_\_\_

55. A word may be listed only once, but sometimes more than one  
 definition is given. Look up the word FREIGHT. How many  
 different meanings does the dictionary give for that word? \_\_\_\_\_
56. Look up the word RIGHT-HAND. How many definitions does it  
 have? \_\_\_\_\_

Give the number of the definition which best fits the meaning of "right-hand" in this sentence: "He is the scoutmaster's right-hand man." Definition number \_\_\_\_\_

57. Do the same for the word TRUNK. How many definitions does TRUNK have? \_\_\_\_\_

Give the number of the definition which best fits the meaning of "trunk" in this sentence: "The girls liked to look through their grandmother's trunk of old clothes." Definition number \_\_\_\_\_

58. Sometimes a word's definition includes a sentence which gives an example of how the word may be used. Locate a definition which includes such a sentence or phrase. Give the word \_\_\_\_\_  
Write the sentence or phrase which contains the word:  
\_\_\_\_\_

59. \_\_\_\_\_ How does the printer of the dictionary help to make it easy to locate sentences like the one you found in the above question? The sentence is:

- (A) Written in darker print.
- (B) Written in italics (slanted letters).
- (C) Placed at beginning of definition.
- (D) Placed in the margin.

60. Find any illustration (picture or diagram) in the dictionary which helps to explain the meaning of a word.

Page \_\_\_\_\_

Word described in illustration \_\_\_\_\_

Section Six. Locating aids to spelling and  
pronouncing words. 10 points

Use your dictionary. Write your answers in the blanks.

- 61-62. Some words may be spelled two different ways. There is a way to find the more common spelling! According to the dictionary, which word of each pair below has the more common spelling?

(Place an X by the word.)

First pair: \_\_\_\_\_ gray

Second pair: \_\_\_\_\_ enrol

\_\_\_\_\_ grey

\_\_\_\_\_ enroll

63. Suppose you were writing a letter. You were writing the sentence, "The meeting will be held in ---," and you wanted to write "Pennsylvania." But, you did not have room at the end of the line. You know you must divide the word, "Pennsylvania," and place part of it on the next line. But--where is the best place to divide the word? Use the dictionary to find out! Place the best answer in the blank.

- \_\_\_\_\_ (A) The meeting will be held in Pennsylv-  
vania.
- (B) The meeting will be held in Pennsylvan-  
ia.
- (C) The meeting will be held in Penns-  
ylvania.
- (D) The meeting will be held in Pennsylv-  
ania.

64. \_\_\_\_\_ Suppose you are writing a report about different ways of cooking eggs. How should you spell the kind that is boiled hard (the dictionary will tell you)?
- (A) hard-boiled egg.
  - (B) hard boiled egg.
65. Use the dictionary to find how to spell the plural of "wife."  
Write it in this sentence:  
"At one time, some men had several \_\_\_\_\_ each."
66. Use the dictionary to find how to spell the past tense of the word "bat." Write it in this sentence:  
"I \_\_\_\_\_ the ball to first base in Monday's game."
67. \_\_\_\_\_ Use the dictionary to find the correct spelling of this word. (Notice the capital or lower-case letter.)
- (A) Cactus
  - (B) cactus
68. \_\_\_\_\_ Which of the following statements best expresses the role of a dictionary in giving pronunciation helps?
- (A) The dictionary must give correct pronunciations of all words in our language.
  - (B) The dictionary gives two pronunciations for each word. The reader decides which he prefers.
  - (C) The dictionary-makers find out which pronunciation of a word is most common. They give that one pronunciation and no others.
  - (D) The dictionary reports most common pronunciations of words in our language. One or more pronunciations may be given for each word.



69. \_\_\_\_\_ How is the pronunciation set off from other information about a word?
- (A) It is enclosed in parentheses (xxx) or in slanted lines \xxx\ .
  - (B) It is in **darker print** than the rest of the section. **xxx**
  - (C) It is within quotation marks. "xxx"
  - (D) It is in italics (slanted letters).
70. Where is the pronunciation key in your dictionary?
- 

That's all!

Pre-Test Answer KeySection One. 10 points.Basic understandings.

- |      |            |
|------|------------|
| 1. D | 5. A       |
| 2. A | 6. B       |
| 3. C | 7-8. ....  |
| 4. B | 9-10. .... |

Section Three. 10 points.Locating and knowing purposes of guide words.

- |             |             |
|-------------|-------------|
| 31-32. .... | 35. C       |
| 33. B       | 36. A       |
| 34. A       | 37-40. .... |

Section Four. 10 points.Locating different types of entry words.

- |              |            |
|--------------|------------|
| 41. blare    | 47. happy  |
| 42. hobby    | 48. B      |
| 43. explore  | 49. hit; C |
| 44. common   | 50. A      |
| 45. consider |            |
| 46. aware    |            |

Section Five. 10 points.Locating meanings of words.

- |             |          |
|-------------|----------|
| 51. B       | 59. B    |
| 52-58. .... | 60. .... |

Section Six. 10 points.Locating aids to spelling and pronouncing words.

- 61-62. gray; enroll  
 63. A  
 64. A  
 65. wives  
 66. batted  
 67. B  
 68. D  
 69. A  
 70. ....

Section Two. 20 points.Locating words according to the alphabet.

11. c, b, t  
 12. A  
 13. C  
 14. A  
 15. B  
 16-17. 1, engine  
           3, oak  
           2, iron  
           4, voice  
 18-19. 3, again  
           2, afraid  
           1, about  
           4, ahead  
 20-21. 3, alone  
           2, almost  
           4, always  
           1, almond  
 22-24. 1, beef  
           3, beef steak  
           2, beef cattle  
           4, fir  
           7, fire escape  
           5, fire  
           6, fire engine  
 25. 2, Lincoln  
       1, Adams  
       3, Roosevelt  
 26-30. 4, colorful  
           6, fly  
           5, flame  
           3, Colorado  
           1, Clemens, Samuel  
           2, C.O.D.

### Pre-Test Class Profile

If the student received 90% or above on a section, write a plus (+).  
 If he received below 90%, write his score: the number of points received on the section.  
 He will receive lessons on all sections which indicate he received below the 90% criterion.

NAME	Section I Introduction Questions 1-10  10 points Criterion: 9		Section II Alphabetizing Questions 11-30  20 points Criterion: 18		Section III Guide words Questions 31-40  10 points Criterion: 9		Section IV Types of entries Questions 41-50  10 points Criterion: 9		Section V Meanings Questions 51-60  10 points Criterion: 9		Section VI Spelling and pronunciation Questions 61-70  10 points Criterion: 9		Total  Questions 1-70 70 points Criterion: 63	
	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test	Pre- Test	Post- Test

Student Progress Chart:Pre-Test and Post-Test

	<u>Date</u>	<u>Time to complete test (minutes)</u>	<u>Total points (70 possible)</u>
Pre-Test:	_____	_____	_____
Post-Test:	_____	_____	_____

In the graph below, place an X in the square showing the percent of correct answers you received on each of the six sections of the test.

Use the graph at the right to figure percents from your scores.

Blue: Pre-Test      Red: Post-Test

	Test Section					
	1	2	3	4	5	6
100%						
90						
80						
70						
60						
50						
40						
30						
20						
10						
0						

Points Correct		Percent
Sec. 1,3 4,5,6	Sec. 2	
10	20	100
9	18	90
8	16	80
7	14	70
6	12	60
5	10	50
4	8	40
3	6	30
2	4	20
1	2	10
0	0	0

### Task Analysis Chart

To the teacher: Worksheets given to a student are determined by the items (tasks) missed on the pre-test. This task analysis chart lists numbers of items on the pre-test. Each item missed is correlated with a worksheet which must be given to the student so he may meet the objectives of the unit. You and the student should note the numbers of the test items missed and circle those numbers on this chart. The student should complete the worksheets to the side of each circled number. You and the student should each have a copy of this chart.

<u>Lesson</u>	<u>Item Missed</u>	<u>Worksheet Number</u>	<u>Worksheet Title</u>
1 Basic Understandings	1	1	The Purpose of a Dictionary
	2, 3	2	Table of Contents
	4, 5, 7, 8	3	Entry Word and Entry
	6	4	Arrangement of Words
	9, 10	Teacher Demonstration	Cover Information
2 Locating Words According to the Alphabet	11, 16, 17	5	Alphabetizing by First Letter
	12, 13, 14, 15	6	Dividing the Dictionary into Thirds
	18, 19	7	Alphabetizing by Second Letter
	20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	8	Alphabetizing Beyond Second Letter

<u>Lesson</u>	<u>Item Missed</u>	<u>Worksheet Number</u>	<u>Worksheet Title</u>
3 Locating and Knowing Purposes of Guide Words	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	9	Locating and Knowing Purposes of Guide Words
4 Locating Different Types of Entry Words	41, 42, 43, 44, 45, 46, 47	10	Identifying Root Words
	48, 49	11	Locating Idioms
	50	12	Biographical and Geographical Information
5 Locating Meanings of Words	51, 52, 53	13	Same Word Listed as More than One Entry Word
	54, 55, 56, 57	14	Locating Definitions and Choosing Correct Meanings
	58, 59	15	Examples of Words in Sentences
	60	16	Pictorial Illustrations
6 Locating Aids to Spelling and Pronouncing Words	61, 62	17	Locating the Most Common Spelling
	63	18	Locating Syllables
	64	19	Identifying Hyphens
	65	20	Identifying Plural Forms
	66	10	Identifying Root Words
	67	21	Identifying Capital Letters
	68, 69, 70	22	Pronunciation



Worksheet Instructions

Each instructional worksheet has five steps: (1) presenting the concept; (2) stating the objective; (3) teaching the concept; (4) comprehension (understanding the concept): Part A, practice, and Part B, test; and (5) applying the concept (activity). When you finish Step 5 on each worksheet, turn to this sheet and follow Steps 6 through 11. You will complete and turn in one of these sheets with each worksheet.

Step 6. Inspection of worksheet

Take the worksheet which has Steps 1-5 complete to your teacher, or to someone else in the class who has already passed that worksheet. He will inspect your worksheet, Steps 1-5, to make sure it is complete. He will double-check your scores. He will correct and approve the application activity on Step 5.

He will indicate a plus (+) if you passed and a zero (0) if you did not pass: \_\_\_\_\_

His signature \_\_\_\_\_

Step 7. Reinforcement

If you passed, congratulations! You get a 15-minute break for pleasure reading. You may read any book, magazine, or newspaper of your choice in the classroom.

If you did not pass, do the other activity in Step 5. When you complete it, have someone check it. When you have passed, take your 15-minute break.

The person who checked your activity will indicate with a plus (+) that you passed the second time: \_\_\_\_\_

His signature \_\_\_\_\_



Step 8. Personal evaluation of knowledge gained

How important was the information presented on this worksheet in helping you to use a dictionary? Circle A, B, C, or D:

- A. Extremely helpful and important.
- B. Pretty good.
- C. Fair.
- D. Not helpful. Not important.

Feel free to comment.

Step 9. Evaluation of worksheet

List words or ideas in this worksheet that you found too difficult. If you wish, suggest changes on any part.

Step 10. Recording

On the student progress chart, record your completion of this worksheet.

Step 11. Transition

What part of the unit will you do next?

Lesson \_\_\_\_\_ Worksheet \_\_\_\_\_

### Answer Key for Worksheets

Some answers will vary according to the student and to the dictionary he uses for the worksheets. These are indicated on the answer key with a dotted line (.....). All answers for Step 5, "Application," on each worksheet will be corrected by the teacher unless indicated on the answer key.

#### Worksheet 1

##### Step 4

1. No
2. Yes
3. Meaning, spelling, pronunciation
4. Most common

#### Worksheet 2

##### Step 4

1. After title page
- 2-3. Kinds of items described in book; page numbers for each

#### Worksheet 3

(Student corrects answers from information on worksheet.)

#### Worksheet 4

##### Steps 4 and 5

1. Alphabetical order
2. A
3. False
4. True

#### Worksheet 5

##### Step 4, Part A

- |      |          |       |       |
|------|----------|-------|-------|
| 1. q | 8. b     | 15. i | 22. + |
| 2. m | 9. m, o  | 16. 0 | 23. 0 |
| 3. k | 10. q, s | 17. + | 24. 0 |
| 4. g | 11. v, x | 18. 0 | 25. + |
| 5. d | 12. c, e | 19. + | 26. 0 |
| 6. y | 13. y    | 20. + | 27. + |
| 7. v | 14. r    | 21. 0 |       |

- 28-35. 7, wipe  
 2, blizzard  
 8, yard  
 9, known  
 3, carriage  
 1, animals  
 6, pounce  
 5, message

Worksheet 5  
Step 4, Part B

1. l  
 2. m  
 3. i, k  
 4. m  
 5. No  
 6. Yes  
 7-12. 5, shadow  
 2, individual  
 6, unite  
 3, mask  
 4, scale  
 1, break

Worksheet 5  
Exercise for Fun

most, abhor, glory, adept,  
 knot, defy, first, adopt

Worksheet 6  
Step 4, Part A

- |       |       |
|-------|-------|
| 1. 3  | 12. 2 |
| 2. 1  | 13. 1 |
| 3. 2  | 14. 2 |
| 4. 2  | 15. 2 |
| 5. 1  | 16. 3 |
| 6. 3  | 17. 1 |
| 7. 3  | 18. 2 |
| 8. 2  | 19. 2 |
| 9. 3  | 20. 3 |
| 10. 1 | 21. 1 |
| 11. 1 | 22. 3 |

Worksheet 6  
Step 4, Part B

- |      |       |
|------|-------|
| 1. 1 | 9. 1  |
| 2. 2 | 10. 2 |
| 3. 3 | 11. 3 |
| 4. 3 | 12. 3 |
| 5. 1 | 13. 1 |
| 6. 2 | 14. 2 |
| 7. 2 | 15. 3 |
| 8. 3 | 16. 3 |

Worksheet 7  
Step 4. Part A

- |            |       |
|------------|-------|
| 1. Yes     | 9. 5  |
| 2. No      | 10. 2 |
| 3. Yes     | 11. 4 |
| 4. a; i    | 12. 3 |
| 5. r; u    | 13. 6 |
| 6. wonder  | 14. 1 |
| 7. flour   |       |
| 8. bicycle |       |

Worksheet 8  
Step 4. Part A

Exercise 1

1. 2
2. 4
3. 3
4. 5
5. 1

Exercise 2

6. 2
7. 4
8. 1
9. 3
10. 7
11. 5
12. 6

Exercise 3

13. produce
14. line
15. play

Exercise 4

16. Ave.
17. D.C.
18. plywood

Exercise 5

19. Roosevelt, Franklin
20. town
21. chain

Worksheet 7  
Step 4, Part B

- 10, swimmer
- 2, lawyer
- 4, life
- 7, operation
- 3, leather
- 8, search
- 1, governor
- 6, olive
- 5, occupy
- 9, straight

Worksheet 8  
Step 4, Part B

List One

- 7, spill
- 5, quiet
- 3, Henry Ford
- 10, tranquil
- 9, transmit
- 4, quest
- 2, forceful
- 8, translate
- 1, force
- 6, space

List Two

- 3, determine
- 2, determination
- 4, D.S.T.
- 5, Dutch
- 1, Denver
- 6, dz.
- 8, hunt
- 10, hurt
- 9, hunter
- 7, haste

Worksheet 9Step 4. Part A

- |      |       |       |              |
|------|-------|-------|--------------|
| 1. A | 9. B  | 17. A | 24. pin      |
| 2. B | 10. B | 18. B | 25. pike     |
| 3. B | 11. O | 19. O | 26. popcorn  |
| 4. A | 12. A | 20. B | 27. pup      |
| 5. B | 13. O | 21. O | 28. purse    |
| 6. A | 14. O | 22. A | 29. purebred |
| 7. A | 15. O | 23. O | 30. slender  |
| 8. B | 16. A |       | 31. sun      |
|      |       |       | 32. sum      |

Worksheet 9Step 4. Part B

1. First and last entry words on that page.
2. Accept any reasonable answer. Examples: Guide words help us to find words quickly; give us clues to words on a page; tell us if the word we need is on that page.
3. ....
4. ....
5. B
6. H
7. A
8. E
9. G
10. D

Worksheet 10Step 4. Part A

- |              |             |          |            |
|--------------|-------------|----------|------------|
| 1. climb     | 7. greenest | 13. pin  | 19. try    |
| 2. happy     | 8. please   | 14. slim | 20. twenty |
| 3. film      | 9. donate   | 15. red  | 21. lucky  |
| 4. gain      | 10. smoke   | 16. trot | 22. cries  |
| 5. slightly  | 11. dare    | 17. dim  | 23. reply  |
| 6. disappear | 12. wise    | 18. flat | 24. sturdy |
- 25-26. ....  
improving
- 27-28. ....  
civilized
- 29-30. ....  
fed

Worksheet 10  
Step 4. Part B

- |             |             |
|-------------|-------------|
| 1. say      | 7. gloomy   |
| 2. play     | 8. fancy    |
| 3. classify | 9. natural  |
| 4. speed    | 10. respect |
| 5. dry      | 11. gliding |
| 6. lady     | 12. spotted |

Worksheet 10  
Step 5

Activity One

ski  
.....  
skiing

Activity Two

bulge  
.....  
.....

Worksheet 11  
Step 4. Part A

1. A group of words do not mean exactly what they say. (Any similar response should be considered a correct answer.)

Example: Any example of an idiom in Step 3 or similar to those.

2. shot  
3. stand  
4. End (or last)  
5. closed in; surrounded by all sides

Worksheet 11  
Step 4. Part B

1. Last part  
2. look  
3-4. wing; under the protection of  
5-6. wind; to end; conclude

Worksheet 11  
Step 5. Activity One

head  
.....  
stay calm; don't get excited

Worksheet 12  
Step 4. Part A

1-6. ....

Worksheet 12  
Step 4. Part B

1-2. (1) Special list at back  
      (2) With rest of entries  
3. ....  
4-5. ....

Worksheet 13  
Step 4

Part A: .....

Part B:

1. The word has two completely different meanings.
- 2-3. ....

Worksheet 14  
Step 4. Part A

Exercise 1

Accept any answers as correct if they are similar to these:

1. humbleness; meekness
2. frank; not shy
3. sudden
4. injure; ruin; spoil the beauty of
5. to long for; desire; have tender feelings for
6. noise and confusion
7. a cook, especially a head cook

Exercise 2

8-15. ....

Exercise 3

16. 8
17. 1
18. 3
19. 4
20. 5

Exercise 4

21. B
22. A
23. A
24. B
25. B
26. A
27. B

Exercise 5

28. pressed or squeezed tightly
29. joined; linked
30. watch over; take care of; keep safe; defend
31. deep, loud sound
32. breathed quick and hard
33. removed or excluded for awhile from a privilege or place
34. unfasten; loosen and remove; separate

Worksheet 14Step 4. Part B

1. fort; a place built with walls and defenses
2. ....
- 3-4. ....
5. person who speaks for others
6. white, tasteless food substance
7. a spout or nozzle for sending out a stream of gas, steam, or liquid
8. False

Worksheet 15Steps 4 and 5

.....

Worksheet 16Steps 4 and 5

.....

Worksheet 17Step 4. Part A

1. adviser
2. catalogue
3. gypsy

Worksheet 17Step 4. Part B

1. center
2. defense

Worksheet 17Step 5

1. cooky
  2. skillful
  3. movable
- 
1. airplane
  2. calorie
  3. fiber



Worksheet 18Step 4. Part A

1. 3; pas sen ger
2. 3; po ta to
3. 2; pro nounce
4. 2; mil lion
5. 4; sat is fac tion
6. 4; e qual i ty

Worksheet 18Step 5

(Be sure that hyphens are placed correctly and that syllables are divided properly.)

- |                    |                     |    |                  |                      |
|--------------------|---------------------|----|------------------|----------------------|
| 1. manip-<br>ulate | 2. poin-<br>settias | OR | poinset-<br>tias | 3. regis-<br>tration |
|--------------------|---------------------|----|------------------|----------------------|

Worksheet 19Step 4. Part A

1. no hyphens
2. brother-in-law
3. no hyphens
4. man-of-war

Worksheet 19Step 4. Part B

1. no hyphens
2. jack-o-lantern
3. bad-tempered
4. no hyphens
5. baby-sit
6. no hyphens

Worksheet 20Step 4. Part A

1. elves
2. moose
3. ponies
4. oxen
5. women
6. sheep
7. fish, fishes
8. buffaloes, buffalos, buffalo
9. dresses
10. X knives
11. churches
12. X heroes

Worksheet 20  
Step 4. Part B

1. potatoes
2. cactuses, cacti
3. babies
4. fences
5. papers
6. geese

Worksheet 20  
Step 5

Activity One

1. Frenchmen
2. monkeys
3. vacancies
4. echoes
5. selves

Activity Two

1. halves
2. postmen
3. tomatoes
4. thieves
5. buses

Worksheet 21  
Step 4. Part A

1. X
- 2.
3. X
- 4.
5. X

Worksheet 21  
Step 4. Part B

1. Mars
2. Spanish
3. killdeer
4. White House

Worksheet 21  
Step 5, Activity One

These words should have capital letters: Tuesday, Venus, Eskimo.

These words should not have capital letters: dark, planet, sport, winter, gray, bear, forest.

Worksheet 22  
Steps 4 and 5

1. A guide
2. Right after the entry word
3. ....
4. ....

Student Evaluation of Unit

When you have finished the entire unit on the dictionary, please answer these questions. Your answers will help your teacher to understand how you feel about what you have done and learned during the unit.

1. Do you think the study of the dictionary should be a part of secondary school courses?
2. Are you more aware of dictionary contents now than you were before the unit?
3. Do you feel you can perform all the behavioral objectives listed at the beginning of the unit?
4. Do you feel that you did well with the "attitude objectives"?
5. Did you ever use time outside of this class to look at the dictionary? At school? At home?
6. Do you feel that you will turn to the dictionary for help more now than you did before the unit?
7. Did you enjoy the lessons and activities?
8. Which activities did you like best, the ones where you worked with someone else, or the ones where you worked alone?
9. How helpful were other students when you needed help?
10. How helpful was the teacher throughout the unit?
11. Were the lessons hard to understand? Easy? Just right?  
Suggest improvements.
12. In general, were the subjects of the worksheets important?
13. Give your opinion on the test which was used as a pre-test and post-test. Was it an accurate test on the objectives and lessons?

14. Are you interested in learning even more about what a dictionary contains and how to use it?
15. Did the unit hold your interest at all times?
16. Were you able to show your progress on your progress chart at the end of each lesson?
17. In what ways did charting your progress help you or not help you?
18. Would you recommend this unit to others?
19. How long did it take you to complete the unit? (How many days?)
20. Name one or two of the most important things you have learned from this unit. Your answer may deal with either knowledge gained or attitudes changed.
21. Feel free to comment on anything else you would like the teacher to know about your feelings on the unit.

CONGRATULATIONS. YOU'RE ALL FINISHED!

## Lesson One: Basic Understandings

### Worksheet 1: The Purpose of a Dictionary

Step 1. Concept. What does a dictionary do?

Step 2. Objective. You will explain the main thing a dictionary does.

Step 3. Teaching the concept.

What is the main purpose of a dictionary?

It describes our language.

What do you mean by that?

It lists and gives information about words we and other Americans read, write, and hear every day. The dictionary lists many words of our language. Even if you and I have never heard of them, there may be other people who use the words, or we may read them in a book some day.

Do our dictionaries list all the words in our language?

We have two kinds of dictionaries, abridged and unabridged. You don't have to remember these two kinds, but I'll tell you about them. An abridged dictionary tries to give the most useful, most important words in the language. It gives the most essential information about them. An unabridged dictionary tries to list all the words in the language, along with more detailed information about them.

What does the dictionary say about those words?

The dictionary describes the meanings of the words. It describes the meanings that most people give to the words when they use the words. If you want to know what a person means when he uses a certain word, you could look it up in a dictionary.

What else does the dictionary tell about words besides giving their meanings?

It gives the most common spelling of each word. It gives the most common pronunciation. It may give several pronunciations if people pronounce a word differently in different regions of our country.

I've heard that the dictionary writes the laws of how we should use words--how we should spell and pronounce them, and how we should use them in sentences. Is that right?

No. The dictionary does not give laws. It describes the ways that people usually spell and pronounce the words. It describes the meanings usually given to the words when used in sentences. Dictionary editors (Guralnik, Friend, 1964, p. vii) say their dictionary is not an authority, "laying down the law," but instead, "a friendly guide, pointing out the safe, well-travelled roads."

If my friend and I have an argument about how to say a word, will the dictionary settle our argument?

Let's say that you look in the dictionary and find that both pronunciations are listed. The word may be pronounced both ways! If your pronunciation is listed, but his is not, that just means that there are more people who pronounce it the way you do. He is not necessarily wrong. It would be impossible for the dictionary makers to ask everyone in the country how they pronounce every word!

#### Step 4. Comprehension.

Let's find out if you understood what we just talked about. I'm going to ask you some questions. Write your answers in the blanks. You should get all four answers correct!

1. Does the dictionary give laws about right and wrong things in our language? \_\_\_\_\_
2. Does the dictionary describe what words are in our language?  
\_\_\_\_\_
3. Name three things that the dictionary tells about each word.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Does the dictionary give the right information about a word, or does it give the most common ways the word is used?  
\_\_\_\_\_

Did you answer the four questions? Now check your answers with the answer key for this lesson.

How many answers did you have right? \_\_\_\_\_

If you missed any, do one of the following: (1) return to the beginning of this worksheet and read it again, or (2) ask another member of the class to talk with you about the concept of "What does a dictionary do?" When you feel you understand the concept better, answer the questions again without looking at the answers. You'll be sure to get them all right this time!

#### Step 5. Application.

Select one of these activities. You may use a dictionary if you wish.

Activity One: Let's suppose your father and your uncle are arguing about the spelling of a word: "adviser" or "advisor." By using a dictionary, explain how you could help solve their problem.

OR Activity Two: Ask one person in the class what his idea is of the purpose of a dictionary. Then tell him the purpose that you have learned from this worksheet. Describe your conversation.



Worksheet 2: Table of Contents

You will need a dictionary.

Step 1. Concept. What does a table of contents of a dictionary do? Where can I find it?

Step 2. Objective. You will explain the function of a table of contents of a dictionary. You will locate a table of contents and explain where you found it.

Step 3. Teaching the concept.

What does a table of contents look like?

Find it and see!

Where do I look for it?

Open the dictionary at the front of the book. One of the first pages will be the title page. Did you find the page that gives the title of the dictionary? Now turn to the next page. Does the page say "Contents" or "Table of Contents" at the top? If not, turn to the next page, or the next, until you find a page having those words at the top. Did you find it? Is it similar to tables of contents you have seen in other books?

How can the table of contents help me?

The table of contents of a dictionary may help you find things in the dictionary. Similar to the table of contents in your science or literature book, the table of contents in your dictionary lists the major kinds of items that are described in the book. It also tells the page numbers where they may be found!

Step 4. Comprehension.

Let's find out if you understood the facts we just described. Here are some questions. Write your answers in the blanks.

1. Where is the table of contents of your dictionary located?

\_\_\_\_\_

2 and 3. What are the two kinds of information a table of contents gives? \_\_\_\_\_

\_\_\_\_\_

Check your answers with the answer key.

How many correct answers did you have? \_\_\_\_\_

If you missed any, do one of the following: (1) return to the beginning of the worksheet and read it again, or (2) ask another member of the class to talk with you about the parts you missed so you may better understand the concepts. When you feel you understand them better, answer the questions again. Surely you'll make no mistakes this time!

Step 5. Application.

Select one of these activities.

Activity One: Let's suppose you want to find information about how your dictionary can help you in spelling. According to the table of contents, what page should you turn to?

Activity Two: Turn to the table of contents and find an item listed there that interests you. Give the heading and the page.

### Worksheet 3: Entry Words and Entries

You will need a dictionary.

Step 1. Concepts. What is an entry word? What is an entry?

What is the difference?

Step 2. Objective. You will define and give the difference between the terms "entry word" and "entry." You will locate examples.

Step 3. Teaching the concepts.

Concept 1: The words listed in the dictionary are called ENTRY WORDS. These main words are printed in heavy black type. They are placed by the edges of dictionary page columns. After the ENTRY WORD come explanations about the word.

Concept 2: An ENTRY is the main word (also called entry word) that is in heavy black type AND all of the information that follows it. An ENTRY is the ENTRY WORD plus all of the explanations about the ENTRY WORD.

Figure 2 shows several entries, including entry words, from a dictionary page. The entry words are shown in dark print. The first entry word shown is "sylvan." The second entry word shown is "symbol."

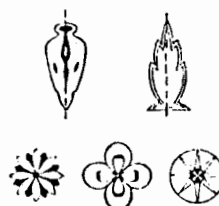
Examples of dictionary entries:

**syl van** (sil'vən), of the woods; in the woods; having woods: *They lived in a sylvan retreat.*

**sym bol** (sim'bl), something that stands for or represents something else: *The lion is the symbol of courage; the lamb, of meekness; the olive branch, of peace; the cross, of Christianity. The marks +, -, ×, and ÷ are symbols for add, subtract, multiply, and divide.*

**sym bol ize** (sim'bl iz), 1 be a symbol of; stand for; represent: *A dove symbolizes peace.* 2 represent by a symbol or symbols: *The Indians and the settlers symbolized their friendship by smoking the peace pipe.* 3 use symbols. **sym bol ized**, **sym bol iz ing**.

**sym met ri cal** (si met'rə kl), having symmetry: *symmetrical figures*. See the picture.



five symmetrical figures

Entry word ---- **sym me try** (sim'ə trē), 1 regular, balanced form or arrangement on opposite sides of a line or around a center: *A swollen cheek spoiled the symmetry of his face.* 2 well-balanced arrangement of parts; harmony. **sym me tries**.

Entry word --- **sym pa thet ic** (sim'pə thet'ik), 1 having or showing kind feelings toward others; sympathizing: *She is an unselfish and sympathetic friend.* 2 approving; agreeing: *The teacher was sympathetic to the class's plan for a trip to the museum.* 3 enjoying the same things and getting along well together.

Entry

Entry

(Thorndike-Barnhart Beginning Dictionary, 1968, p. 646)

Figure 2. Entries and entry words.

Step 4. Comprehension.

Let's find out if you understand the terms we just defined.

Do not refer to Step 3. In the blanks, write your answers to these questions:

1. What is an entry word? \_\_\_\_\_
2. What is an entry? \_\_\_\_\_

Did you answer both questions? Check your answers by reading the concepts in Step 3. Are your answers the same as the concepts? \_\_\_\_\_

If you got both questions right, good for you! You understand this lesson!

If you missed either or both questions, (1) re-read Step 3 of this worksheet, or (2) ask the teacher or another member of the class to explain the concepts to you. Then answer the two questions again. You'll get them right this time!

Step 5. Application.

Activity: Open your dictionary to any page which gives entries.

Give the page number \_\_\_\_\_

What is the first entry word of the first column (left-hand column) on that page? \_\_\_\_\_

What is the second entry word of that column? \_\_\_\_\_

(NOTE: If you did not pass this activity in Step 6, follow the same steps as listed in this activity (Step 5) but select a different page.)

Worksheet 4: Arrangement of Words

No materials needed.

Step 1. Concept. How are entry words in a dictionary arranged?

Step 2. Objective. You will explain how entry words are arranged in dictionaries.

Step 3. Teaching the concept.

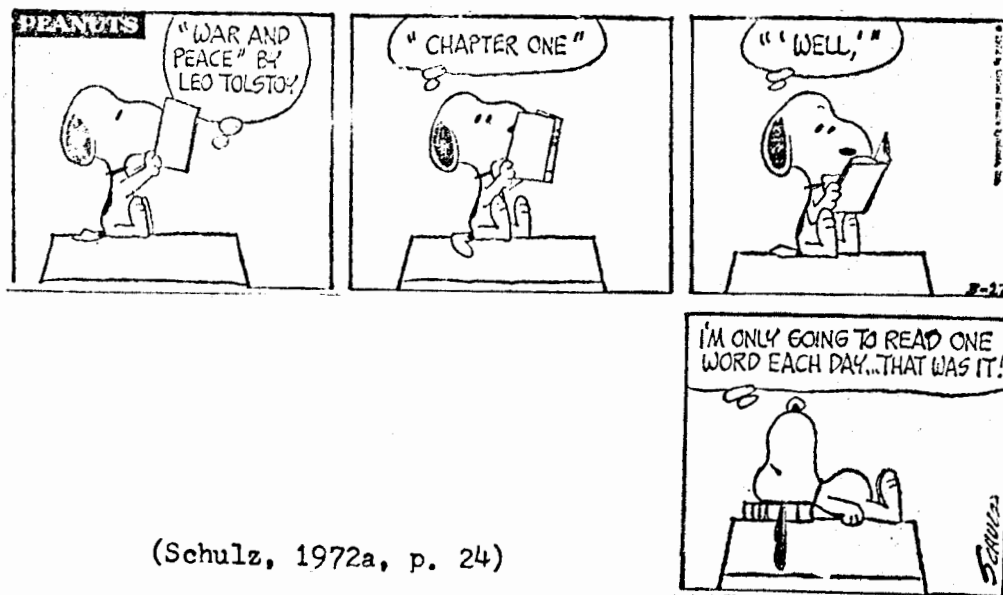
As you remember, the words explained in the dictionary are called entry words. Entry words are arranged in a certain order:

ALPHABETICAL ORDER. Say that to yourself, and write it: alphabetical order \_\_\_\_\_. All words are listed in order from a to z.

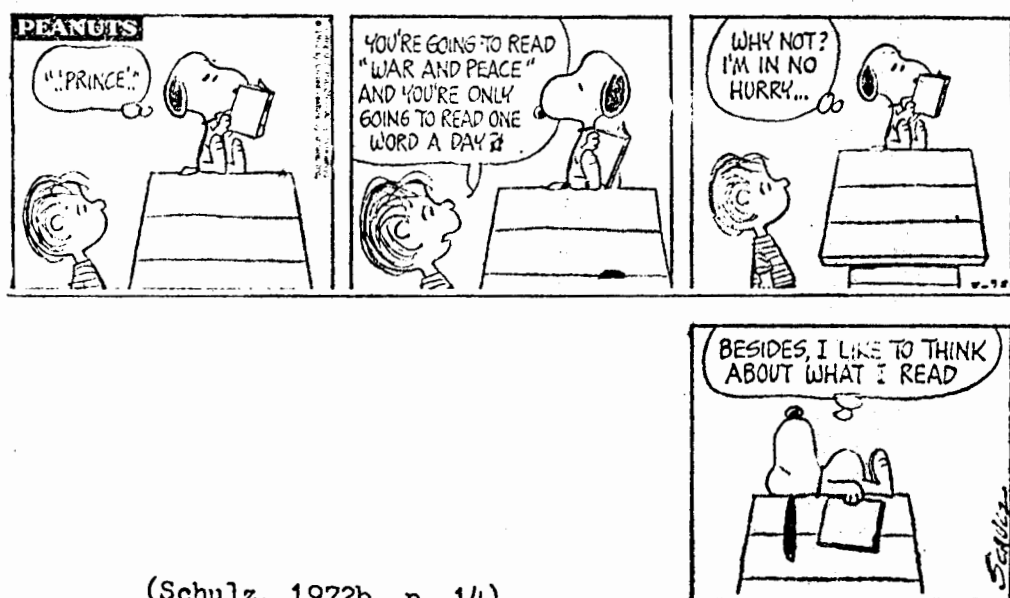
All words beginning with the letter a come first in the dictionary. All words beginning with the letter b come after the words beginning with a. After the b words come the c words, and so on.

As you know, there are many words that begin with each letter of the alphabet. The first letter of a word helps you know in which part of the dictionary to find that word. If you want to find the word quickly, you must also look at letters beyond the first letter. Entry words in the dictionary are arranged alphabetically by the first letter, but also the second, third, fourth letters, and so on.

If you know the order of the letters in the alphabet, you can find any entry word in the dictionary!



(Schulz, 1972a, p. 24)



(Schulz, 1972b, p. 14)

Figure 3. "I'm in no hurry."

Not everyone has as much time as Snoopy! If Snoopy were trying to find a word in a dictionary, it would take him a long time to find it this way!

To read and learn from a dictionary, you don't have to start at the first page with the first word. If you know how the dictionary arranges all its words, you should be able to find any word you need, fast!

Step 4. Comprehension, and Step 5. Application. Score \_\_\_\_\_

Without referring to Step 3, let's see how well you can answer these questions: (Write your answers in the blanks.)

1. In what order are entry words arranged in the dictionary?  
\_\_\_\_\_
2. The first group of entry words in the dictionary begin with the letter \_\_\_\_\_.
3. It is not necessary to look for any certain letters after the first letter of the word. True \_\_\_\_\_ False \_\_\_\_\_
4. If you know the alphabet in order, you should be able to easily find entry words. True \_\_\_\_\_ False \_\_\_\_\_

Now check your answers with the answer key.

If you got all four answers correct, congratulations! Move to Step 6. If you missed one or more answers, re-read the information in Step 3, or ask a class member to help you understand the concept. When you feel that you understand the concept better, answer the questions again. Make sure you answered them correctly this time, and proceed to Step 6.



Lesson Two: Locating Words According to the Alphabet

Worksheet 5: Alphabetizing by First Letter

You will not need a dictionary for Steps 1-4.

You will need a dictionary for Step 5.

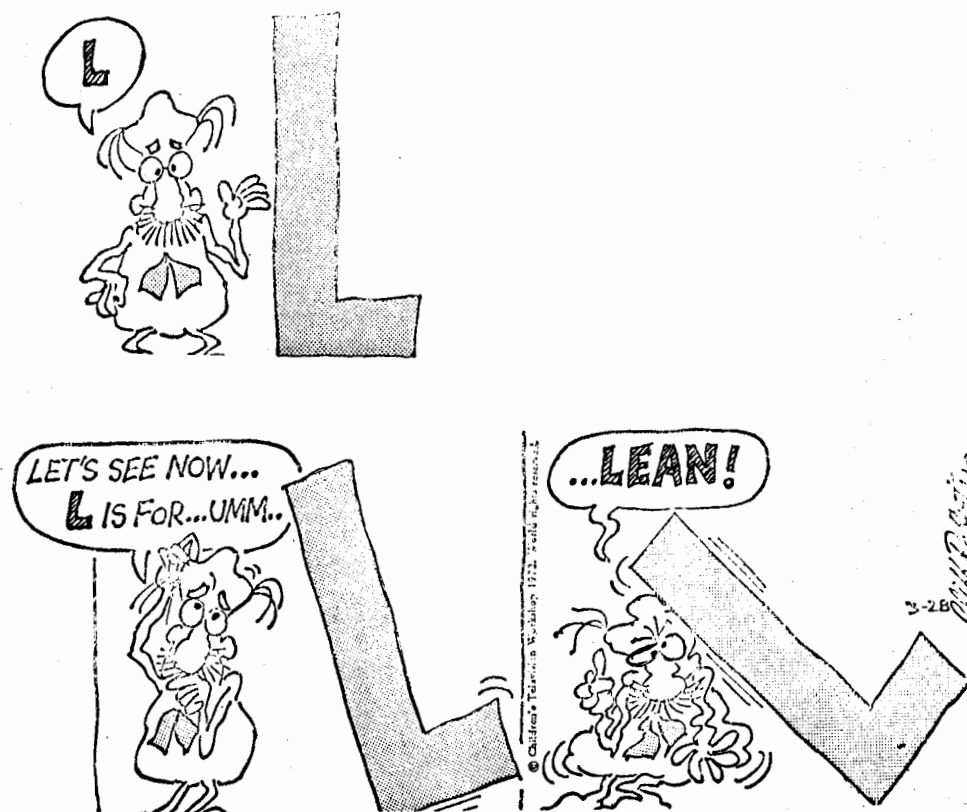
Step 1. Concept. How does knowing the alphabet help me to look up words in the dictionary?

Step 2. Objective. You will place given letters and words in alphabetical order.

First: A helpful hint.

Does your dictionary have alphabetical tabs or a thumb index? Some dictionaries have these tabs on the edges of certain pages. They tell where each new letter of the alphabet begins. If you are looking for an entry word that begins with t, place your thumb in the thumb index, or on the alphabetical tab, that says t. By opening the dictionary at that point, you immediately turn to the t's! Special sections at the front and back of the book may also have tabs. This is a simple procedure that really saves time! Practice finding letters with it right now!

## Sesame Street



(Roberts, 1972a, p. 15)

Figure 4. L is for . . . .

Step 3. Teaching the concept, and Step 4. Part A. Comprehension.

15 possible points. Score \_\_\_\_\_

Let's see how well you know the order of letters in the alphabet.

What letter comes after: (The first one is done for you.)

s \_ t \_

1. p \_\_\_\_\_ 2. l \_\_\_\_\_ 3. j \_\_\_\_\_ 4. f \_\_\_\_\_

What letter comes before: (The first one is done for you.)

\_ y \_ z

5. \_\_\_\_\_ e 6. \_\_\_\_\_ x 7. \_\_\_\_\_ w 8. \_\_\_\_\_ c

Fill in the missing letters according to the alphabet:

Example: e \_\_\_\_\_ g \_\_\_\_\_ i      Fill in: e \_ f \_ g \_ h \_ i

9. l \_\_\_\_\_ n \_\_\_\_\_ p      10. \_\_\_\_\_ r \_\_\_\_\_ t  
11. u \_\_\_\_\_ w \_\_\_\_\_ y      12. \_\_\_\_\_ d \_\_\_\_\_ f

13. To find the word "yesterday" in the dictionary, first look for  
the letter \_\_\_\_\_.
14. To find the word "rest," open the dictionary to the letter \_\_\_\_\_.
15. To find the word "informed," open the dictionary to the letter \_\_\_\_\_.

Check your answers on Questions 1-15 with the answer key.

If you had any difficulty with these, practice saying or writing  
the alphabet so that you know it rapidly and thoroughly.

(Steps 3 and 4, continued)

If the statements below are true, write a + in the blank. If they  
are false, write a 0.

16. m comes before k \_\_\_\_\_
17. b comes before g \_\_\_\_\_
18. l comes before e \_\_\_\_\_

19. t comes before v \_\_\_\_\_
20. d comes before f \_\_\_\_\_
21. n comes before i \_\_\_\_\_

Check your answers on Questions 16-21. Score \_\_\_\_\_

Then do Questions 22-27. True: + False: 0

22. The word "boat" comes before the word "cattle" \_\_\_\_\_
23. The word "rocket" comes before the word "moon" \_\_\_\_\_
24. The word "elephant" comes after the word "monkey" \_\_\_\_\_
25. The word "ice" comes after the word "giant" \_\_\_\_\_
26. The word "eleven" comes after the word "vote" \_\_\_\_\_
27. The word "spend" comes after the word "pear" \_\_\_\_\_

Check your answers on Questions 22-27. Score \_\_\_\_\_

Then do Questions 28-35.

- 28-35. All of these words begin with different letters. Place them in alphabetical order. Put a 1 next to the word that is the first alphabetically on the list, a 2 by the second, and so on. The last number will be 8.

_____ wipe	_____ carriage
_____ blizzard	_____ animals
_____ yard	_____ pounce
_____ known	_____ message

Check your answers. How many of these 8 did you place in correct order? \_\_\_\_\_ When you feel that you know how to alphabetize words by their first letter, without any difficulty, you are ready for the comprehension test.

Step 4. Part B. Comprehension Test. 12 points possible. You should receive 10 or more correct answers to pass this test.

Score \_\_\_\_\_.

You may not refer to a dictionary or to previous parts of this worksheet.

1. What letter comes after k? \_\_\_\_\_
2. What letter comes before n? \_\_\_\_\_
3. Complete this series of letters from the alphabet:  
h \_\_\_\_\_ j \_\_\_\_\_ l
4. If you were looking for the word "movie," you should look in the dictionary for the letter \_\_\_\_\_.
5. Does the word "harp" come before the word "drum"? \_\_\_\_\_
6. Does the word "drum" come before the word "flute"? \_\_\_\_\_
- 7-12. Place these six words in alphabetical order. Place a 1 by the first word, a 2 by the second, and so on.

_____ shadow	_____ mask
_____ individual	_____ scale
_____ unite	_____ break

Look over your answers to be sure they are the way you want them.

Then check your answers with the answer key. If you received 10 or more correct, you passed the test!

Step 5. Application.

You will need a dictionary and a partner.

Select one of these activities.

Activity One: Your partner will select five words beginning with five different letters. You will look in the dictionary to find words which begin the same way as the word he gives you. You do not have to

find the same word he gives you. Just locate any page which has words which begin with the same letter as the word he gave you.

After he gives you a word, he will observe you to see if you: (1) use the thumb index, if your dictionary has one, (2) locate the correct letter, and (3) move smoothly and quickly from finding the beginning letter of one word to the beginning letter of the next word he gives you, without flipping a lot of pages back and forth. If you are able to demonstrate these actions, he will place a + in the column next to the word.

<u>Word</u>	<u>Located Correctly</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Activity Two: Same as Activity One, but you will think of five different words. Your partner will still observe and indicate correct responses.

When you are finished with the activity, move to Step 6.

You must receive 4 or more plus marks on the activity to pass.

An exercise just for fun. (You don't even have to do it if you don't want to.)

Arrange the letters on each line in alphabetical order, and you will spell a word. The first line of letters is alphabetized for you.

s m t o	<u>most</u>
h b o a r	<u>                    </u>
l g y r o	<u>                    </u>
d p e a t	<u>                    </u>
n t o k	<u>                    </u>
f y e d	<u>                    </u>
r i f t s	<u>                    </u>
t o a d p	<u>                    </u>

(from exercise suggested in Barnes and Burgdorf, 1970, p. 24)

Worksheet 6: Dividing the Dictionary Into Thirds

A dictionary is needed for Step 5. It is not needed for Steps 1-4, but you may refer to it if you wish.

Step 1. Concept. One way that helps us to find words quickly in a dictionary is to think of the dictionary as having three parts.

Step 2. Objective. You will identify the parts of the dictionary where certain letters and words are located. Why? To help you locate words quickly.

Step 3. Teaching the concept.

When you look up words in the dictionary, it is helpful if you know where to look. To make it faster and easier, let's divide the dictionary into three parts, with different letters in each part.

1. The front: A B C D E F G
2. The middle: H I J K L M N O P
3. The back: Q R S T U V W X Y Z

Step 4. Part A. Comprehension.

Look at the list of letters above in the three parts of a dictionary. Below is a list of letters. By the side of each letter below, write the number of the part of the dictionary where that letter would be found. If the letter is in the front part, write the number 1. If the letter is in the middle part, write the number 2. If the letter is in the back part, write the number 3.

Example: w 3 Correct! But n 1 Wrong!

The letter w is in part 3 (back) of the dictionary.

The letter n is in part 2 (middle) of the dictionary.



- The parts are:
1. A B C D E F G
  2. H I J K L M N O P
  3. Q R S T U V W X Y Z

Place the number of the part in the blank:

- |            |            |            |
|------------|------------|------------|
| 1. s _____ | 3. l _____ | 5. f _____ |
| 2. e _____ | 4. p _____ | 6. t _____ |

Now try this next list without looking at the letters in the three parts above. Just remember, Part 1 has letters A through G

Part 2: H-P

Part 3: Q-Z

- |            |             |             |
|------------|-------------|-------------|
| 7. r _____ | 9. w _____  | 11. g _____ |
| 8. o _____ | 10. b _____ | 12. j _____ |

Check your answers for Questions 1-12 with the answer key.

How many did you get right? \_\_\_\_\_

Now you will be placing words in their parts instead of just letters. Remember the first letter of each word is your clue to the correct part of the dictionary. In the blank, give the number of the part (1, 2, or 3) of the dictionary in which each of the words will be found.

- |                   |                 |
|-------------------|-----------------|
| 13. guard _____   | 18. heart _____ |
| 14. lace _____    | 19. pear _____  |
| 15. nothing _____ | 20. war _____   |
| 16. yellow _____  | 21. elf _____   |
| 17. dinner _____  | 22. quick _____ |

Check your answers with the answer key. Score \_\_\_\_\_ If you had no difficulty with this part, the test will be easy for you. If you are having difficulties understanding the concept, discuss it with the teacher.

Step 4. Part B. Comprehension Test. 16 points possible.

14 to pass. Score \_\_\_\_\_

Which part of the dictionary will each of the following words be located in, Part 1, 2, or 3? Place the number by the side of each word. Part 1: A-G; Part 2: H-P; Part 3: Q-Z

- |               |                 |
|---------------|-----------------|
| 1. fur_____   | 9. apple_____   |
| 2. kite_____  | 10. jelly_____  |
| 3. robin_____ | 11. time_____   |
| 4. zest_____  | 12. unite_____  |
| 5. bird_____  | 13. copy_____   |
| 6. money_____ | 14. ice_____    |
| 7. oven_____  | 15. summer_____ |
| 8. x-ray_____ | 16. victor_____ |

Check your answers on the answer key. If you received at least 14, congratulations--you passed the test!

If you had difficulty and missed more than 2, look at the ones you missed and figure out the correct answers, re-reading parts of the worksheet if necessary. Place the correct answers by the side of each word which you originally missed.

Step 5. Application.

You will need a dictionary and a partner.

Activity One: Your partner will think of five words beginning with five different letters of the alphabet. When he says a word to you, turn to the general part of the dictionary where you believe that word would be located (front, middle, or back part of the book). Your partner will observe you to see if you turn to the correct part.

If the word begins with any letter before H, you should open the dictionary near the front. If the word begins with any letter between H and P, you should open the dictionary at the middle. If the word begins with a letter after P, you should open the dictionary near the back.

You do not have to look up the word. Just open the dictionary to the correct part.

Your partner will fill out the chart below. He should write each of the five words in the first column. When you open the dictionary to locate the part, he should write the first letter of the words on the page where you opened the dictionary. This will go in the second column.

If that letter on the page is in the same part of the dictionary as the beginning letter of the word your partner gave you, you located the correct part! Indicate the correctness of your answer by writing "yes" or "no" in the third column of the chart.

	<u>Word</u>	<u>First letter of words on page opened</u>	<u>Correct part</u>
Example:	tape	r	Yes
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

To pass this activity, you must have 4 of 5 correct responses.

If this worksheet is not passed in Step 6, repeat Activity One using five more words with a different partner.

Worksheet 7: Alphabetizing by Second Letter

You will not need a dictionary for Steps 1-4.

You will need one for Step 5.

Step 1. Concept. If words begin with the same letter, we must look at the second letter to help us alphabetize them.

Step 2. Objective. You will alphabetize sets of words by noticing the second letters of the words as well as the first letters.

Step 3. Teaching the concept.

Some words begin with the same letter, but have different second letters, such as the words "bring" and "buckle."

If we want to look up the word "bring" in the dictionary, we would see that there are many words which begin with "b." Therefore we look at the second letter. What is the second letter in "bring"? It is "r." Since "r" comes near the end of the alphabet, we must look near the end of the "b" section of the dictionary. We must look for words beginning with "br."

If we want to find the word "buckle," we look after the "br" words. The "u" is the second letter in "buckle." The "u" in "buckle" comes after the "r" in words beginning with "br" such as "bring."

If a word begins with "ra," it would appear in the dictionary before a word beginning with "re." For example, the word "rain" is found before the word "return." Why? Because "a" comes before "e" in the alphabet. Therefore "ra" comes before "re."

Step 4. Part A. Comprehension practice. 14 possible. 12 needed  
to pass. Score \_\_\_\_\_

Answer Questions 1, 2, and 3 with "yes" or "no." In the dictionary...

1. Will "to" come before "try"? \_\_\_\_\_
2. Will "cost" be found before "camp"? \_\_\_\_\_
3. Will "bar" come before "buy"? \_\_\_\_\_

In Questions 4 and 5, fill in the blanks with the proper letters.  
The first one is done for you.

- "Band" comes before "boom" because a comes before o.
4. "Parade" comes before "pirate" because \_\_\_\_\_ comes before \_\_\_\_\_.
  5. "Crow" comes before "cup" because \_\_\_\_\_ comes before \_\_\_\_\_.

The words in pairs 6, 7, and 8 (below) begin with the same letter  
but have different second letters. Put an X before the word which  
comes first alphabetically. Example: \_\_\_\_\_ side

X sand

- |                 |                |                |
|-----------------|----------------|----------------|
| 6. _____ wonder | 7. _____ flour | 8. _____ blend |
| _____ wrap      | _____ four     | _____ bicycle  |

Questions 9-14. Place the words on the following list in alphabetical order. Notice the first and second letter of each word. Place a 1 by the word that would be first in the dictionary, a 2 by the second, and so on. The last word in alphabetical order will have number 6.

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 9. _____ tortoise | 11. _____ road   | 13. _____ turtle |
| 10. _____ awful   | 12. _____ repair | 14. _____ aunt   |

Check your answers on the answer key for Questions 1-14. If you had 12 or more correct, and you feel ready for the test, turn to Step 4, Part B. If you had difficulty with this part, study the concepts again and discuss them with a classmate or your teacher if you wish.

Step 4. Part B. Comprehension Test. 10 points possible.

8 points needed to pass. Score \_\_\_\_\_

Place the words on this list in alphabetical order. Number them from 1 to 10 according to the order in which they would be found in a dictionary.

_____ swimmer	_____ search
_____ lawyer	_____ governor
_____ life	_____ olive
_____ operation	_____ occupy
_____ leather	_____ straight

Correct your answers.

If you received 8 or more correct answers, move to Step 5. If you had difficulty, re-read the worksheet or talk with someone who can help you better understand the alphabetizing process. When you feel you understand the process better, re-take the test. After correcting it again, move to Step 5.

Step 5. Application.

You will need a partner and a dictionary.

Activity One. Your partner will select and write in the column below any four words which begin with different letters. Imagine that you are going to look for those words as you pick up the dictionary. For each word, open the dictionary to the appropriate part (front, middle, or back part of the book). Now, find a page in the dictionary which shows words which have the same two beginning letters as the word he has given you. You do not have to find the exact word.

Your partner should place an X in the second column if you find the correct place (the words have the same two beginning letters as the word he gave you). If you did not find the proper place, or if you had much difficulty in finding it, he should place a 0 in the column.

<u>Word</u>	<u>Correct place</u>
_____	_____
_____	_____
_____	_____
_____	_____

If you have 3 X's, you have passed this activity.

If you do not pass this worksheet in Step 6, do the activity above again with a different partner and four different words.

Just for fun. (But you don't have to do it unless you really want to.)

Arrange these words in alphabetical order to make sentences.

do safe boys things many can successful

\_\_\_\_\_

lightly tall cat some crept weeds beautiful a near

\_\_\_\_\_

the well can trumpet Andy play

\_\_\_\_\_

Worksheet 8: AlphabetizingBeyond Second Letter

You will need a dictionary.

Step 1. Concepts. (1) If several words begin with the same first and second letter, which comes first in alphabetical order? (2) How are abbreviations listed in a dictionary? (3) How are names of people listed in a dictionary?

Step 2. Objective. You will alphabetize sets of words by observing the first and second letters of words, and the third, fourth, and fifth letters if needed. You will locate certain words in your dictionary by using alphabetizing skills.

Step 3. Teaching the concept.

Concept 1. Words beginning the same.

If words begin with both the first and second letter alike, we must look at the third letter. If the third letters are the same, we look at the fourth, and so on. If we examine additional letters of words as well as the first letters, and if we know their positions in the alphabet, we should be able to find any word in the dictionary.

Here is an example. Suppose we want to find "flicker" in the dictionary. We find words beginning with "fl." We see the word "flame." Should we look for "flicker" before "flame," or after it? Since they both begin with "fl," let's look at their third letters. What are they? The third letter of "flame" is \_\_\_\_\_. What is the third letter of the word we want, "flicker"? \_\_\_\_\_. Which comes first in the alphabet, "a" or "i"? "A" comes before "i."

Suppose we found the word "flame" in the dictionary, but we want to find "flicker." We need to go forward in the dictionary, since





stands for, you may find it listed along with the rest of the entry words. Don't worry about the capital letters or punctuation when you look it up. If you want to look up "C.O.D.," simply think of it as a word, spelled c - o - d. You will find it alphabetized in its place with other entry words beginning with the same letters.

In some dictionaries, meanings of common abbreviations are in a separate section of the dictionary. Check the table of contents of your dictionary to see if yours has such a section.

### Concept 3. Names.

Sometimes you may want to look up the name of a famous person. The dictionary may give you his name along with the rest of the entry words. Or, the dictionary may have a special section for biographical names. Check your dictionary to see which system it uses.

If you want to find a name, first look for the last name of the person. If you would like to find the name Andrew Jackson, look up his last name, "Jackson." You will find the name "Jackson" in alphabetical order with the rest of the words beginning with J's. If you find several "Jacksons" listed, look for the name "Andrew." The first names are arranged alphabetically.

### Step 4. Part A. Comprehension practice. 21 points possible.

18 needed to pass. Score \_\_\_\_\_

Exercise 1. Number the following words in alphabetical order. Place a 1 by the first word alphabetically, a 2 by the second, and so on. The last will be number 5:

- |                 |                  |
|-----------------|------------------|
| 1. _____ life   | 4. _____ lizard  |
| 2. _____ little | 5. _____ liberty |
| 3. _____ liquid |                  |

Exercise 2. Number the following words in alphabetical order from 1 to 7.

- |                 |                     |
|-----------------|---------------------|
| 6. _____ stream | 10. _____ translate |
| 7. _____ struck | 11. _____ trance    |
| 8. _____ strap  | 12. _____ transfer  |
| 9. _____ strip  |                     |

Exercise 3. Put an X by the word in each pair that is the first word alphabetically:

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 13. _____ produce | 14. _____ linen | 15. _____ play |
| _____ production  | _____ line      | _____ playful  |

Exercise 4. Put an X by the word in each pair that is the first word alphabetically:

- |                  |                |                |
|------------------|----------------|----------------|
| 16. _____ avenge | 17. _____ D.C. | 18. _____ p.m. |
| _____ Ave.       | _____ dental   | _____ plywood  |

Exercise 5. Put an X by the word or name in each pair that is the first word alphabetically:

- |                               |
|-------------------------------|
| 19. _____ Roosevelt, Theodore |
| _____ Roosevelt, Franklin     |
| 20. _____ Mark Twain          |
| _____ town                    |
| 21. _____ Charles Darwin      |
| _____ chain                   |

Check your answers for Exercises 1-5 (Items 1-21) with the answer key. If you received 18 or more correct, take the comprehension test. If you received fewer than 13 correct, re-read the parts of the

worksheet that gave you difficulty. Discuss those parts with a classmate if you need to. When you feel that you better understand the alphabetizing concepts presented, take the comprehension test.

Step 4. Part B. Comprehension Test. 20 points possible.

18 needed to pass. Score \_\_\_\_\_ Re-Take \_\_\_\_\_

In each list below, number the words in alphabetical order. The first word that would appear in the dictionary should have a number 1 placed in the blank. The last word of each list should have a number 10.

List One

\_\_\_\_\_ spill  
 \_\_\_\_\_ quiet  
 \_\_\_\_\_ Henry Ford  
 \_\_\_\_\_ tranquil  
 \_\_\_\_\_ transmit  
 \_\_\_\_\_ quest  
 \_\_\_\_\_ forceful  
 \_\_\_\_\_ translate  
 \_\_\_\_\_ force  
 \_\_\_\_\_ space

List Two

\_\_\_\_\_ determine  
 \_\_\_\_\_ determination  
 \_\_\_\_\_ D.S.T.  
 \_\_\_\_\_ Dutch  
 \_\_\_\_\_ Denver  
 \_\_\_\_\_ dz.  
 \_\_\_\_\_ hunt  
 \_\_\_\_\_ hurt  
 \_\_\_\_\_ hunter  
 \_\_\_\_\_ haste

Check your answers with the answer key.

If you made more than two errors, discuss the difficult parts with someone, and then re-take the test.

Step 5. Application.

You will need a dictionary.

Activity One: Using your best alphabetizing skills, look up these words and write the page number where you found them:

	<u>Page</u>
1. praise	_____
2. pride	_____
3. pray	_____
4. prior	_____
5. porch	_____

Activity Two: You or a friend will list 5 words beginning with different letters. After you have listed 5 words, look up each word and write the page number where you found them:

<u>Word you chose</u>	<u>Page</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Lesson Three: Locating and KnowingPurposes of Guide WordsWorksheet 9: Locating and KnowingPurposes of Guide Words

You will need a dictionary.

Step 1. Concept. Guide words on a dictionary page help us to find words quickly. They give us clues about all words located on a page!

Step 2. Objectives. (1) You will explain what guide words are and how they help a reader. (2) You will locate guide words in a dictionary.

Step 3. Teaching the concept.

Open your dictionary to any page. Look at the top margin of the page. You will see two words in heavy black type. (In some dictionaries, these words are level with the page number.) Did you find them? These two words are called GUIDE WORDS. Every page that lists entry words will have two guide words at the top of the page.

Guide words help you find entry words quickly. They tell you whether a word you are looking for is found on that page. They help you find the word you need!

THE TWO GUIDE WORDS TELL THE FIRST AND LAST ENTRY WORD ON A PAGE. The guide word on the left (first column) is the same as the first entry word on that page. The guide word on the right (second column) is the same as the last entry word on that page.

As you know, all entry words are arranged in alphabetical order. The guide words show you what part of all of the alphabetized entry words are on a certain page. If the word you are looking for is

between the two guide words on a page, alphabetically, then that word will be on that page.

If the word you are looking for is alphabetically before the first guide word, it will be found on an earlier page in the dictionary.

If the word you are looking for is alphabetically after the second guide word, look for it on a later page in the dictionary.

Let's look at the sample page shown in Figure 5.



haven	350	hazardous
<p>ha ven (hā'vən), place of shelter and safety; a harbor.</p> <p>have n't (hav'ənt), have not.</p> <p>hav oc (hav'ək), great destruction or ruin; disturbance.</p> <p>hawk<sup>1</sup> (hok), 1. a bird of prey with a strong hooked beak and sharp, curved claws. 2. to hunt with trained hawks.</p> <p>hawk<sup>2</sup> (hok), to offer goods for sale as a street peddler does.</p> <p>haw ser (hō'zər), large rope or small cable often used for mooring or towing ships.</p>	<p>haw thorn (hō'thōrn), a shrub or small tree with shiny leaves, fragrant flowers, thorns, and red berries.</p> <p>hay (hā), grass which has been cut for cattle and horses.</p> <p>hay cock (hā'kok), a small cone-shaped pile of hay in the field.</p> <p>hay mow (hā'mou), 1. a place in a barn for storing hay. 2. the hay stored in the barn.</p> <p>hay stack (hā'stak), a large pile of hay stacked in a field.</p> <p>haz ard ous (haz'ər dəs), dangerous; risky. <i>The driving was hazardous in the blinding snowstorm.</i></p>	 <p>Leaves and berries of hawthorn tree</p>
 <p>Hawk</p>		

Figure 5. Guide words. (Barnes and Burgdorf, 1970, p. 15)

Answer the following questions about the sample page.

What are the guide words? \_\_\_\_\_ and \_\_\_\_\_

Right, they are "haven" and "hazardous." The first guide word, "haven," is the first entry word on the page. The second guide word, "hazardous," is the last word on the page.

The words "haven't," "havoc," and "hay" are on this page because they occur in alphabetical order between "haven" and "hazardous."

Is the word "hawk" on the sample page? \_\_\_\_\_

Yes, because "hawk" is after "haven" and before "hazardous" in alphabetical order. What letters tell us that? The "w" in "hawk" is after the "v" in "haven," according to the alphabet.

By looking at the guide words, "haven" and "hazardous," will the word "haystack" be on this page? \_\_\_\_\_ Yes, because the word "haystack" comes after the guide word "\_\_\_\_\_" and before the guide word "\_\_\_\_\_" in alphabetical order. (Your answers in the blanks should be "haven" and "hazardous.")

By looking at the guide words, should the word "hazy" be on this page? \_\_\_\_\_ No, because "hazy" comes after the guide word "\_\_\_\_\_" (Your answer should have been "hazardous.")

Should the word "hand" be on this page? \_\_\_\_\_. Because \_\_\_\_\_.

(You were right if you put "No." Because "hand" comes before the guide word "haven.")



Step 4. Part A. Practice. 32 points possible. 28 to pass.

Score \_\_\_\_\_

These exercises will give you practice in using guide words to find entry words.

Write B if the word comes before the guide words at the top of each list. Write A if the word comes after the guide words.

List 1Guide words: camp - cannon

1. catch \_\_\_\_\_
2. call \_\_\_\_\_
3. came \_\_\_\_\_
4. cost \_\_\_\_\_

List 2impress - inability

5. imply \_\_\_\_\_
6. interest \_\_\_\_\_
7. inactive \_\_\_\_\_
8. ignite \_\_\_\_\_

The words that come between guide words are on the page where the guide words are. Words that come before the guide words are toward the front of the dictionary. Words that come after the guide words are toward the back of the dictionary.

In the lists below, look at the guide words. Decide if each word is on the page, before it, or after it. On the line by the word, write O for on. Write B for before. Write A for after.

List 1ring - rocket

9. ride \_\_\_\_\_
10. right \_\_\_\_\_
11. riot \_\_\_\_\_
12. romance \_\_\_\_\_
13. rival \_\_\_\_\_

List 2system - tackle

14. tab \_\_\_\_\_
15. tack \_\_\_\_\_
16. teeth \_\_\_\_\_
17. take \_\_\_\_\_
18. start \_\_\_\_\_

List 3axe - back

19. aye \_\_\_\_\_
20. auto \_\_\_\_\_
21. baboon \_\_\_\_\_
22. beg \_\_\_\_\_
23. Aztec \_\_\_\_\_

List the words below under the correct guide words. A few of the words will not be placed under any of the guide words.

pin, pup, pike, purse, slender, sand, popcorn, purebred, sun, sum, pail

<u>List 1</u>	<u>List 2</u>	<u>List 3</u>
<u>pen - postman</u>	<u>punch - push</u>	<u>sleep - Sunday</u>
24. _____	27. _____	30. _____
25. _____	28. _____	31. _____
26. _____	29. _____	32. _____

Check your answers with the answer key. (Questions 1-32)

If you got 28 or more correct answers, take the comprehension test. If you had difficulty, discuss the concepts with the teacher. If you find it hard to tell where words go in alphabetical order, your teacher may have you do Worksheets 5, 7, or 8 on alphabetizing. When you feel you better understand concepts involved with using guide words, you may take the comprehension test.

Step 4. Part B. Comprehension test. 10 points possible.

8 needed to pass. Your score \_\_\_\_\_

Second score (re-take) \_\_\_\_\_

Do not refer to earlier parts of this worksheet. You may use a dictionary if you wish.

1. Which entry words on a page do guide words give?
2. Describe how guide words can help a user of the dictionary.
3. Turn to page 400 in your dictionary. What are the guide words on that page?
4. Look up the word "deer." What are the guide words on the page where the word "deer" is found?

5-10. Column A lists guide words which could be found on dictionary pages.

Column B lists entry words. Match the entry words with the pages where they would be found according to the guide words.

Place the letter of the entry word in the blank by its guide words.

Column A: Guide Words	Column B: Entry Words
5. _____ oration - order	A. forsake
6. _____ man - mar	B. orbit
7. _____ form - fort	C. fright
8. _____ debate - decide	D. treat
9. _____ bite - blade	E. December
10. _____ tray - tremble	F. blaze
	G. black
	H. map

Check your answers. If you received fewer than 8 correct, review the information on this worksheet. Discuss the concepts with a classmate or the teacher. Then, re-take the test. Put your second score next to your first. Move to Step 5.

#### Step 5. Application.

You will need a dictionary.

Select one of the activities below.

Activity One: Find the pages for each of the following entry words in your dictionary. You do not have to look up the entry word itself.

Write the guide words for the page where each word should be found.

<u>Word</u>	<u>Page</u>	<u>First Guide Word</u>	<u>Second Guide Word</u>
mend	_____	_____	_____
restore	_____	_____	_____
witty	_____	_____	_____
climb	_____	_____	_____

Activity Two: List four words of your own choice. Using dictionary guide words, look for the pages where each of those words should be found. Write the page number and the guide words for each entry word.

<u>Word</u>	<u>Page</u>	<u>First Guide Word</u>	<u>Second Guide Word</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

Lesson Four: Locating Different Types of Entry WordsWorksheet 10: Identifying Root Words

You will need a dictionary.

Step 1. Concept. Not all forms of a word are listed as entry words. Sometimes we need to look up a root word in order to locate its different forms.

Step 2. Objectives. (1) You will be given various verbs, adverbs, or adjectives. You will state their root words. (2) You will be given words with prefixes and/or suffixes. You will state their root words. (3) You will be given root words. You will locate and spell their verb forms.

Step 3. Teaching the Concept.

Root words are main words to which people may add endings or beginnings to change their meanings. Examples: "Walk" is the root word of "walking" and "walks." "Pretty" is the root word for "prettily" and "prettier." "Happy" is the root word for "happiness." "Occur" is the root word for "reoccur." "Occur" is also the root word for "occurrence" and "reoccurrence."

To find many entry words, it is necessary to drop any prefixes (beginning syllables) or suffixes (ending syllables). For example, to find the word "lightest" in the dictionary, we would drop the "est" ending and look up the root word "light."

Step 4. Part A. Comprehension practice.

Write the root words for each of the following words on the lines beside them.

1. climbing \_\_\_\_\_
2. unhappy \_\_\_\_\_

3. filmed \_\_\_\_\_
4. regain \_\_\_\_\_
5. slightly \_\_\_\_\_
6. disappear \_\_\_\_\_
7. greenest \_\_\_\_\_

Some words drop a final "e" before they add an ending. For example, the root word "come" drops its "e" when an "ing" is added to make the word "coming." The root word for "giving" is "give." The root word for "blamed" is "blame." Write the root word for each of these words:

- |                   |                  |
|-------------------|------------------|
| 8. pleasing _____ | 11. daring _____ |
| 9. donation _____ | 12. wiser _____  |
| 10. smoky _____   |                  |

Some words double a final consonant before adding an ending.

Examples: "run, running" "slap, slapped" Remember that the root word does not have this extra consonant. Write the roots of these words:

- |                    |                    |
|--------------------|--------------------|
| 13. pinned _____   | 16. trotting _____ |
| 14. slimmest _____ | 17. dimmer _____   |
| 15. reddest _____  | 18. flatten _____  |

Some words end in "y" and change the "y" to "i" when adding an ending. Examples: "silly, sillier" "noisy, noisier, noisiest, noisily" Remember that such words may have a y at the end of their root words. Write the roots of these words:

- |                     |                     |
|---------------------|---------------------|
| 19. tried _____     | 22. cries _____     |
| 20. twentieth _____ | 23. replied _____   |
| 21. luckier _____   | 24. sturdiest _____ |

More teaching of the concept. If you want to find out how a certain verb form is spelled, look up its root word. Maybe you can't remember the past tense of the verb "begin." Or, maybe you don't remember how to spell the "-ing" form of "begin." If you look up the word "begin," one part of the entry will say in dark print: "began, begun, beginning." The past tense is "began." The perfect tense is "begun" (as in the sentence "It has begun to rain.") The "-ing" form is "beginning."

In some dictionaries, the verb forms may be given in capital letters. Often the verb forms will be **shown after a small letter "v" for "verb."**

Some dictionaries show the verb forms near the beginning of the entry. Some show them near the end of the entry.

Look up the word "improve" in your dictionary. Which part of the entry gives the verb form, beginning or end of the entry? \_\_\_\_\_

### Practice.

For each of the following verbs, locate the main verb (root word). Give the page number where you found the word. Spell the verb form needed.

25-26. You want to know how to spell the "-ing" form of "improve."

Locate "improve." Page \_\_\_\_\_. How is the "-ing" form spelled? \_\_\_\_\_

27-28. How is the past tense (-ed) form of "civilize" spelled?

Page \_\_\_\_\_ Spelling \_\_\_\_\_

29-30. What is the past tense of "feed"?

Page \_\_\_\_\_ Spelling \_\_\_\_\_

Correct your answers for Questions 1-30 with the answer key.

Score \_\_\_\_\_. If you received at least 25, take the comprehension test. If you received fewer than 25, study the worksheet again

carefully. Discuss the concepts with the teacher or a classmate if you wish. When you feel you are ready, take the comprehension test.

Step 4. Part B. Comprehension Test. 12 points possible.

10 points needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

If you wish, you may use a dictionary.

Suppose you wanted to find the meanings or spellings of the following words. Which root word should you look for? Write the root word on the line beside each word.

1. saying \_\_\_\_\_
2. played \_\_\_\_\_
3. reclassify \_\_\_\_\_
4. speedily \_\_\_\_\_
5. dryness \_\_\_\_\_
6. ladies \_\_\_\_\_
7. gloomier \_\_\_\_\_
8. fanciest \_\_\_\_\_
9. unnatural \_\_\_\_\_
10. disrespect \_\_\_\_\_
11. Find the "-ing" form of the root word "glide." Write it in this sentence: "The plane was \_\_\_\_\_ through the air."
12. What is the past tense of "spot"? Write it in this sentence: "Suddenly I \_\_\_\_\_ a dark shadow upon the window."

Check your answers with the answer key.



Step 5. Application.

Use a dictionary to complete one of these activities.

Choose one activity:

Activity One: Let's say that you are writing about winter sports.

You cannot decide how this word should be spelled: sking, or skiing, or skieng. If you don't see any of these words listed as an entry word, what word should you look for? \_\_\_\_\_

Now look up that entry word in your dictionary.

On what page did you find it? \_\_\_\_\_

Fill the word, correctly spelled, in the blank:

\_\_\_\_\_ is one of the most popular winter sports.

Activity Two: Suppose you read the sentence, "His pockets bulged with apples," and you didn't know the meaning of "bulged."

What root word should you look for in the dictionary? \_\_\_\_\_

Give the dictionary page number of that word \_\_\_\_\_

Is the word "bulged" given as part of the entry? \_\_\_\_\_

Worksheet 11: Locating Idioms

You will need a dictionary.

Step 1. Concept. We have many expressions in our language called idioms. Where can we find the meanings of idioms?

Step 2. Objective. You will locate some idioms in the dictionary. You will find meanings for idioms.

Step 3. Teaching the Concept.

Sometimes a word changes its meaning when used with a group of other words.

Did anyone ever accuse you by saying, "Did you let the cat out of the bag?" Did you ever say to someone, "Pull yourself together," or "We've got to pull through this"? Do you ever say, "You hit the nail on the head"? Or "You're out of your mind!"?

Now do these words really mean what they say? What would a person from another country think if you told him, "Our swimming team broke the record!"?

AN IDIOM IS A GROUP OF WORDS THAT DO NOT MEAN EXACTLY WHAT THEY SAY. Our language has many of these funny, strange ways of saying things.

A bank is usually thought of as a building which stores money. But have you ever heard the expression, "We can always bank on him for help"? Or do you ever say, "You can bank on me!"?

We frequently use these special expressions, called idioms, in our everyday language. And many of them are in the dictionary!

To find meanings of common idioms in our language, we need to decide which is the main word in the idiom. We look up the main word in the dictionary, and the idiom is found near the end of the entry.

An idiom  
is a group of words  
that do not mean  
exactly what they say.

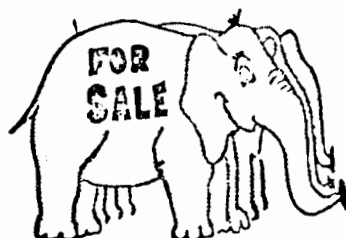
She came out of her shell.



He was killing  
time.



It was a white elephant sale.



He tried to break  
the record.



Figure 6. Idioms. (Shepardson, 1970, p. 25)

The first word of the idiom is often, but not always, the main word. Sometimes we may need to look up more than one word to find the expression.

If we want to know what "bank on me" means, we look up "bank" in the dictionary. There are several entry words for the word "bank." We look at the end of each entry. Sure enough, at the end of one of the entries, in dark type, is the expression, "bank on." It is followed by its definition, "to depend on."

Sometimes someone might tell you that his business is "in the red." The meaning of "in the red" is under the word "red" in the dictionary.

In November, voters are asked to "cast their ballots." At the end of the entry for the word "cast," you will see the idiom "cast a ballot" and its definition.

The meaning of "chip in" (as in "Let's each chip in a dime") is found under the entry word "chip."

"Call to order," "in order," "made to order," and "out of order" are all idioms listed with the entry for the word--you guessed it--"order."

Where would you look for the meaning of the expressions "cut short," "fall short," or "short of"? Of course, the main word is "short."

#### Step 4. Part A. Comprehension practice.

You may use the dictionary if you wish.

Answer these five questions. **Then** check the answers with the answer key. Score \_\_\_\_\_ Then take the comprehension test.

1. Define "idiom." Give an example.
2. If you wanted to know the meaning of "not by a long shot," which word should you look up? \_\_\_\_\_

3. Suppose you want to find the idiom "stand up for," as in "I'll stand up for you." What word should you look up? \_\_\_\_\_  
(By the way, it's one thing to "stand up for" someone, but it's quite another thing to get "stood up"!)
4. Which part of a dictionary entry gives idioms and their meanings?
5. What does the idiom "hemmed in" mean? (As in "I felt hemmed in")  
\_\_\_\_\_

Step 4. Part B. Comprehension test. 6 points possible. 4 needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

You may use the dictionary.

1. What part of a dictionary entry gives idioms? \_\_\_\_\_
2. To find the idiom "look forward to," what entry word should you look up? \_\_\_\_\_
- 3-4. According to the dictionary, what does the expression "under the wing of" mean (as in "That 25-year-old man is still under the wing of his mother")?  
Word you looked up \_\_\_\_\_  
Meaning \_\_\_\_\_
- 5-6. According to the dictionary, what does the idiom "wind up" mean when used like this: "Let's wind up the meeting"?  
Word you looked up \_\_\_\_\_  
Meaning \_\_\_\_\_

Check your answers with the answer key.

Step 5. Application.

Select one of these activities:

Activity One: The expressions, "That's over my head," and "Keep your head" may be found with the same entry word in the dictionary. What entry word would you look under? \_\_\_\_\_. Look for it in your dictionary. What page did you find the entry word on? \_\_\_\_\_ According to the dictionary, what does it mean if someone says, "Keep your head"?

Activity Two: Think of a common expression that you have heard people say.

What is it? \_\_\_\_\_

What do you think it means? \_\_\_\_\_

What word would you look for in the dictionary to find the idiom?

\_\_\_\_\_

Look it up, and give the page number where you found it. \_\_\_\_\_

(If you didn't find it, look up a different idiom.)

Give the dictionary meaning of the idiom. \_\_\_\_\_

REMEMBER: The dictionary gives the most common meaning for idioms. If the meaning you found did not agree with your idea of the idiom, you aren't wrong. You just use it in a new or different way that the dictionary-makers didn't know about!

Worksheet 12: Biographical and Geographical  
Information (People and Places)

You will need a dictionary.

Step 1. Concept. You can find information about people and places in a dictionary!

Step 2. Objective. In the dictionary, you will locate major facts about famous people and places.

Step 3. Teaching the concept.

Well-known people, cities, states, and countries are listed in many dictionaries. Many rivers, oceans, and mountains are also listed.

Some dictionaries have a special list of these items near the back of the book. In Webster's Seventh New Collegiate Dictionary (1965), famous people are listed in a section called "Biographical Names." Places are listed in a section called "A Pronouncing Gazetteer." Webster's New Students Dictionary (1964) lists places and people together in a section called "Proper Names: Geographical and Biographical."

A biographical entry gives the name of a person and a few important facts about him. The entry may give a pronunciation of the name. It shows years when a person lived. It tells what he did that made him famous.

A geographical entry tells about a place. It tells how the name of the place is pronounced. It tells what it is and where it is located.

Some dictionaries do not have separate sections that list names of people and places. The "Thorndike-Barnhart" dictionaries (1968) and Webster's New World Dictionary (Guralnik, Friend, 1964) enter these names with all other words in the main section of the dictionary. These, too, are entry words, alphabetized along with the rest of the entry words.

- kelp** (kelp), 1. a large, tough, brown seaweed. 2. ash of seaweed. Kelp contains iodine. *n.*
- ken** (ken), 1. range of sight. 2. range of knowledge: *beyond our ken*. 3. know. *Scottish*. 4. recognize. *Old use.* *n., v.,* kenned, kenning.
- **Ken ne dy** (ken'ə dē), John F. (1917-1963), the 35th president of the United States, from 1961 to 1963. *n.*
- ken nel** (ken'l), 1. house for a dog or dogs. 2. place where dogs are bred. 3. put into or keep in a kennel. *n., v.,* ken neled, ken nel ing.
- **Kent** (kent), a county in SE England. *n.*
- **Ken tucky** (kən tuk'ē), a Southern State of the United States. *n.*
- kept** (kept). See keep. *I gave him the book and he kept it. The milk was kept in bottles.* *pt. and pp. of keep.*

Figure 7. People and Places. (Thorndike-Barnhart Junior Dictionary, 1968, p. 359)



Step 4. Part A. Comprehension practice.

Look in your dictionary's table of contents. See if your dictionary has a special section for biographical and geographical names.

1. Is there such a section listed? \_\_\_\_\_
2. If so, what is the section called? \_\_\_\_\_
3. Where does the section begin? Page \_\_\_\_\_
4. If there is not a separate section, are people and places included with the rest of the entries in the dictionary? \_\_\_\_\_
5. Find the name of a person listed in the dictionary.  
Name \_\_\_\_\_ Page \_\_\_\_\_
6. Find the name of a place listed in the dictionary.  
Place \_\_\_\_\_ Page \_\_\_\_\_

Have a classmate or the teacher check your answers and give you the "OK" to take the test.

Step 4. Part B. Comprehension test. 5 points possible.

5 needed to pass. Score \_\_\_\_\_

Do not refer to previous sections of the worksheet.

You may use a dictionary.

- 1-2. Two different methods are used to give information about well-known people and places. What are these two methods?
3. Which method does your dictionary use?
- 4-5. Give the name of a person or place which is described in your dictionary.

Name \_\_\_\_\_ Page \_\_\_\_\_

Step 5. Application.

Select one of these activities:

Activity One: Think of any famous person. Look up his name in the dictionary.

Page \_\_\_\_\_ His or her name \_\_\_\_\_

When did he or she live? \_\_\_\_\_

What did he or she do? \_\_\_\_\_

Look up the name of a city, state, country, or a large river, ocean, or mountain.

Page \_\_\_\_\_ Name of it \_\_\_\_\_

Where is it located? \_\_\_\_\_

Activity Two: Look through the dictionary (or special section) and find the name of a person you have never heard of.

Page \_\_\_\_\_ Name \_\_\_\_\_

When did he/she live? \_\_\_\_\_

What did he/she do? \_\_\_\_\_

Now look through the dictionary and find a place you have never heard of.

Page \_\_\_\_\_ Name of place \_\_\_\_\_

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

Lesson Five. Locating Meanings of WordsWorksheet 13. Same Word Listed asMore than One Entry Word

You will need a dictionary.

Step 1. Concept. In most cases, there is one entry word for each word described in the dictionary. But, in some cases, words may be listed two or more times. They are given as separate entry words because of their entirely different meanings in different situations.

Step 2. Objective. You will explain why some words are listed more than once in a dictionary. You will match certain words in sentences with their entry definitions.

Step 3. Teaching the concept.

Cricket is a common game in some countries in Europe.

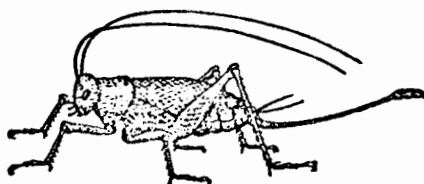
Your grandmother may have a cricket to sit on.

Jody caught a cricket and put it in a cage.

Did you know there are three meanings of "cricket"? They are separate words--but they are all spelled the same! They are spelled "cricket," but they mean different things in different sentences!

IF A WORD HAS TWO COMPLETELY DIFFERENT MEANINGS, THE WORD IS LISTED TWICE IN THE DICTIONARY. Even if the spelling is the same, the words are listed as if they were two different words. "Cricket" is listed in the dictionary as three separate entry words.

**crick et<sup>1</sup>** (krik/'it), a black insect related to the grasshopper: *On a summer evening you can hear the crickets chirping.* See the picture.



cricket<sup>1</sup>  
(1 inch long)

**crick et<sup>2</sup>** (krik/'it), an English outdoor game played by two teams of eleven players each, with ball, bats, and wickets.

**crick et<sup>3</sup>** (krik/'it), a small, low stool.

**crime** (krim), 1 very wrong deed that is against the law: *Murder is a crime.* 2 evil act; sin: *The preacher said that war was a crime against humanity. Slums are a crime against childhood.*

Figure 8. Three crickets. (Thorndike-Barnhart Beginning Dictionary, 1968, p. 207)

When you are looking for a word and its meaning, and the first entry doesn't make sense to you, look at the next entry. Some dictionaries have a small number "1" after an entry word. This means that there is at least one other entry word spelled the same way. The number reminds you that you may have to look for another entry word to find the meaning you need. The second entry word has a small "2." The third has a small "3."

Step 4. Part A. Comprehension practice.

Use your dictionary.

1. How many different entries does your dictionary have for "ring"?  
\_\_\_\_\_

2. What is the main difference in the meanings given in the separate entry words for "ring"? (Briefly define each entry word.)  
\_\_\_\_\_

Check your answers. Review the concept if you need to. Then take the comprehension test.

Step 4. Part B. Comprehension Test. 4 points possible. 4 needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

You may use your dictionary.

1. Briefly explain why a word may be entered twice in the dictionary.  
\_\_\_\_\_

2. How many different entries are in your dictionary for the word

"bay"? \_\_\_\_\_ Page \_\_\_\_\_

3. Which entry for "bay" contains a definition referring to a long, deep bark of a dog? \_\_\_\_\_ (Entry word 1, 2, 3, 4?)

Check your answers. If you received all four points, move to Step 5. If you did not receive four correct, review the worksheet. Then move to Step 5.

Step 5. Application.

Choose one of these activities:

## Activity One:

1. Look up the word "lie" in your dictionary. Page \_\_\_\_\_
2. How many times do you find an entry word spelled "lie"? \_\_\_\_\_
3. Which entry word for "lie" has the definition which best fits this sentence: "Do not tell a lie; someone may call you a liar"?  
Entry word 1, 2, 3, 4? \_\_\_\_\_
4. Look up the word "ash." Page \_\_\_\_\_
5. How many times is the entry word "ash" listed? \_\_\_\_\_
6. Which entry word (1, 2, 3, 4) has the definition which best fits this sentence: "We set up the hammock under the ash in our yard"?  
\_\_\_\_\_

## Activity Two:

1. Look up the word "foil." Page \_\_\_\_\_
2. How many times is "foil" listed as an entry word? \_\_\_\_\_
3. Which entry word (1, 2, 3, 4) has the definition which best fits this sentence: "A foil is needed in fencing"? \_\_\_\_\_
4. Look up the word "will." Page \_\_\_\_\_
5. How many times is "will" listed as an entry word? \_\_\_\_\_
6. Which entry word (1, 2, 3, 4) has the definition which best fits this sentence: "The lawyer willed his debts to his sons."  
\_\_\_\_\_

# Worksheet 14: Locating Definitions and

## Choosing Correct Meanings

You will need a dictionary.

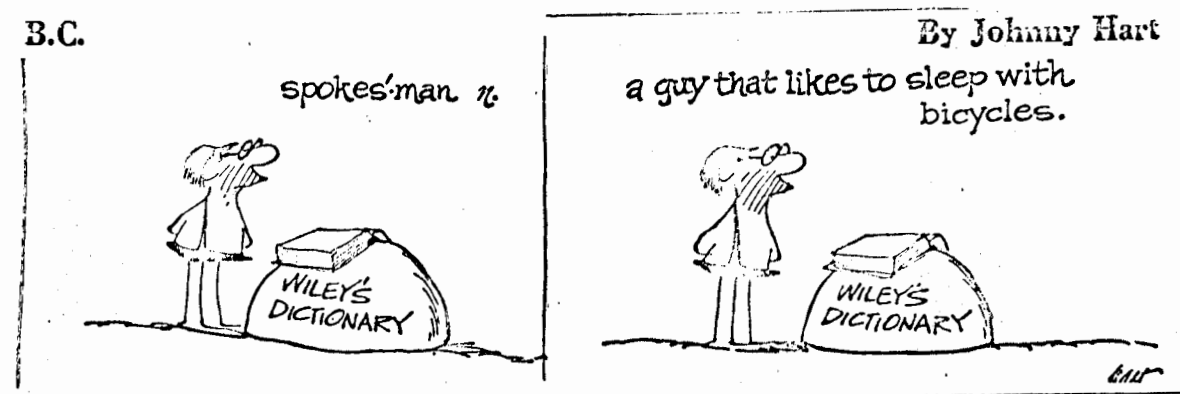
Step 1. Concepts. Where do I locate the meanings of words in a dictionary? If several meanings are given, which is the one I need?

Step 2. Objectives. (1) You will locate the part of an entry that gives the meaning of a word that you are looking up. (2) You will determine how many different meanings an entry word may have in a dictionary. (3) You will choose the meaning which best fits certain words in certain sentences.

Step 3. Teaching the concepts.

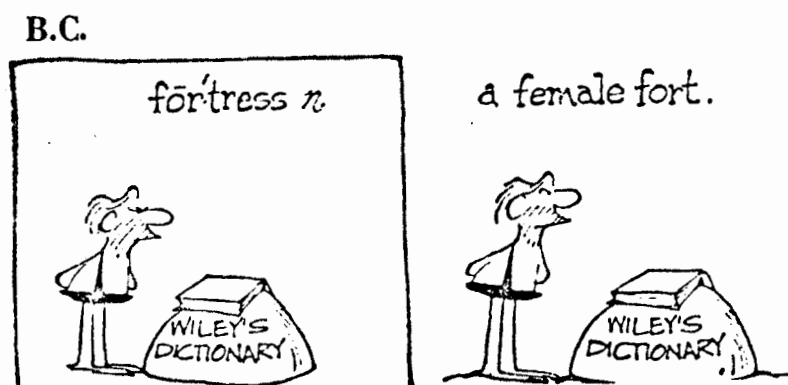
Do you often hear or read a word and say to yourself, "I wonder what that means"? Do you find yourself guessing at the meaning of the strange word? Do you ever guess wrong? Sometimes a word may mean something completely different from what we guess it means.

"Wiley's Dictionary" is an important part of the comic strip "B.C." This man (Figure 9) wants to know what "spokesman" means.



(Hart, 1972a, p. 15)

Figure 9. What is a spokesman?



(Hart, 1972b, p. C5)

Figure 10. What is a fortress?

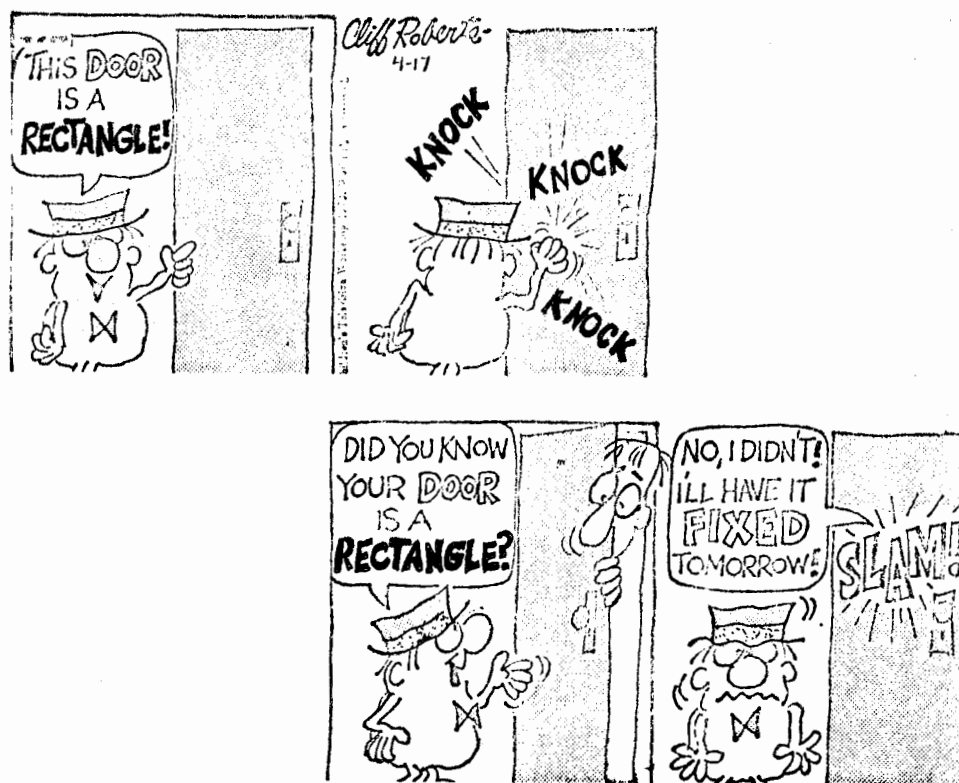
Doesn't "-ess" on the end of the word usually mean a female? Sure it does: lioness, stewardess, waitress. An actress is an actor who is a woman. Then, says "Wiley's Dictionary," a "fortress" is "a female fort."

In days long ago ("B.C."), Wiley's meanings might have been right. But, meanings change. Your dictionary will give quite different meanings for those words!

If you aren't sure of the meaning of a word, don't take a guess which may prove embarrassing! That's why we have dictionaries--so we can look up the meanings of words!



In the "Sesame Street" comic strip below, we see that the man behind the door does not know what "rectangle" means!

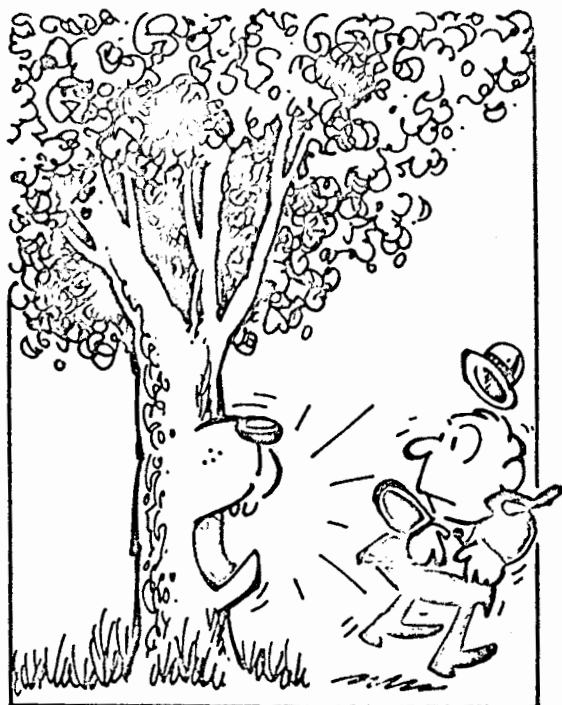


(Roberts, 1972b, p. C5)

Figure 11. What is a rectangle?

If this man knew what a rectangle was, he would have no reason for his shock! It's possible he thought of a "wrecked angle!"

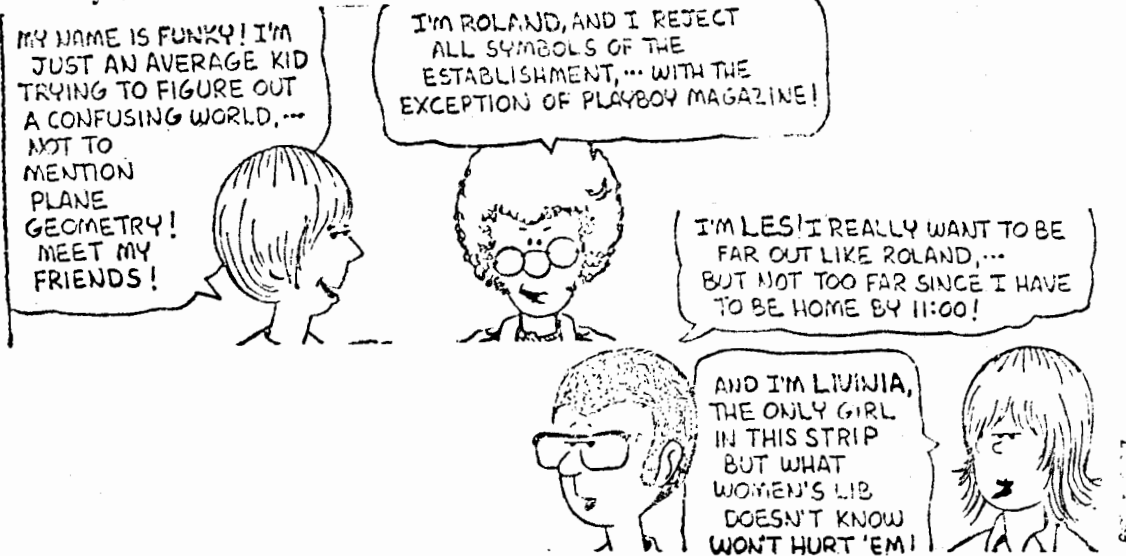
Another man is frightened in the cartoon below. Someone has just told him, "This is a dogwood tree. You can tell that by its bark!"



(Goldsweig, 1969, p. 57)

Figure 12. This is a dogwood tree.

### Funky Winkerbean



(Batiuk, 1972, p. 25)

Figure 13. Funky Winkerbean.

The three young men and one woman in the new comic strip "Funky Winkerbean" are introducing themselves. When you introduce yourself, you give your name. It is also helpful to someone if you tell who you are and a little about yourself.

Just as you describe yourself, words can describe themselves in dictionaries. Dictionary entries give the name of a word and what it means.

The meaning of a word is called a DEFINITION. A dictionary defines words when it gives meanings for words.

Definitions are usually the largest part of a dictionary entry. They are given after the entry word, pronunciation, and any grammatical or historical information about the word.

Many entry words have more than one meaning or definition. When you look up a word, do not be sure that the first meaning you see is the one you need. Notice that the dictionary numbers each meaning of a word. By looking at the numbers, you can see how many meanings a word has. Read several definitions. Find the one that best fits the situation in which the word is used.

Step 4. Part A. Comprehension practice. 25 points possible.

Score \_\_\_\_\_

These exercises will give you practice in locating meanings, determining how many different meanings an entry word may have, and selecting the proper meaning for a word in a sentence.

Exercise 1. 5 points. Score \_\_\_\_\_

Listed below are seven words. Select any FIVE to look up in your dictionary. Read their definitions. Briefly tell what each word means on the blank beside it.

Choose any FIVE:

1. humility \_\_\_\_\_
2. outspoken \_\_\_\_\_
3. abrupt \_\_\_\_\_
4. mar \_\_\_\_\_
5. yearn \_\_\_\_\_
6. bedlam \_\_\_\_\_
7. chef \_\_\_\_\_

Correct your answers with the answer key.

Exercise 2. 5 points. Score \_\_\_\_\_

Find any FIVE of the words below in the dictionary. On the line before each word, write the number of definitions you find for the word. On the line after the word, copy the definition whose number is shown.

Choose FIVE:

	<u>Number of definitions</u>	<u>Word</u>	<u>Look for this number</u>	<u>Write the definition of that number</u>
8.	_____	note	2	_____ _____
9.	_____	scallop	1	_____ _____
10.	_____	board	3	_____ _____ _____
11.	_____	crane	2	_____ _____ _____
12.	_____	canvas	4	_____ _____ _____ _____
13.	_____	bunt	1	_____ _____ _____
14.	_____	literate	2	_____ _____ _____
15.	_____	pledge	3	_____ _____ _____

Ask the teacher or another student to correct your answers.

Answers vary according to the dictionary used. Place your scores in the blanks. If you are understanding concepts well and getting the items right, move to Exercise 3. If you are having difficulty, see the teacher.

Exercise 3. 5 points. Score \_\_\_\_\_

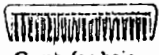
Look at the entry for "comb" below. Answer the questions below the entry.

**co ma** (kō'mə), stupor; prolonged unconsciousness caused by disease, injury, or poison. *n.*


**comb** (kōm). 1. a narrow, short piece of metal, rubber, celluloid, etc., with teeth, used to arrange or straighten the hair or to hold it in place. 2. anything shaped or used like a comb, especially an instrument for combing wool. 3. straighten; take out tangles in; arrange with a comb. 4. search through: *We had to comb the whole city before we found our lost dog.* 5. the thick, red, fleshy piece on top of the head of chickens and some other fowls. 6. the system of cells made by bees, in which they store honey. 7. the top of a wave. 8. roll over or break at the top: *combing waves.* *n., v.*

**com bat** (kōm'bat), fight; struggle; battle. *n., v., com bat ed, com bat ing.*


**com bat ant** (kōm bat'nt or kōm'bāt'nt), 1. a fighter: *The two combatants let loose of one another to take breath.* 2. fighting: *A good football team has a combatant spirit.* *n., adj.*



Comb for hair



Comb of rooster



Honeycomb

(Thorndike-Barnhart Junior Dictionary, 1968, p. 121)

Figure 14. What is a comb?

16. How many meanings does "comb" have? \_\_\_\_\_

Which meaning of "comb" is used in each sentence below? Write the number of the definition in the blank by each sentence.

17. Girls often carry in their purses combs for their hair. \_\_\_\_\_

18. The boy liked to comb his hair several times a day. \_\_\_\_\_

19. I combed the house for my lost book. \_\_\_\_\_

20. We admired the combs of the roosters. \_\_\_\_\_

Correct your answers for Exercise 3 (five questions). Place your score in the blank at the top of the exercise. If you had no difficulty with Exercise 3, you are ready for the next exercise.

Exercise 4. 5 points. Score \_\_\_\_\_

(The following exercise is credited to Barnes and Burgdorf, 1970, p. 21)

You will not need a dictionary for this exercise.

When there are two or more definitions for a word, you will need to choose the one that best describes the word as it is used in the sentence.

In the blank for each sentence, write the number of the definition that best describes the meaning of the underlined word. Chose any FIVE of the sentences.

Choose FIVE:

21. \_\_\_\_\_ Don't pin that too tightly.  
(A) badge. (B) fasten.
22. \_\_\_\_\_ Tread carefully on the new floor.  
(A) walk or step. (B) part of tire which touches ground.  
(C) a footprint.
23. \_\_\_\_\_ When he saw the animal, he froze with fear.  
(A) became frightened. (B) hardened with cold.
24. \_\_\_\_\_ Don't press against that glass.  
(A) flatten. (B) push.
25. \_\_\_\_\_ Let's settle this argument now.  
(A) make quiet. (B) decide.

26. \_\_\_\_\_ They got a lift to school.  
(A) ride. (B) raise. (C) helping hand.
27. \_\_\_\_\_ Did you ask them to the party?  
(A) find out. (B) invite.

Correct your answers. Place your score in the blank at the top of Exercise 4.

Exercise 5. 5 points. Score \_\_\_\_\_

The underlined words in the sentences below have more than one meaning. Look up any FIVE of the underlined words in the dictionary.

Choose the meaning which best describes the word as it is used.

Write the meaning in the space below each sentence.

Choose FIVE sentences:

28. The window was jammed shut.
29. The deer locked their antlers as they fought.
30. Who will be chosen to guard the money?
31. During the storm we heard the roll of thunder.
32. The boys on the team puffed as they ran around the track.
33. She did not like being suspended from school and was glad to get back.
34. The boy moved to detach the collar from the dog.

Correct your answers for Exercise 5. Place your score in the blank above.

What is your total score for all five exercises? \_\_\_\_\_



25 points were possible. If you received less than 20 correct answers, discuss the exercises with your teacher. When you feel you are ready, take the comprehension test.

Step 4. Part B. Comprehension test. 8 points. 6 needed to pass.

Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

You may use a dictionary.

1. According to your dictionary, what is a fortress? \_\_\_\_\_  
\_\_\_\_\_
2. How many different definitions does your dictionary give for the entry word "manage"? \_\_\_\_\_
- 3-4. How many different definitions does your dictionary give for the word "vault"? \_\_\_\_\_ Give the definition number that has the meaning which best fits this sentence: "The money was kept in the vault." \_\_\_\_\_
- 5-7. Give the meaning of each underlined word below by choosing the appropriate meaning from the dictionary.
5. The club president was spokesman for our group. \_\_\_\_\_  
\_\_\_\_\_
6. Potatoes contain starch. \_\_\_\_\_
7. He cleaned the jet on the stove. \_\_\_\_\_  
\_\_\_\_\_
8. Answer true or false (use the dictionary if needed):  
A person in dental technology repairs dented fenders on automobiles.  
\_\_\_\_\_

Correct your answers.

Step 5. Application.

Use your dictionary.

Select one of these activities:

Activity One: Each of these words has several different meanings:

base    block    drive

Choose one of the words, and write four sentences demonstrating four different meanings of that word.

Activity Two: A more creative approach to Activity One!

Select one of these words:    base    block    drive

Write a short story (one or two paragraphs) using the word at least three times. Use a different meaning for the word each time!

Activity Three: (1) Select any book in your classroom. (2) In that book, find a word that is unfamiliar to you. You would like to know what it means. (3) Write the sentence containing the word, and underline the word:

(4) By the way it is used in the sentence, what do you think that word might mean?

(5) Look up the word in the dictionary.

(6) Write the dictionary meaning of the word as it applies to the sentence you found.

(7) How close was your guess?

Worksheet 15. Examples of Words in Sentences

You will need a dictionary.

Step 1. Concept. Entries may include examples of how words are used in sentences. These sentences help us understand the meaning of a word.

Step 2. Objective. You will locate sentences in dictionary entries which give examples of how words may be used. Given some words, you will locate their dictionary definitions and write the sentences in which they are used.

Step 3. Teaching the Concept.

Read the definition of the entry "coax" below. Notice the three sentences printed in *italic type* after the definition. These sentences help you understand the meaning of "coax." They show how the word "coax" may be used in sentences.

Sometimes the word you are looking up will be used in a phrase instead of in a sentence. Look at the definitions in the entry for the word "coat." Definitions 2, 3, and 5 show phrases in *italic type*. The phrases show how the word "coat" may be used.

**coast line** (kōst'/lin/), outline of a coast.

**coat** (kōt), 1 outer garment of cloth, fur, etc., with sleeves. 2 any outer covering: *a dog's coat of hair, a coat of bark on a tree.*

3 thin layer: *a coat of paint.* 4 cover or provide with a coat. 5 cover with a thin layer: *The floor is coated with varnish.*

**coat ing** (kōt'/ing), layer of any substance spread over a surface: *a coating of paint.*

**coat of arms**, a shield or drawing of a shield, with pictures and designs on it. Each knight or lord had his own coat of arms. See the picture.

**coat of mail**, garment made of metal rings or plates, worn as armor. See the picture.

**coax** (kōks), persuade by soft words; influence by pleasant ways: *She coaxed her father to let her go to the dance. I coaxed a smile from the baby. We coaxed the squirrel into his cage with peanuts.*

**cob** (kob), 1 the central part of an ear of corn, on which the grains grow. 2 a strong horse with short legs.

(Thorndike-Barnhart Beginning Dictionary, 1968, p. 178)

Figure 15. "Coax" and "coat."

Step 4. Part A. Comprehension practice.

Look up any four of the words below. In the blank by each word that you choose, write one sentence or phrase which the dictionary gives to illustrate the meaning of the word. If no sentences are given for a word, write "none," and look up a different word.

1. eye
2. humorous
3. infirm
4. timid
5. cringe
6. baffle
7. wistful
8. concise

Have the teacher or a classmate check your answers.

Step 4. Part B. Comprehension test, and Step 5. Activity.

2 points possible. 2 points needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

You may use a dictionary.

Locate two of these words. Read their definitions. Write one sentence or phrase that is given by the dictionary entry as an example of the word's use.

1. pomp
2. elapse
3. oust
4. anguish
5. a word of your choice \_\_\_\_\_

Have the teacher or a classmate check your answers.

Move to Step 6.

# Worksheet 16: Pictorial Illustrations (Pictures)

You will need a dictionary.

Step 1. Concept. Pictures help a reader to understand meanings.

Step 2. Objective. You will locate illustrations (pictures) in the dictionary which are given with entries.

Step 3. Teaching the concept.

Your dictionary provides sentences to help you understand meanings. It also provides pictures. A picture may not always be exactly next to the entry, but it will be on the same page, and usually close to the entry.

Some pictures refer to only one of several meanings given. The examples below show pictures with their entries. The part of the entry which goes with the picture is enclosed with a line.

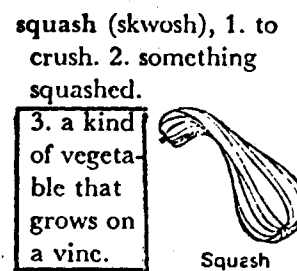
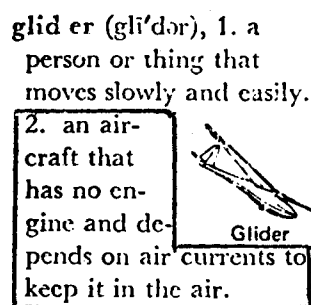
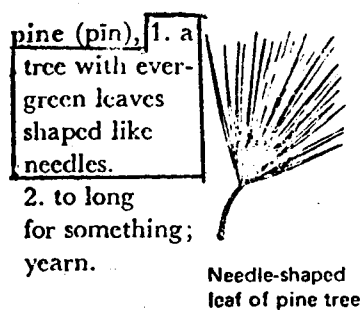
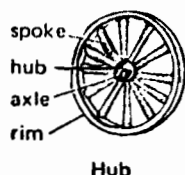


Figure 16. A pine, a glider, a squash. (Barnes and Burgdorf, 1970, p. 25)

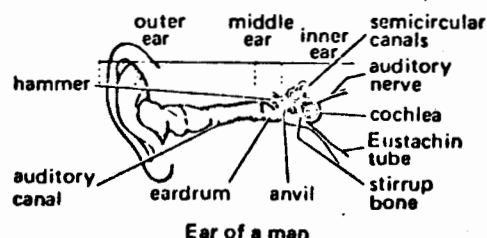
Diagrams are helpful in understanding something with many parts.

Here are examples of entries with diagrams:

hub (hub), 1. the central part of the wheel. 2. the center of activity.



ear (ir), the organ of hearing in man and animals, especially the outer part of the ear on either side of the head.



(Barnes and Burgdorf, 1970, p. 26)

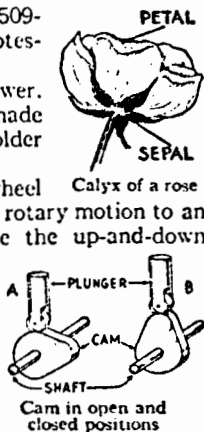
Figure 17. Pictures help explain.

Calvin (kal/vən), John (1509-1564), a famous French Protestant. *n.*

calyx (kā/lyks), a part of a flower. See the picture. The calyx is made of the sepals and is a sort of holder for the petals. *n.*

cam (kam), projection on a wheel or shaft that changes a regular rotary motion to an irregular motion. Cams cause the up-and-down movements of the valves in an automobile. *n.*

camaraderie (kā'mā-rā/də-rē), comradeship; friendliness and loyalty among comrades. *n.*



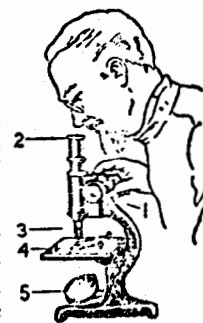
micrometer (mi krom'ə-tər), a device for measuring very small distances, angles, etc. *n.*

microorganism (mī'krō-ōr'gən-iz-əm), an animal or vegetable organism too small to be seen except with a microscope. *n.*

microphone (mī'krə-fōn), 1. a device for increasing small sounds. 2. a radio device for transmitting sounds. *n.*

microscope (mī'krə-skōp), an instrument with a lens or combination of lenses for magnifying objects so that one can see clearly things not visible to, or not clearly visible to, the naked eye. *n.*

microscopic (mī'krə-skop'ik), 1. that cannot be seen without using a microscope; tiny: *microscopic germs*. 2. like a microscope; suggesting a microscope: *microscopic exactness, a microscopic eye for mistakes*. 3. of a microscope. 4. with a microscope: *Jean made a microscopic examination of a fly's wing*. *adj.*



Microscope: 1, screws to adjust focus; 2, eyepiece; 3, objective; 4, platform to hold objects; 5, mirror.

(Thorndike-Barnhart Junior Dictionary, 1968, pp. 89, 410)

Figure 18. Objects and their parts.

Step 4. Parts A and B. Comprehension practice and test. 6 points

possible. 6 needed to pass. Score \_\_\_\_\_

Look up the words below and put an X by those entries which have pictures. Put a 0 if the word does not have a picture. Give their page numbers.

<u>Word</u>	<u>Picture (X)</u>	<u>Page number</u>
1. polar bear	_____	_____
2. casement	_____	_____
3. chopsticks	_____	_____
4. bison	_____	_____
5. butterfly	_____	_____
6. bow	_____	_____

Step 5. Application.

Activity: Find any illustration in the dictionary which you think is interesting.

Page \_\_\_\_\_

What is it? \_\_\_\_\_

Give the number of the definition in the entry that the picture goes with.

\_\_\_\_\_

Do you think it is a good picture? Does it help make the meaning of the word clear?



Lesson Six: Locating Aids to Spelling  
and Pronouncing Words

Worksheet 17: Locating the Most

Common Spellings of Words

You will need a dictionary.

Step 1. Concept. The dictionary can show you how words are commonly spelled.

Step 2. Objectives. You will locate spellings of words. If two spellings are given in a dictionary, you will determine which spelling of a word is more common.

Step 3. Teaching the concept.

(Note: Some dictionaries have a special section near the front or back of the book which gives spelling helps. Does yours?)

The entry word shows how the word is spelled. If you want to know how to spell a word, look at the entry word. If you can't find the entry word, try guessing several different spellings until you find the right one.

Sometimes two spellings are entered together and defined as one entry. This type of entry shows that there are two ways that the word may be spelled. The first entry word shows the most common spelling. Less common spellings are given directly after the first entry word.

An example of two spellings is seen in this entry: "good-by" or "good-bye." The first entry word, "good-by" shows the usual way to spell the word. The other word, "good-bye," is also correct but not as common.

Sometimes two different spellings of a word may be entered as two different entry words, such as "cosy" and "cozy." Each word is entered alphabetically with all other entry words in the dictionary,

but the definitions are given after the more common spelling of the word. "Cozy" is the more common spelling. If you looked up "cozy," you would find a thorough definition with the entry. If you looked up "cosy," you might see with the entry word, simply, "cozy," and no definition would be given. This means that "cozy" is the preferred way to spell the word. It also means that if you want to know what "cozy" means in a sentence such as "We enjoyed our cozy room with the fireplace," you must look up the word spelled "cozy."

Step 4. Part A. Comprehension practice. 3 points possible.

3 needed to pass. Score \_\_\_\_\_

Look at each pair of spellings below. Look in your dictionary to determine which spelling of each word is more commonly used in our language. Place an X by the side of the more common spelling.

- |                  |                  |                |
|------------------|------------------|----------------|
| 1. _____ adviser | 2. _____ catalog | 3. _____ gipsy |
| _____ advisor    | _____ catalogue  | _____ GYPSY    |

Check your answers with the answer key. If you had any difficulty, discuss the concept with the teacher or a classmate. When you feel you are ready, take the comprehension test.

Step 4. Part B. Comprehension test. 2 points possible.

2 needed to pass. Score \_\_\_\_\_

Do not refer to Step 3.

According to the dictionary, which word of each pair has the more common spelling (place an X by the word):

- |                 |                  |
|-----------------|------------------|
| 1. _____ centre | 2. _____ defense |
| _____ center    | _____ defence    |

Step 5. Application.

Use your dictionary.

Select one of these activities:

Activity One: Underline the most common spelling of the word in each row. At the end of each row, give the dictionary page where you found the answer.

			<u>Page</u>
1.	cookey	cooky	cookie
2.	skilfull	skilful	skillful
3.	movable	movible	moveable

Activity Two: Underline the most common spelling of the word in each row. At the end of each row, give the dictionary page where you found the answer.

			<u>Page</u>
1.	aeroplane	airplane	aerplane
2.	calory	calloree	calorie
3.	fiber	fibre	fyber

Worksheet 18: Syllables

You will need a dictionary.

Step 1. Concept. Dictionaries show how words are divided into syllables. The showing of syllables of words may help a person in his writing.

Step 2. Objective. You will locate written syllables of words as shown in dictionary entry words.

Step 3. Teaching the concept.

Dictionaries show how words are divided into syllables. Look at the entry words. Entry words of more than one syllable may look as if some of the letters are spread apart instead of next to each other. Some dictionaries leave a space between syllables.

Example: friend li ness

Some dictionaries place a raised dot between syllables.

Example: friend·li·ness

Which method does your dictionary use, space or dot?

Entry words having just one syllable are printed without any space between letters. Example: like

Dividing a word into syllables helps a reader to be able to pronounce a word. Dividing a word into syllables also helps you when you write! When you write or type letters at home, or reports at school, you may need to see how the dictionary divides words into syllables. This part of the dictionary is especially helpful for secretaries.

How does the syllable division of an entry word help you in writing? Maybe you are writing, and you do not have room to write a whole word at the end of a line. The spaces within entry words show you where you may divide a word at the end of the line.

Here is an example: Let's say you were typing a report. As you were typing the word "invitation," you reached the end of the line. You don't want to type into the margin, so you must divide the word and put the rest of it on the next line. The dictionary can help you decide where that word should be divided so that you will know which part you may leave at the end of one line, and how much of the word you should carry to the next. If we looked up the word "invitation" in the dictionary, the entry word would look like this: in vi ta tion. You may divide the word wherever the dictionary leaves a space between syllables. You may divide it between the n and the y, or between the i and the t, or between the \_\_\_\_\_ and the \_\_\_\_\_. (You decide the letters and fill them in the blanks!)

It looks best to divide the word in the middle. We would be correct in writing our line this way: "I accepted an invitation to the party."

As you see in the above example, when a word is split, we put a hyphen (-) at the end of the line to show that part of the word is on the next line. The hyphen is after one of the syllables of the word, and the next syllable is on the next line.

Here is another example. The word "abbreviation" is divided this way, according to the dictionary: ab bre vi a tion. Let's divide it in the middle. We could write a sentence this way: "The abbreviation for company is 'co.'" We would also be correct in the sentence, "The abbreviation for company is 'co.'" Either sentence has correctly divided the word "abbreviation" because of its syllables as shown in the dictionary. The following sentence might be acceptable, but is not

as good as the other two because the word is unevenly divided: "The abbreviation for company is 'co.'"

You can never divide a one-syllable word, such as "light."  
But you can divide two-syllable words, such as "light-  
ning."

Step 4. Part A. Comprehension practice. 4 points possible.

3 needed to pass. Score \_\_\_\_\_

Use the dictionary.

Look up any FOUR of the following words. Tell how many syllables each word has, according to your dictionary entry word. Then write each word, like the dictionary entry word, divided into syllables.

Choose FOUR:

<u>Entry word</u>	<u>Number of syllables</u>	<u>Word syllables as shown in dictionary</u>
1. passenger	_____	_____
2. potato	_____	_____
3. pronounce	_____	_____
4. million	_____	_____
5. satisfaction	_____	_____
6. equality	_____	_____

Check your answers with the answer key. If you received 3 out of 4 correct answers, or all 4 correct, you are ready to take the comprehension test. If you had difficulty, ask for help from the teacher or another student.



Worksheet 19: Hyphens

You will need a dictionary.

Step 1. Concept. If a dictionary entry word contains a hyphen (-), the word needs that hyphen when you spell it.

Step 2. Objective. You will identify and spell words having hyphens.

Step 3. Teaching the concept.

If an entry word contains a hyphen, as in the word "good-by," the hyphen is part of the spelling of the word. If the word "good-by" did not contain a hyphen, the dictionary would just show a space or dot to indicate that the word had two syllables, like this: good by. Here is an example of an entry word which does not contain a hyphen: "it self." The word is spelled "itself," not "it-self."

If you are copying a word from the dictionary, and the word has a hyphen, don't ignore the hyphen. It's part of the word!

Another example: "red-haired." Sentence: "The red-haired girl sat in front of me."

Step 4. Part A. Comprehension practice.

Look up each of the underlined words or phrases in the sentences below. If any of the words should have hyphens, insert them in the proper place in the word.

1. He fled down the fire escape.
2. My sister's husband is my brother in law.
3. We skated around the rink counter clock wise.
4. A warship may be called a man of war.



Step 4. Part B. Comprehension test, and Step 5. Application.

6 points possible. 5 needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

Write a sentence using each of the words below. If you are not sure if the word has a hyphen, look it up in the dictionary. Hyphens are left out of several words on this list, so it's up to you to find out where they go!

1. re place ment
2. jack o lantern
3. bad tempered
4. baby sit
5. baby sitter
6. Fourth of July

You must receive at least 5 correct answers to pass Steps 5 and 6. If you do not pass, your teacher will ask you to find some words to determine if they contain hyphens. She will observe your ability to find the answers. When she feels that you know how to determine if a word has a hyphen, you will pass Steps 5 and 6.

Worksheet 20: Spelling Plural Forms

You will need a dictionary.

Step 1. Concept. Dictionary entries help a writer to spell plural forms of nouns.

Step 2. Objective. You will be given a list of singular nouns. By using a dictionary or your own knowledge, you will locate and write their plural spellings.

Step 3. Teaching the concept.

"Singular" means one of something. Examples of "singular" nouns are: "house" "bird" "rocket" "motorcycle" "party"

"Plural" means more than one. Examples of "plural" nouns are:

"houses" "birds" "rockets" "motorcycles" "parties"

A dictionary entry is usually the singular form of a word. For example, if you wanted to know the spelling of "parties," there would be no main entry that says "parties." You would have to look for the singular form of the word, "party."

In some dictionaries, plural forms of words are given at the beginning of an entry. In some dictionaries, plural forms of words are given near the end of an entry.

Look up the word "child" in your dictionary. As you know, the plural of "child" is "children." Somewhere in the entry, does the dictionary say "pl. children."? Is the plural form, "children," given near the beginning or near the end of the entry? \_\_\_\_\_

Not all singular nouns show a plural form in their entries. With many nouns, just an added "s" or "es" on the end of the noun makes the noun plural. If just "s" is added, as in "boy, boys," the plural is usually not shown in the dictionary. Also, if "es" is

added to words ending in s, x, z, ch, and sh, the plural is not shown.

Example: "box, boxes."

The dictionary does give plurals of nouns when the plural form is irregular, or unusual; that is, the plural does not have just an "s" or "es." Example: "man, men."

Now that you know what kinds of entry words may give plural spellings, and you know where to look for these plural spellings, do the following exercises.

Step 4. Part A. Comprehension practice. 12 points possible.

Score \_\_\_\_\_

Find the plurals of these words. Write the correct plural spellings in the blanks. Two of these words have the same form for both singular and plural!

1. elf \_\_\_\_\_
2. moose \_\_\_\_\_
3. pony \_\_\_\_\_
4. ox \_\_\_\_\_
5. woman \_\_\_\_\_
6. sheep \_\_\_\_\_

Some words have more than one plural form. Give the plurals for these words:

7. fish \_\_\_\_\_
8. buffalo \_\_\_\_\_

Write the plurals of the words below. Some of these words will not show their plural spellings in the dictionary. Thus, you will know the plural must end in "s" or "es." You may need to say the word to yourself (such as "lunch," "lunches") to determine if the last part

sounds like just "s" (as in "cats"), or if the last part sounds like another syllable, "es" (as in "lunches").

Put an X before those words having plurals shown in the dictionary.

Write the plural form in the blank after each word.

- |                          |                           |
|--------------------------|---------------------------|
| 9.    _____ dress _____  | 11.    _____ church _____ |
| 10.    _____ knife _____ | 12.    _____ hero _____   |

Check your answers 1-12 with the answer key. If you had difficulties, discuss them with the teacher or a classmate. When you feel you are ready, take the comprehension test.

Step 4. Part B. Comprehension test. 6 points. 5 needed to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

Change each of these singular nouns to their plural forms. Check the dictionary if you are unsure of their spellings. If there are two spellings listed, give both.

1. potato \_\_\_\_\_
2. cactus \_\_\_\_\_
3. baby \_\_\_\_\_
4. fence \_\_\_\_\_
5. paper \_\_\_\_\_
6. goose \_\_\_\_\_

Step 5. Application.

Select one of these activities:

Activity One: 5 possible. 4 needed to pass. Score \_\_\_\_\_

Each of these sentences has a word in parentheses (xxx) below a blank.

Place the plural form of that word in the blank to make the sentence

complete. If you do not know how to spell the plural form, you may use the dictionary.

1. Several \_\_\_\_\_ were on our ship.  
(Frenchman)
2. We always enjoy watching the \_\_\_\_\_ at the zoo.  
(monkey)
3. The hotel had a sign in the window that said "No \_\_\_\_\_."  
(vacancy)
4. The boys yelled in the canyon and heard their \_\_\_\_\_.  
(echo)
5. They warmed them \_\_\_\_\_ by the fire.  
(self)

Activity Two: Choose a partner to give you the following words. He will observe you in locating the entry words and the plural spellings. He will place a plus + by the side of each plural word you correctly spell. Write the plural forms in the blanks.

1. half \_\_\_\_\_
2. postman \_\_\_\_\_
3. tomato \_\_\_\_\_
4. thief \_\_\_\_\_
5. bus \_\_\_\_\_

Worksheet 21: Capital Letters

You will need a dictionary.

Step 1. Concept. The showing of capital or lower-case letters in entry words helps a person in spelling.

Step 2. Objectives. You will determine if given words are spelled with beginning capital or lower-case letters. You will use a dictionary to determine the spellings.

Step 3. Teaching the concept.

Words beginning with capital letters are alphabetized along with all other entry words in the dictionary. If the entry word begins with a capital letter, you should spell that word with a capital letter if you need to write it. Examples: Colorado. America.

If the entry word does not begin with a capital letter, you should spell the word with a lower-case letter at the beginning.

Example: state. "Colorado is a state in America."

Does the word "church" begin with a capital letter? No, it is not capitalized as an entry word in the dictionary. Do not capitalize the word "church" if you are writing it in a sentence such as "I go to church." However, "Church of England" is capitalized. In the dictionary, "Church" is entered with a capital "C" because it is the name of a specific church. Therefore, "Church of England" should be capitalized in your writing.

Step 4. Part A. Comprehension practice. 5 points possible.

Score \_\_\_\_\_

Look in your dictionary to see which of the following words should begin with capital letters. Place an X by the words which begin with capitals.

1. \_\_\_\_\_ adam's apple
2. \_\_\_\_\_ senator (as in the sentence, "He is a senator.")
3. \_\_\_\_\_ president (as in the sentence, "He was elected president of the United States.")
4. \_\_\_\_\_ president (as in the sentence, "I would like to run for president of our high school science club.")
5. \_\_\_\_\_ easter

Check your answers with the answer key. If you had difficulty, go to the teacher for help. If you feel you understand the concept, take the test.

Step 4. Part B. Comprehension test. 4 points possible. 4 necessary to pass. Score \_\_\_\_\_

Do not refer to previous parts of this worksheet.

You may use a dictionary.

1. Which is the correct spelling for the planet: "Mars" or "mars"? \_\_\_\_\_
2. Which is correct, "spanish" or "Spanish"? \_\_\_\_\_
3. Which is correct, "killdeer" or "Killdeer"? \_\_\_\_\_
4. Which is the correct spelling for the house where the U. S. President lives, "white house" or "White House" or "White house"? \_\_\_\_\_

Step 5. Application.

Select either of these activities.

You may use a dictionary.

Activity One: There are ten errors in capitalization in the following story. Some of the words have capital letters when they should have lower-case letters. Some of the words have lower-case

instead of capital letters. Cross out each wrong letter, and place above it the correct capital or lower-case letter to make the spelling correct. Examples: We went to the ~~p~~<sup>b</sup>each.

We saw the ~~o~~<sup>O</sup>regon coast.

Here's the story. Hope you enjoy it:

It was tuesday midnight. A Dark-haired man was spotted on the Planet venus. He was dressed like an eskimo. He looked as if he were getting ready to go fishing. Fishing is a popular Sport in Winter there. Suddenly an enormous Gray Bear lunged out of the Forest. The man let out a scream.

Activity Two: See if you can write a paragraph which tells a story. You may make it mysterious or humorous, or you may describe an event which may happen. Use words from the following list. Give them the proper capital or lower-case letters according to the dictionary. Use your own words, plus at least FIVE words from this list in your story:

alaska	amazement	agate
california	halloween	hammock
arabian horse	reverend	saint bernard
fingerprint	sagebrush	jefferson ave.



Worksheet 22: Pronunciation

You will need a dictionary.

Step 1. Concepts. (1) Does the dictionary give rules on what is right? (2) Where in a dictionary should you look to find how to pronounce words? (3) What and where is the pronunciation key?

Step 2. Objectives. (1) You will explain the role of the dictionary in giving word pronunciations. (2) You will locate the position of the pronunciation of words in dictionary entries. (3) You will locate the pronunciation key in your dictionary. You will state where it is located.

Step 3. Teaching the concepts.

Concept 1.

The dictionary reports how most people pronounce the words of our language. It does not give laws about right or wrong pronunciation.

People speak differently in different parts of our country. Dictionaries cannot choose one pronunciation of a word and say that is the only correct way to pronounce it. It is also impossible for a dictionary to list all different ways of pronouncing each word.

If a word is pronounced commonly two different ways, the dictionary may give both ways. Most dictionaries place the most common pronunciation first, and then give other ways of pronunciation. All ways may be considered correct.

Dictionaries attempt to act as a guide. They record words as they are usually pronounced by most people.

Concept 2.

The pronunciation of an entry word is given immediately after the entry word. In some dictionaries, the pronunciation of an entry word

is given in parentheses, like this: (disk). In some dictionaries, the pronunciation is shown between two slanted lines (technically called "reversed virgules"; you don't have to remember the name!),

Example: \disk\

Within the lines (parentheses or slanted lines), the word is respelled the way it sounds, and often with the use of special symbols.

The important thing to remember in this concept is where the pronunciation is located: after the entry word. And how it is indicated: in parentheses.

Each dictionary has its own way of showing the pronunciation of words. Therefore, it is important that you know the system of the dictionary you are using. Here, we are not going to describe that system, or interpret the symbols, but we want you to know how to locate the aids that will help you know how to pronounce an entry word.

### Concept 3.

You must be able to locate the "pronunciation key" of your dictionary which shows the "key words." A full pronunciation key with key words is often on the inside front cover of a dictionary. In addition to this pronunciation key, the key words are again placed at the bottom of every right-hand page (as in the Thorndike-Barnhart dictionaries, the Merriam-Webster "Students" and "Collegiate" dictionaries, and the Webster's New World Dictionary).

As you can see in your dictionary, the "key words" in the pronunciation key are short words with special symbols which help a reader to figure out the pronunciation of vowel and consonant sounds. Interpreting these "key words" would be a completely different lesson. Our main concern in this lesson is to find the key which is to help us.

Step 3. Reviewing the concepts.

Concept 1: The dictionary reports the most common pronunciations of words of our language.

Concept 2: The pronunciation of an entry word is located in parentheses (or slanted lines) right after the entry word.

Concept 3: The pronunciation key helps a person to pronounce words and is located on the inside front cover of the dictionary and at the bottom of every right-hand page. (Check your dictionary to be sure.)

Steps 4 and 5. Comprehension and Application. 4 points possible.

4 needed to pass. Score \_\_\_\_\_

Answer these questions without referring to previous parts of this worksheet.

Answer briefly in the spaces provided.

1. What is the dictionary's role in giving pronunciations of our language? A guide or a law-giving authority?
2. Where is the pronunciation of entry words located?
3. What signs in your dictionary show where the pronunciation is, parentheses or slanted lines?
4. Where is the pronunciation key of your dictionary? If it is given in two places, list both.

Check your answers with the answer key. If you missed an answer, discuss the question and answer with the teacher. When the teacher feels you understand it better, you will be passed.

## SUMMARY AND RECOMMENDATIONS

### Summary

This report investigated the problem of the secondary school student with a reading disability, and his needs in learning reference skills which may help him at school, home, and work. Materials were constructed by the writer in order to help secondary school teachers provide instruction to help the student with a reading disability meet these needs.

Research was investigated to determine the need for instruction in reference and study skills on the secondary level. Literature of both research and opinion emphasized the importance of instruction in reference skills, the gains made by students in reading when given specific instruction in study skills, a lack of reading instruction on the secondary level, and a lack of personnel on the secondary level having any training in the teaching of reading.

Further investigation in literature aided the writer in constructing some general guidelines for developing instructional units. Guidelines were suggested regarding the teaching of reference skills to reading-disabled students. Suggestions were made in areas of selection of materials of activities, teacher management, and structure of units. Principles of behavioral objectives, criterion-referenced measurement, and task-analysis in teaching were discussed and recommended for use in reference skill units for students with reading disabilities.

A search for and examination of available teaching materials occurred in the Utah State University Merrill Library and the Utah State University Special Education Instructional Media Center. These materials assisted in forming ideas for designing instructional aids for teaching reference skills.

Conclusions gained from the research on reference skill needs, guidelines for developing instructional units, and principles of criterion-referenced task-analysis approaches were applied in the construction of a complete instructional unit on teaching the use of the dictionary. Entitled "The Dictionary, a Handy Tool for Locating Information," the unit was comprised of the following parts: explanatory guides for teacher and student, attitude objectives, interest questionnaire for the student, behavioral objectives, criterion-referenced test for pre- and post- testing, pre-test class profile chart, task-analysis chart, student progress charts, individual worksheets to teach specific concepts and objectives, answer keys, and a unit evaluation questionnaire for the student.

#### Recommendations

As a result of the review of literature and the experience of constructing instructional aids on reference skills, recommendations are made for the following needs to be met:

1. Coordination of efforts of secondary teachers in teaching reference skills in content areas.
2. Training of English teachers in increasing their competence in teaching reading and reference skills.

3. Research and experimentation with different materials and methods available for teaching reference skills.

4. Increase of criterion-referenced, task-analysis approaches in reading instruction.

5. Experimentation with the instructional aids in this report. Suggested revisions and feedback on classroom effectiveness of any parts of this report would be greatly appreciated by the author.

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**APPENDIXES:****INSTRUCTIONAL AIDS FOR REFERENCE SKILL UNITS**

Our grand business undoubtedly is,  
not to see what lies dimly at a  
distance, but to do what lies  
clearly at hand.

--Thomas Carlyle (1795-1881)

(In Copeland, 1942, p. 26)

The appendixes of this report are comprised of aids which a teacher may use in teaching reference skills to either an individual or a whole class.

Appendix A contains teaching aids which may be used in a unit on knowing and using the parts of a book.

Appendix B contains aids useful for a unit on utilizing the encyclopedia.

Appendix C contains aids useful for a unit on reading magazines.

Appendix D contains aids useful for a unit on locating information in a newspaper.

Appendix E is a bibliography of published sources of information useful in the teaching of reference skills.

Appendixes A, B, C, and D each contain four parts: (1) a general introduction and rationale for teaching a given reference source, (2) suggested behavioral objectives indicating what tasks a student should be able to perform in regard to given reference skills, (3) a criterion-referenced test which may be used as a pre-test of skills named in the behavioral objectives, and (4) an answer key to the questions on the pre-test. Suggested criterions of performance accompany behavioral objectives and pre-tests. However, the teacher is encouraged to adjust the criterions according to his own expectations and groups of students.

Some of the pre-tests may be too long to be given in one session. It is recommended that the testing sessions be kept less than 30 minutes, or varied according to the student. To prevent discouragement, restlessness, or tiring, it is recommended that a long test be divided into two parts. The parts may be given in different testing sessions.

Teachers should note that in some of the pre-tests, questions and answers will vary according to specific reference materials used by students in taking the tests. Teachers should examine pre-tests carefully before presenting them to students. If a question in a test contains a dotted line (.....), the teacher should look at the exact material that will be given to a student when he takes the test. The teacher should then insert an appropriate term in the dotted line.

The tests have an approximate readability level of grade six. If a student with a reading disability prefers not to read the tests himself, he should be given the tests by an auditory method. Another person could read the questions to him. If the student taking the test has difficulty in writing, he could verbalize the answers, and the other person could write the answers on the test. The teacher may wish to record the tests on tapes. The student could then listen to the test while reading it, stopping the tape recorder to write answers.

Upon taking the criterion-referenced test on a given reference material, the student's performance should be evaluated through a task-analysis procedure. Lessons could be designed and correlated with each of the behavioral objectives and test items. Ideas for designing lessons may be found in sources listed in Appendix E. Upon completing designated lessons, the student may again be given the criterion-referenced test, which then serves the role of a post-test.

Some books are to be tasted,  
others to be swallowed, and  
some few to be chewed and digested;  
that is, some books are to be read  
only in parts; others to be read,  
but not curiously; and some few  
to be read wholly, and with  
diligence and attention.

--Francis Bacon (1561-1626)

(In Inglis and Spear, 1958, p. 203-204)

### Appendix A

#### What's In a Book?

As a high school student changes from one kind of class to another, he also changes from one kind of book to another. Some types of studying may require thorough knowledge of many concepts and facts in a book. Other types of studying may require only a brief glance at a few sections within the book to find desired answers. Whatever the class, or the subject, or the book, a student's reading and use of books will be enhanced and made more efficient if he learns what the different parts of a book are and how they can aid him.

An efficient reader must often make instant decisions about where to find specific types of help in a book. It is important for a reader to learn how a book is divided into sections, what kinds of information are located in each section, and how each section may be used effectively (Heilman, 1967).

Knowledge of the parts of books and their purposes may deal with knowledge of these parts: title page, copyright page, tables of contents, preface, introduction, chapter aids, footnotes, bibliography, glossary, index, and appendix.

Parts of books: behavioral objectives

The student will demonstrate his knowledge and use of the following parts of books:

<u>Behavior</u>	<u>Pre-Test Part One (without books) Questions</u>	<u>Pre-Test Part Two (with use of books: novel, social studies, literature, science) Questions</u>	<u>Suggested Criterion</u>
1. title page; copyright page	1-7	1-8, 23-28, 37-40	90% correct of 25 possible: 22 points
2. table of contents	8	9-14, 29-30, 33-36	90% correct of 13 possible: 12 points
3. introduction; preface		41, 42	100% correct of 2 possible: 2 points
4. list of illus- trations; chapter aids		31, 32, 43	100% correct of 3 possible: 3 points
5. footnotes; bibliography		44-50	100% correct of 7 possible: 7 points
6. glossary		51-56	100% correct of 6 possible: 6 points
7. appendix		57-60	100% correct of 4 possible: 4 points
8. index	9-10	15-22	90% correct of 9 possible: 8 points

Terminal behavior:

The student will demonstrate knowledge and effective use of all parts of books listed in above eight objectives.

All questions

95% correct  
of 68 total  
possible:  
64 points

Parts of a book: pre-test

Let's look at the different parts of books  
VERY CAREFULLY . . .

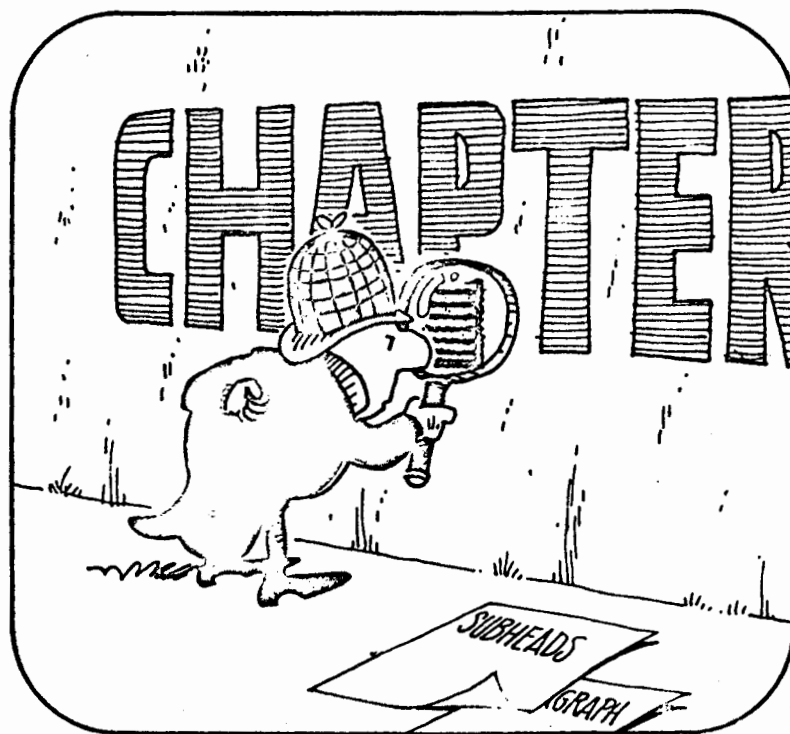


Figure 19. Looking at books. (Goldsweig, 1969, p. 39)

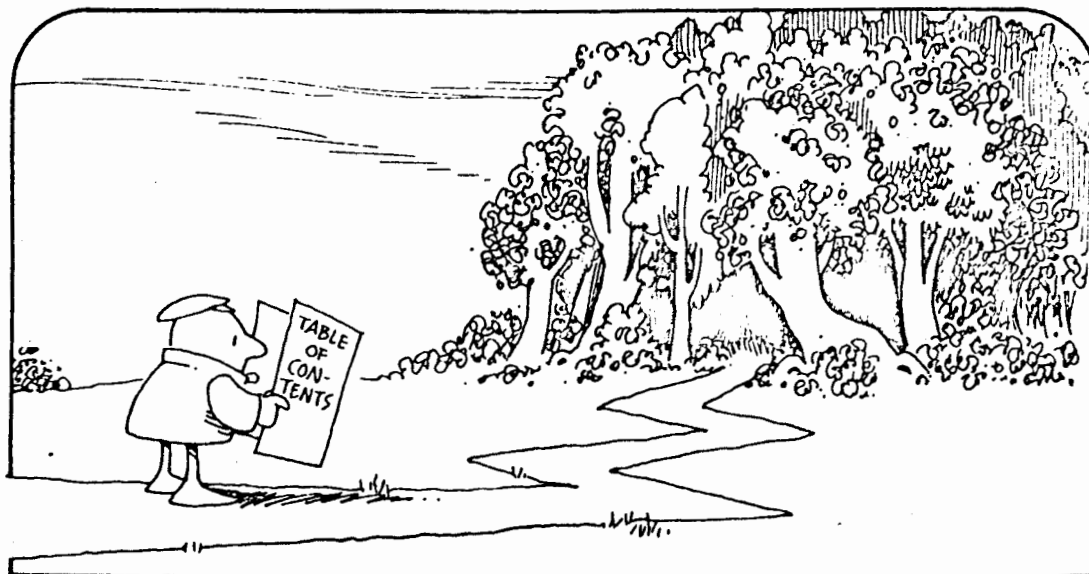


Figure 20. Go! (Goldsweig, 1969, p. 20)

Part One. Section 1. Without the aid of books, answer the following questions the best you can. In the blank at the left, write the letter of the best answer.

1. \_\_\_\_ What part of a book gives the author's name?  
(A) Glossary (B) Title page (C) Index (D) Appendix
2. \_\_\_\_ The person who writes the material in a book is called the:  
(A) Author (B) Publisher (C) Editor (D) Illustrator
3. \_\_\_\_ Who makes the book known and issues and sells it to the public?  
(A) Author (B) Editor (C) Publisher (D) Artist
4. \_\_\_\_ Who prepares the writer's work for publication? He may arrange and change parts of the book as he gets it ready.  
(A) Illustrator (B) Editor (C) Publisher (D) Author



- 5-6. \_\_\_\_\_ Sometimes it is good to find out when a book was written (what year). On which of these subjects is it very important that you look at the date for the best information?

Give two answers.

- (A) The number of school children in Mexico City
  - (B) How many years a certain war lasted
  - (C) First aid care
  - (D) Music in the 1700's
7. \_\_\_\_\_ Why is knowing the dates important on your answers to the above questions?
8. \_\_\_\_\_ What is the quickest way to find out how a book is organized and what main things it tells about?
- (A) Look through the book, turning several pages at a time.
  - (B) Look on the cover.
  - (C) Look in the table of contents.
  - (D) Look on the back page.

Part One. Section 2. Write your answers in the space below the questions.

9. In the index of a book about America, you are looking for the page that tells about life in colonial times. What is the key word you should look for?
10. If you would like information on raising corn in Iowa, what two key words might you look for in the index?

Part Two. Section 1. You may use a fiction book as you answer questions in this section. Place your answers in the spaces provided.

Give the title of the book you are using \_\_\_\_\_.

1. The author's name is on page \_\_\_\_\_.
2. His name is \_\_\_\_\_.
- 3-4. Give a little information about the author.
5. Where did you find this information?
6. What is the name of the publisher?
- 7-8. In what city and state was the book published?

Part Two, Section 2. You may use your social studies textbook as you answer questions in this section. Place your answers in the spaces provided.

Give the title of your social studies book. \_\_\_\_\_.

9-10. What chapter tells about. . . . .? Page \_\_\_\_\_.

Chapter number \_\_\_\_\_.

11. How did you go about finding the answer to the above questions (9-10)?

12. Look at the table of contents. Give one of the main topics listed under one of the chapters.

13. Which chapter is the longest? Chapter number \_\_\_\_\_.

Title \_\_\_\_\_.

14. How did you go about answering Question 13?

15. According to the index, what page has a picture of a . . . . .?

Page \_\_\_\_\_.

16. In the index, under the heading ". . . . ." you are told to see another heading. What is it?

17. On what pages are the index? Pages \_\_\_\_\_ to \_\_\_\_\_.

18-19. In the index, why are some of the words printed at the margin edge and other words indented?

20. \_\_\_\_\_ How are topics in the index arranged?

(A) By importance of subject (B) By when they are presented in the book (C) Alphabetically

21. In the index there is a main heading ". . . . ." How many sub-headings are found under it?

22. You may learn about . . . . . on page \_\_\_\_\_.

Part Two, Section 3. You may use your literature book as you answer questions in this section. Place your answers in the spaces provided.

Give the title of your literature book. \_\_\_\_\_.

23. Does the book have a subtitle? \_\_\_\_\_ If so, what is it?

24. What is the purpose of a subtitle?
25. Does the book have an edition number? \_\_\_\_ If so, what is it? \_\_\_\_
26. How is the second edition of a book different from a first edition?
27. What is the name of the editor?
28. Where did you find his name?
29. On which page is the story . . . . .? \_\_\_\_
30. Where did you find the answer to question 29?

Part Two, Section 4. You may use your science book as you answer questions in this section. Place your answers in the spaces provided.

Give the title of your science book. \_\_\_\_\_

31. On what page can you find a list of all illustrations found in the book? (For example, photographs, maps, graphs, diagrams)

Page \_\_\_\_\_

32. Does the list give the pages where the illustrations may be found?

Part Two, Section 5. Use all four books to answer these questions. Place answers in the spaces provided.

- 33-36. How are the topics in the table of contents arranged in each of your books listed below?

Write A if the topics are in time order: in order of when certain events happened.

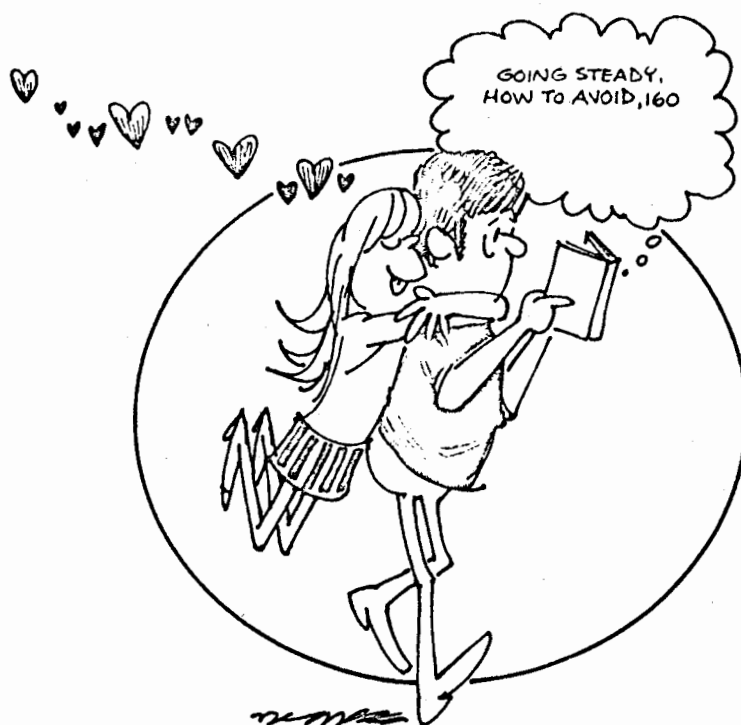
Write B if the table of contents is arranged according to different kinds of subjects.

33. \_\_\_\_\_ Novel
34. \_\_\_\_\_ Social studies book
35. \_\_\_\_\_ Literature book
36. \_\_\_\_\_ Science book

- 37-38. In what year was the book first published? Choose two of the books and place their dates in the blanks.

_____ Novel	_____ Literature
_____ Social studies	_____ Science

39. What are these dates called?
40. If someone wanted to know when a book was published, and the date is not on the title page, where would you tell him to look?  
Give him the fastest way to find out. In all books, the answer is the same!
41. \_\_\_\_\_ Where is the introduction of a book?  
(A) Beginning (B) Middle (C) End
42. Look at the prefaces (or forewords) of several books. Write what you see as their general purpose.
43. What is the purpose of questions at the ends of chapters (to the reader, not the teacher!)?
44. Where are footnotes located?  
Find a footnote in your literature book. Give its page number \_\_\_\_\_
- 45-46. Give at least two different kinds of information that footnotes give.
47. Why do authors need to use footnotes?
48. Give a reason why a book would have a bibliography.
49. \_\_\_\_\_ Where is a bibliography of a book?  
(A) Beginning (B) Middle (C) End
50. Where does the bibliography in your literature book begin? Page \_\_\_\_\_
51. Where does the glossary in your science begin? Page \_\_\_\_\_
- 52-53. Give two ways that a glossary can help a reader.
- 54-55. If you found a word in a chapter you did not understand, would it be best to use the glossary, dictionary, table of contents, or index to help you? Why?
56. How are the terms in a glossary arranged? (By subject? Order of when presented in the book? Alphabetically?)
57. What is the purpose of an appendix of a book? Or: What kinds of things might be in a book appendix?
58. How many appendixes does your science book have?
- 59-60. What are the names of the appendixes and their page numbers in your science book?



(Goldsweig, 1969, p. 31)

Figure 21.  
Books can help  
solve your problems!



(Goldsweig, 1969, p. 30)

Parts of a book: pre-test answer key

Answers to items having dotted lines (.....) will vary according to books used by the student for the test.

Part One

1. B
2. A
3. C
4. B
- 5, 6. A, C
7. Information on these topics keeps changing. It is best to locate the most current sources for such information.
8. C
9. "colonial" or "colony"
10. "corn"; "Iowa"

Part Two

- 1-10. ....
11. Table of contents
- 12, 13. ....
14. Table of contents
- 15, 16, 17. ....
- 18, 19. Main headings are at edge of margin. Subheadings are indented under main headings. This arrangement helps the reader to find main headings in their alphabetical order.
20. C
- 21, 22, 23. ....
24. Helps explain the title. May narrow the topic.
25. ....
26. When a book is first published, it is called the first edition. A second edition has mostly the same content, but parts may have been revised.
- 27-38. ....
39. Copyright dates
40. Behind title page (called copyright page)
41. A

42. Personal statement by the author to the reader introducing his book. He may tell why he wrote it and how it may be useful. He may give thanks to people who helped him with the book.
43. To help the reader remember and understand important points presented in the chapter.
44. Bottom of page
- 45, 46. Any two of these regarding source cited: author, title, page, publishing company, city of company, copyright, date.
- 47, 48. To give credit to sources for borrowed information. To indicate to the reader where the information may be found in another place.
49. C
- 50, 51. ....
- 52, 53. Word meanings and pronunciations
- 54, 55. Glossary is quicker and gives a meaning appropriate to the way the word is used in the chapter.
56. Alphabetically
57. Added materials which reader may refer to for more information.
- 58, 59, 60. ....

Curiosity is one of the permanent and certain characteristics of a vigorous intellect.

--Samuel Johnson, 1709-1784.

(In Copeland, 1942, p. 98)

### Appendix B

#### Encyclopedias: Extensions of Curiosity

Encyclopedias may help readers of any age to answer questions of personal interest and extend information on varied topics. They may help to develop and improve reading and research skills, and they may "open many windows on the wonderful world of learning." (Trinity University, 1968, p. 14).

From the day he can begin to ask questions, a student seeks information and knowledge about literally everything under the sun. Though his school years may channel his interests into specific fields of learning, his "universal curiosity" remains. ...A good encyclopedia is one of the most helpful resources for the inquiring mind to feed upon. (Trinity University, 1968, p. 14)

What is an encyclopedia? Webster's New World Dictionary offers this definition:

(1) a book or set of books giving information on all branches of knowledge, generally in articles alphabetically arranged. (2) a similar work giving information on one field of knowledge. (Guralnik, 1964, p. 478)

A well-planned encyclopedia presents important facts about man and the universe. It presents these facts without bias, and in language that is easy to understand. A good encyclopedia is one of the best resources for education because it is comprehensive, authoritative, up-to-date, and easy to use (Trinity University, 1968).

Encyclopedias are comprehensive and authoritative because they draw upon knowledge and experience of specialists in many different fields. Experts help advise editors in planning encyclopedia articles. Encyclopedias are kept up-to-date by continual revisions by researchers, editors, artists, and photographers. Editors conduct regular school curriculum surveys to keep alert to changes in education. Some encyclopedias provide annual supplements (yearbooks) which summarize events of the past year and present articles on topics of current concern (Trinity University, 1968, p. 11).

Editors of encyclopedias commonly found in schools intend them to be easy to use. Encyclopedias provide a convenient source of information since they are organized so that a number of subjects may be located readily. In order that encyclopedias may be easily used by the student and the layman, technical vocabulary is avoided. Editors attempt to ease understanding by using a clear, simple writing style, with vocabulary and sentence length appropriate to the most likely user of an article (Best, 1970; Trinity University, 1968).

An encyclopedia that is comprehensive, authoritative, up-to-date, and easy to use may provide immense satisfaction to the searching, curious reader. If a student once thought of encyclopedias as dull, despised objects, he may find, with the guidance of a teacher, librarian, or another student, that these same encyclopedias may open a new world of excitement for him. This thought from Ralph Waldo Emerson's essay "Education" may depict this feeling of newly found knowledge:

Day creeps after day, each full of facts, dull, strange, despised things... . And presently the aroused intellect finds gold and gems in each one of these scorned facts--then finds that the day of facts is a rock of diamonds. (Emerson, lca. 18881 p. 253)



### Encyclopedia behavioral objectives

An effective user of the encyclopedia will be able to perform the following tasks with 90 percent accuracy. He will demonstrate these tasks by answering questions on a test divided into sections according to the tasks. He will not use an encyclopedia for questions 1-24. He will use a set of encyclopedias for help in answering questions 25-55.

<u>Task</u>	<u>Pre-Test</u>	<u>Suggested Criterion</u>
1. The student will identify names of encyclopedias.	Section One. Questions 1-5. 5 points.	4 correct of 5 possible
2. The student will demonstrate skills in alphabetizing, identifying key words, and locating topics in encyclopedias.	Section Two. Questions 6-24. 19 points.	18 correct of 19 possible
3. The student will locate guide words.	Section Three. Questions 25-28. 3 points.	3 correct of 3 possible
4. The student will demonstrate his knowledge of locating and identifying purposes of certain parts of encyclopedias.	Section Four. Questions 29-40. 12 points.	11 correct of 12 possible
5. The student will demonstrate his abilities in the efficient reading of articles and use of aids with articles.	Section Five. Questions 41-55. 15 points.	14 correct of 15 possible
Terminal behavior:		
The student will demonstrate all abilities listed above by completing the test.	All sections. All questions. 55 points.	50 correct of 55 possible

Encyclopedia pre-test

Total points possible: 55.

Suggested criterion (points needed to pass): 50. (90 percent)

This is a test to find out what you know about encyclopedias and how well you can use them. On questions 1-24 you will not need an encyclopedia set. However, on questions 25-55, you may use a set of encyclopedias selected by your teacher to help you answer questions.

On multiple-choice questions, place the letter of the best answer in the blanks at the left. On questions requiring lists or short answers, use the space provided with the questions for your answers. If you do not know an answer to a question, leave it blank.

Section One. Names of encyclopedias.

1-3. List names of three or more of the best-known, most commonly used, sets of encyclopedias. (A set contains several volumes.)

4. Give the name of a one-volume encyclopedia which contains general information about many different topics.

5. Give the name of any specialized encyclopedia which gives much detailed information about one topic.

Section Two. Alphabetizing, identifying key words, and locating topics. The drawing below represents a set of volumes of an encyclopedia. Use the drawing to answer Questions 6-11.

A	B	C-Ch	Cr-Cz	D	E	F	G	H	I	J-K	L	M	N-O	P	Q-R	S	T	U-V	W-X Y-Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

6. \_\_\_\_\_ Which volume in the set drawn above would tell how X rays are used in medicine and industry?  
(A) Volume 10 (B) Volume 16 (C) Volume 19 (D) Volume 20
7. \_\_\_\_\_ What one word would you look for if you are looking for the information described in the above question?  
(A) X ray (B) ray (C) medicine (D) industry
8. \_\_\_\_\_ Which volume would tell about customs of Christmas?  
(A) Volume 2 (B) Volume 3 (C) Volume 4 (D) Volume 5
9. \_\_\_\_\_ What one word would you look for to find information about the customs of Christmas?  
(A) customs (B) Christmas (C) trees (D) holidays
10. \_\_\_\_\_ Which volume would explain the rules in playing football?  
(A) Volume 2 (B) Volume 7 (C) Volume 16 (D) Volume 18
11. \_\_\_\_\_ Letters on the spines of volumes help us to find topics. Some encyclopedia sets have another important, sometimes better, way of locating needed topics quickly. This method is to first look up the topic in the:  
(A) Bibliography  
(B) Guide words section  
(C) Index  
(D) Table of contents

Questions 12-16 each contain two words. Choose the word in each pair that would appear first if the two words were in alphabetical order.

Put a X before the word that comes first.

12. \_\_\_\_\_ pirate  
\_\_\_\_\_ parade
13. \_\_\_\_\_ wheel  
\_\_\_\_\_ white
14. \_\_\_\_\_ baseball  
\_\_\_\_\_ basketball

15. \_\_\_\_\_ Chile  
       \_\_\_\_\_ children
16. \_\_\_\_\_ Woodrow Wilson  
       \_\_\_\_\_ N. J. Wilson

17-22. Number the following topics in alphabetical order. Place a 1 by the first word of the list that would be in an encyclopedia. Place a 2 by the second, and so on. The last one of the group will have number 12.

- |                |                    |
|----------------|--------------------|
| _____ gem      | _____ France       |
| _____ kite     | _____ World War II |
| _____ Alaska   | _____ oyster       |
| _____ owl      | _____ fingerprints |
| _____ watches  | _____ germ         |
| _____ Atlantic | _____ flute        |

23. \_\_\_\_\_ Volume I-J-K might contain information about which person:

- (A) Dwight Eisenhower
- (B) Robert Kennedy
- (C) Benjamin Franklin
- (D) Jonathan Edwards

24. \_\_\_\_\_ If a volume had the words "Roof-Spider" on the cover, what topics are contained in that volume?

- (A) Many different ideas about roofs and spiders.
- (B) All words beginning with "R" and "S."
- (C) "Roof," "Spider," and names of topics which occur alphabetically after the word "roof" and before the word "spider."
- (D) Names of topics occurring alphabetically after the word "roof" and after the word "spider."

Section Three. Using guide words. Look up one subject on the list below. Write the volume number and page number which contains the word. Write the two guide words on the page where the word is first listed.

Choose One Subject:	25. Volume Number	26. Page Number	27-28. Two Guide Words
ocean	_____	_____	_____
national parks	_____	_____	_____
minerals	_____	_____	_____

Section Four. Locating and identifying purposes of encyclopedia

parts. Common items found in encyclopedia sets are listed in the column at the left. Each item has a matching description at the right. Write the letters of the correct descriptions in the blanks.

- |           |                                |   |
|-----------|--------------------------------|---|
| 29. _____ | Study guide or study questions | A. At end of article. Organizes different aspects of subject. Tells where more information is found in encyclopedia.                        |
| 30. _____ | Pronunciation key              | B. Near front of volume. Tells how to study subjects in volume.   |
| 31. _____ | Guide word                     | C. At top of page. Gives alphabetical clues about subjects on page.   |
| 32. _____ | Reference outline              | D. At end of article. May be used to test reader's understanding of article.  |
| 33. _____ | Main headings and subheadings  | E. At end of article. Lists books other than encyclopedias where additional, more specific information may be found on a subject.           |
| 34. _____ | Cross reference                | F. On cover. Tells what topics are in a volume.   |
| 35. _____ | Index                          | G. May be in each volume, or may form separate volume. Helps reader find information quickly. Gives subjects, volume numbers, page numbers. |
| 36. _____ | Bibliography                   | H. Helps reader to say words correctly.   |
|           |                                | I. Used to divide articles into smaller sections. Helps reader locate specific information.   |
|           |                                | J. May use the words "See" or "See also." Leads the reader to similar subjects within encyclopedia.   |

37. Look up the subject ..... in the encyclopedia. Write one cross reference that is given with the article on that subject. Give the page number on which you found the cross reference mentioned.

Cross Reference

Page

38-39. Locate the article from the cross reference you wrote on the above question. Give the name of the article and its volume and page number.

Article: \_\_\_\_\_ Volume: \_\_\_\_\_ Page: \_\_\_\_\_

40. Where is the index of the encyclopedia set you are using?

If it is in each volume, give the page number where the index begins in Volume 2. Page \_\_\_\_\_

If there is only one index, give its volume number. Volume \_\_\_\_\_

Section Five. Reading articles and using aids with articles.

41. \_\_\_\_\_ Which of these may be found in an encyclopedia? (There may be more than one correct answer.)

(A) Graphs (B) Maps (C) Photographs (D) Drawings

(E) All of these

42, 43. Look up a subject of your choice in an encyclopedia. Write two of the main headings that are found with that article.

Subject: \_\_\_\_\_

Main headings: \_\_\_\_\_

44. Look up another subject of your choice. What is the name of the article? \_\_\_\_\_. Write the name of one of its main headings \_\_\_\_\_. Then write two subheadings that are found with that heading:

45-46. \_\_\_\_\_

47. Where is the pronunciation key in the encyclopedia set you are using? If there is just one pronunciation key for the whole set, give the volume and page number. \_\_\_\_\_

If it is in all sets, explain approximately where in each set it is found. \_\_\_\_\_

Demonstration part of section five. The items below require an active demonstration to the teacher. Tell the answers to the teacher.

48-49-50. (Pronunciation) Locate any word (in the encyclopedia) that is unfamiliar to you. Analyze diacritical markings given with that word. Refer to the pronunciation key if you need to. Pronounce the word to the teacher in the way you think is correct. The teacher will determine if you pronounced it correctly. If not correct, you are given one more attempt on a different word.

50-55. (Skimming) Skimming is the ability to glance at an article rapidly to find information quickly. You will demonstrate your ability to skim an encyclopedia article.

Select any article that interests you. Before reading the article, ask a question that you would like to know about that subject.

(For example, if the article you chose is "architecture," you might ask, "What does an architect need to know?" Or, you might ask, "What is a popular current style of American homes?")

Tell the teacher your question. Then rapidly look for an answer to your question. You may need to use a cross-reference.

When you find the answer, point to it. Read it or tell it to the teacher. The teacher will observe your speed and effectiveness in finding the correct answer.

That's the end of the test!

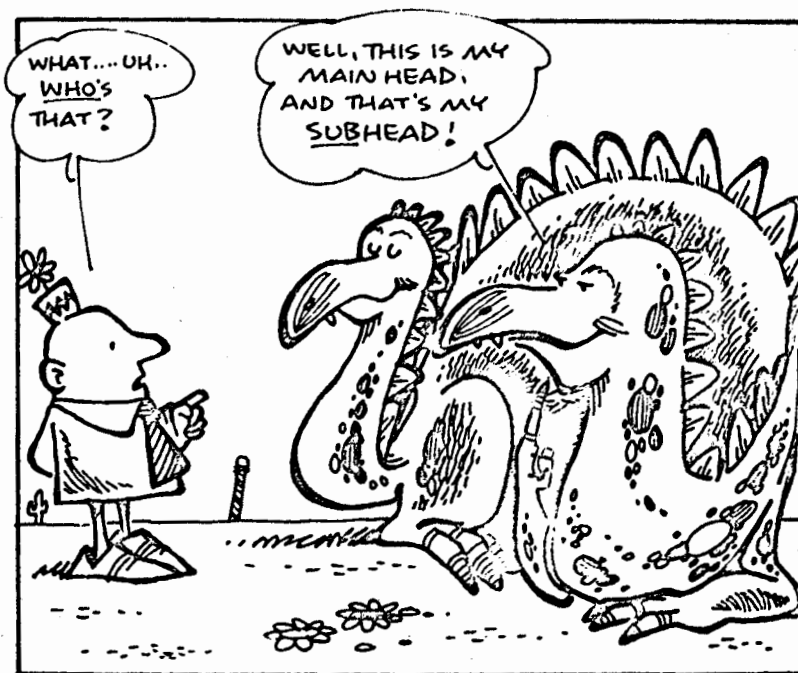


Figure 22. Heads and subheads. (Goldsweig, 1969, p. 50)



Encyclopedia pre-test answer key

Dotted lines by question numbers (.....) indicate that the teacher must determine correctness of student's answer. Some answers will vary according to the set of encyclopedias used during the test.

- |  |             |
|--|-------------|
| 1-3. Any three of these:                                 | 23. B       |
| <u>World Book Encyclopedia</u>                           | 24. C       |
| <u>Compton's Encyclopedia</u>                            | 25-28. .... |
| <u>Encyclopedia International</u>                        | 29. D       |
| <u>Collier's Encyclopedia</u>                            | 30. H       |
| <u>Encyclopedia Americana</u>                            | 31. C       |
| <u>Encyclopaedia Britannica</u>                          | 32. A       |
| <u>Book of Knowledge</u>                                 | 33. I       |
| <u>Merit Students Encyclopedia</u>                       | 34. J       |
|  | 35. G       |
| 4. <u>Lincoln Library of Essential Information</u>       | 36. E       |
|  | 37-40. .... |
| 5. ....  | 41. E       |
| 6. D   | 42-55. .... |
| 7. A   |             |
| 8. B   |             |
| 9. B   |             |
| 10. B  |             |
| 11. C  |             |
| 12. parade   |             |
| 13. wheel  |             |
| 14. baseball   |             |
| 15. children   |             |
| 16. Wilson, N. J.  |             |
| 17-22. (one point for each two correctly numbered words) |             |
| 6, gem   |             |
| 8, kite  |             |
| 1, Alaska  |             |
| 9, owl   |             |
| 11, watches  |             |
| 2, Atlantic  |             |
| 5, France  |             |
| 12, World War II   |             |
| 10, oyster   |             |
| 3, fingerprints  |             |
| 7, germ  |             |
| 4, flute   |             |

Men must read for amusement  
as well as for knowledge.

--Henry Ward Beecher, 1813-1887

(In Copeland, 1942, p. 342)

### Appendix C

#### The Magazine: Source of Information and Pleasure

Many magazines exist for many people and interests. As Samuel Beckoff (1960, p. 61) stated, "The magazine is...a little of everything for everybody." It gives knowledge for those seeking information. It gives stories, poetry, and illustrations for those seeking entertainment.

Different magazines may vary greatly in their quality and appeal. Students must learn to use and enjoy magazines, but they must also learn to evaluate and be critical of the magazines.

Teen-agers entering high school are beginning to become regular consumers of many of the magazines which offer, in cheap form, fantasy, escape fiction, purportedly "true" romances, detective stories, and others. ...Little assistance has been given to young people in teaching them to evaluate such magazines... . (Fowler, 1965, p. 345)

Although some of the writing found in magazines and periodicals may be considered "shoddy and sensational," much of the writing is very good. Magazines do exist which make available the writing of reputable authors of fiction. Also commonly seen are well-written nonfiction articles in the fields of public opinion, cultural affairs, politics, education, and social problems (Fowler, 1965).

Fowler (1965) recommends the teaching of a unit on the magazine as part of a study of the mass media. Several by-products may be gained from this study. One aspect that may be studied in conjunction with magazine study is the critical analysis of advertising appeals. Another advantage of a unit on studying magazines is that the examination and reading of fiction in magazines may provide an avenue toward appreciation and further reading of fiction. Teachers who observe magazine reading tastes and habits in students may be able to recommend books which treat the same kinds of subjects in a more artistic way. Magazine stories of teenage romances, science fiction, mysteries, westerns, and sports stories may be read in conjunction with, or may lead to, the reading of books by reputable writers on the same subjects.

Students who refer to a magazine primarily to receive information need to know about different magazines and periodicals available for their use. They need to know where different magazines can be obtained, and how to find articles on certain subjects that interest them. They need to compare different types of magazines. Students should learn to evaluate and select nonfiction magazines (e.g., news, sports) that will best meet their needs and interests.

Students may improve their efficiency in magazine reading as they learn about the different parts and features of magazines. By studying the parts of magazines, their locations, and their purposes, students can save time in locating needed information.

Many values may be received from proper choices of magazines and regular magazine reading. Arthur Corey takes this stand for the values of magazines:

The magazines of America have a unique opportunity. The newspaper, radio, and TV--with some notable exceptions-- are interested in speed; they must get facts to the people fast. The magazines, however, can take a little time to interrelate the event with the total scene. The magazine is more permanent than these other mass media. (Corey, 1960, p. 67)

### Magazine behavioral objectives

An effective selector and reader of magazines will be able to demonstrate the following behaviors with 90 percent accuracy. He will demonstrate the behaviors by answering questions on a test divided into sections according to the kind of behavior. He will not have the use of magazines to answer the interest questionnaire and Part One of the pre-test (questions 1-50). He will have magazines available for his use in Part Two (questions 51-80).

<u>Behavior</u>	<u>Pre-Test</u>	<u>Suggested Criterion</u>
The student will discuss his general interests and reading habits concerning magazines.	He will complete the interest questionnaire.	No criterion
1. The student will demonstrate knowledge about names, subjects, purposes, and locations of magazines and magazine indexes.	Part One. Section I, Questions 1-17. 17 points.	90% correct of 17 possible = 15 points
2. The student will demonstrate knowledge about locating and using certain parts of magazines.	Part One. Section II, Questions 21-37. Part Two. Section IV, Questions 51-52. 19 points.	90% correct of 19 possible = 17 points
3. The student will demonstrate his knowledge about, and ability to evaluate, the content of magazines.	Part One. Section I, Questions 18-20. Section III, Questions 38-42. Part Two. Section IV, Questions 53-69. 25 points.	90% correct of 25 possible = 22 points

BehaviorPre-TestSuggested  
Criterion

4. The student will demonstrate his awareness of trade journals and their purposes.

Part One.  
Section IV,  
Questions 43-50.  
Part Two.  
Section VI,  
Questions 70-71.  
10 points.

90% correct of  
10 possible =  
9 points

5. The student will analyze and compare advertisements.

Part Two.  
Section VII,  
Questions  
72-75.  
4 points.

100% correct of  
4 possible =  
4 points

6. The student will analyze and compare the general appearance and reading effectiveness of magazines.

Part Two.  
Section VIII.  
Questions 76-80.  
5 points.

100% correct of  
5 possible =  
5 points

Terminal behavior:

The student will demonstrate all abilities listed above by completing the test.

All sections.  
All questions.  
80 points.

90% correct of  
80 possible =  
72 points

Magazines: interest questionnaire

This questionnaire is a supplement to the pre-test. However, your replies on these questions will not affect your pre-test score. This is a way for you and the teacher to consider your reading habits and interests. Answer each question as well and as honestly as you can. Throughout the unit some of your habits and interests may change. The teacher will help you to develop them if you wish.

1. What magazines do you read regularly?
2. What magazines do you read occasionally?
3. About how often do you read magazines or magazine articles?
4. What are some names of magazines you like to read best?
5. When you read magazines, where do you usually read them?  
(for example, school, home, store, library)
6. What magazines does your family receive?
7. How do you personally judge how good a magazine is?
8. Would you like to subscribe to a magazine to receive copies of your own?
9. What kinds of magazines would you like to read or subscribe to?  
(Name certain titles, or list general subjects or types.)
10. What are some things you would like to know about magazines and magazine reading?

Magazine selection and reading: pre-test

To the teacher: Part Two will take more time to complete than Part One. It is suggested that it be given on a different day with a generous amount of time allotted for its completion.

To the student: This is a test in which you will demonstrate your knowledge about selecting and reading magazines. On Part One of the test, answer questions without using magazines. On Part Two of the test, you will be given some magazines to help you answer the questions.

Answer questions in the spaces provided with each question. If you do not know the answer to a question, leave it blank.

Part One. Section I. This section involves knowing names, subjects, purposes, and locations of magazines and magazine indexes.

1-2. What are two main purposes of magazines in general? (Do not give specific kinds or titles of magazines.)

3, 4, 5. Give names of three magazines that are written for the general public. They tell about many different subjects.

6, 7, 8. Give names of three magazines that are on special subjects or activities.

9. What is a more formal term for the word "magazine"?



10, 11. Magazine indexes list magazine articles written about specific subjects. List names of two different magazine indexes.

12. Suppose you were looking for a picture which shows a certain subject. Did you know there are special indexes which can tell you where you can find certain pictures in magazines? If you know such an index, give its name.

13, 14. What are two different places where you may find magazines to buy or read?

15, 16, 17. Name one of your special interests. Give the names of two magazines that give information especially about that interest.

18, 19, 20. Which of the above two magazines do you think is best? Give reasons for your choice.

Part One. Section II. This section will determine how well you know how to locate and use the different parts of magazines.

In the blank at the left, write the letter of the item in Column B which best matches the item in Column A.

Column A

I want to find the:

- \_\_\_\_\_ 21. Name of the magazine
- \_\_\_\_\_ 22. Date of the magazine
- \_\_\_\_\_ 23. Volume and number
- \_\_\_\_\_ 24. Cost of magazine per year
- \_\_\_\_\_ 25. Cost of magazine per copy (two answers)
- \_\_\_\_\_ 26. Editor of magazine
- \_\_\_\_\_ 27. Publisher
- \_\_\_\_\_ 28. Total pages
- \_\_\_\_\_ 29. Page numbers
- \_\_\_\_\_ 30. Names of authors of articles (two answers)
- \_\_\_\_\_ 31. Subscription information
- \_\_\_\_\_ 32. Advertisements

Column B

Where do I look? (Give the place that would be the quickest way to find the information needed.)

- A. Front cover
- B. Back cover
- C. Beginning pages
- D. Middle pages
- E. Last pages
- F. Throughout the magazine
- G. Not in a magazine

The next four questions are multiple-choice questions. Place the letter of the best answer in the blank at the left.

- \_\_\_\_\_ 33. How does the table of contents help a reader?
  - (A) It gives a paragraph evaluating each article.
  - (B) It tells the names of the editor, publisher, and authors.
  - (C) It gives names of all articles and page numbers where they begin.
  - (D) It gives a list of all pictures and advertisements.

\_\_\_\_\_ 34. Where is the table of contents located in most magazines?

- (A) Front cover (B) Beginning (C) Middle (D) End

\_\_\_\_\_ 35. Readers may write to the magazine writers if they wish to give comments on what they have read. These comments are placed in the section called:

- (A) Editorial (B) Index (C) Feature articles  
(D) Letters to the editor

\_\_\_\_\_ 36. The main person in charge of selecting, arranging, and revising the contents of a magazine is called the:

- (A) Editor (B) Author (C) Publisher (D) Copyright

\_\_\_\_\_ 37. The person described above (Question 36) may express his opinions or comments in the section called:

- (A) Table of contents (B) Letters (C) Editorial  
(D) Highlights of the day

Part One. Section III. This section will determine your knowledge about the content of magazines and your ability to evaluate it. Answer each question with a few words or with "yes" or "no."

38. Are magazines allowed to give opinions about current issues?

39. If you wanted to find detailed information about a recent news event, which source would give you the best help, magazines or television?

40. Explain the reason for your choice in the above question (Question 39).

41. Are different magazines supposed to tell about certain issues at the same time and in the same manner?

42. Do magazines have true stories, fiction stories, or both kinds?

Part One. Section IV. This section will determine your awareness of trade journals (also called trade magazines).

43, 44. What is a trade journal? What is its purpose?

45. Have you ever read or looked at a trade journal? If so, give the name of it.

46, 47, 48. Name a trade that interests you. List two names of trade journals that would help you in that trade.

49, 50. Are advertisements helpful in trade journals? Why or why not?

Part Two. You and the teacher may select several magazines to help you on this part of the test.

Part Two. Section IV. Locations and uses of magazine parts.

51. Select a magazine and find out how frequently it is published (for example, monthly or weekly).

Name of magazine:

How frequently is it published?

52. Select a magazine and tell how much it costs per copy.

Name of magazine:

Cost per copy:

Part Two. Section V. Evaluation of magazine content.

53, 54, 55. Select a current problem or issue that you have heard about in the news. Find two magazines that contain articles about this topic.

Topic:

Names of two magazines:

56, 57, 58. Glance through the two magazines and the articles on the topic you wrote on the previous question. Which magazine has a better discussion of the subject? Give reasons for your choice.

59, 60, 61, 62. Read any short article of your choice in any magazine. The article should be one page or less.

Name of the magazine:

Name of the article:

Page number of article:

Briefly summarize the article:

Give your opinion about the article. You may agree or disagree with the writer.

63, 64, 65. Read an editorial in a magazine.

Name of the magazine:

Page number of editorial:

Name of person who wrote the editorial:

Write one or two sentences telling the main purpose or point of the editorial.

66, 67. (The teacher will select a magazine which contains fiction and nonfiction stories.) Look at the magazine the teacher gave you for this question. Write the name of one story in the magazine that tells about a true happening (nonfiction). You do not have to read the story.

Name of magazine:

Name of true story:

Page of true story:

How could you tell it was true?

68, 69. In the same magazine used in Question 66-67, give the name of one story which is fiction. That is, the story did not really happen, but it is written as if it did. You do not have to read the story.

Name of fiction story:

Page of fiction story:

How could you tell it was fiction?

Part Two. Section VI. Trade journals. Select a trade journal

to use for this section. Give its name:

Do either one of these two items:

70, 71. (1) Look through the trade journal and list the name and page number of one article or advertisement that seems interesting to you. Or: (2) Describe something you learned about the trade by looking at any of the advertisements in the journal.

Part Two. Section VII. Advertisements. Select two magazines to use for this section.

72, 73, 74, 75. Compare types of advertisements in two different magazines. Give the names of the magazines. Then use the following questions as guides in discussing their advertisements:

What kind of audience are the ads geared to?  
What kinds of products are advertised?  
Do you think the pictures and written descriptions are good?  
Which magazine do you think has the best advertisements? Why?

Part Two. Section VIII. General appearance and reading effectiveness. Select two magazines to use for this section.  
Give their names:

76, 77, 78. Look at the two magazines carefully as you answer these questions. Think about these qualities: Are the articles interesting? Are they well written? Are the words and ideas too difficult to understand, or about right for you? Can you read the style of print easily? Tell which of the magazines is the most appealing and readable for you personally. Tell why you think it is the best.

79, 80. Now look at the general appearances of the illustrations in the two magazines. Pay special attention to such items as cover design, artwork, photography, and advertisements. Which magazine do you think has the best illustrations? Explain your reasons.

This concludes the test!

Magazine pre-test answer key

Dotted lines by question numbers (.....) indicate that the teacher must determine correctness of student's answer. Some answers will vary according to the magazines used during the test.

- |  |  |
|--|--|
| 1, 2. Any two of these:<br>entertainment, information,<br>advertising  | 15-20. ....  |
| 3-8. ....  | 21. A  |
| 9. periodical or journal   | 22. A  |
| 10, 11. Titles of any two<br>magazine indexes. A few<br>examples are listed here:<br><u>Reader's Guide to Periodical<br/>Literature</u> (The H. W. Wilson<br>Company, New York); <u>Applied<br/>Science and Technology Index</u><br>(The H. W. Wilson Company);<br><u>Biological and Agricultural<br/>Index</u> (The H. W. Wilson<br>Company); <u>Art Index</u> (The<br>H. W. Wilson Company);<br><u>Book Review Digest</u> (The<br>H. W. Wilson Company);<br><u>Education Index</u> (The H. W.<br>Wilson Company); and<br><u>Social Science and Humanities<br/>Index</u> (The H. W. Wilson<br>Company). | 23. C  |
| 12. <u>Illustration Index</u><br>compiled by Lucile E. Vance<br>(The Scarecrow Press, Inc.,<br>New York); <u>Index to<br/>Illustrations</u> compiled by<br>Jessie Croft Ellis (The F. W.<br>Faxon Company, Inc., Boston)   | 24. C  |
| 13, 14. Any two of these:<br>home, friend's home,<br>library, drug store,<br>grocery store, school,<br>doctor's office   | 25. A, C   |
|  | 26. C  |
|  | 27. C  |
|  | 28. E  |
|  | 29. F  |
|  | 30. C, F   |
|  | 31. C  |
|  | 32. F  |
|  | 33. C  |
|  | 34. B  |
|  | 35. D  |
|  | 36. A  |
|  | 37. C  |
|  | 38. Yes  |
|  | 39. Magazines  |
|  | 40. Magazines have more time and<br>space to give more information.<br>Television newscasts have to<br>give the most important infor-<br>mation as soon as the news<br>occurs, and they must give it<br>in a limited amount of time.   |
|  | 41. No   |
|  | 42. Both   |
|  | 43, 44. A magazine which gives<br>information about a certain<br>field of work. It is written<br>for the worker in that field.<br>It suggests new developments<br>in the field and describes<br>methods and materials. Read-<br>ing a trade journal helps a<br>worker to keep up with his<br>field and improve his work. |
|  | 45-48. ....  |
|  | 49, 50. Yes. Ads help show new<br>ideas, materials, procedures.  |
|  | 51-80. ....  |



Teachers are referred to librarians for help regarding giving students information about trade journals. Further information about trade and technical journals may be found in textbooks by Carlin, Christ, and Holder (1970, p. 29-34), and by Jochen and Shapiro (1969, p. 137-146). (See "Literature Cited" section for full reference information.)

Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.

--Thomas Jefferson (1743-1826)

(In Deseret News, 1971, p. 1)

#### Appendix D

#### News: That's the Way it is. Today

Has it only been recently that newspapers have become important to readers? No, the newspaper has been an important source of information for Americans for over a century! The following comments were given by Americans who lived in the 1800's:

Will Rogers, American humorist: "All I know is what I see in the newspapers." (In Copeland, 1942, p. 289)

Theodore Parker, clergyman: Newspapers, "the educators of the common people." (In Copeland, 1942, p. 289)

Franklin Sanborn, author: "The careful reader of a few good newspapers can learn more in a year than most scholars do in their great libraries." (In Copeland, 1942, p. 289)

The newspaper was as vital to some readers in the 1800's as it is today, and its value continues to grow. "Newspapers record the pulse of the nation and the world. They are a living, ever-changing textbook that records history as it happens." (Deseret News, 1971, p. 1)

The newspaper is an important source of information and conversation topics. Reading a good newspaper daily and showing interest in the issues reflected there are assets to the one who desires success in his life and work. One may say that radio and television give better up-to-the-minute news flashes and excellent comments by authorities. This may be true, but it is the newspaper that supplies the background and more detailed information (Carlin, Christ, Holder, 1970).

What do students know about the process of efficient reading of a newspaper? Do they realize how much valuable material a newspaper contains? Do they know how to locate various types of information?

It is believed that many people know very little about what a newspaper contains, how it can help a reader, and how it can be efficiently used to find information. Readers who do try to learn more about newspapers, and try to improve their newspaper reading skills, find that the more knowledge they gain of this type, the more useful a newspaper becomes to them (Carlin, Christ, Holder, 1970; Deseret News, 1971).

Reading the newspaper helps to make subjects of the school curriculum relevant. Newspapers may be used in the home or in the classroom to increase vocabulary, reading speed and skill, and ability to handle figures by studying advertisements. Additional skills which may be developed with intelligent use of the newspaper include observing, researching, evaluating, organizing, generalizing, summarizing, creative and critical thinking, and problem solving (Dorrell, 1970; Schwartz, 1967).

Students' lives may be enhanced as they learn efficient methods of reading the newspaper and locating information in it. Newspapers can inform them about world as well as local news. Newspapers can entertain by means of feature stories and comics. They can help answer questions and solve problems with advice columns and advertisements.

Even the person who has difficulty in reading may find many benefits in reading the newspaper and learning how to use it. Reporters and editors attempt to present facts "in the most clear, concise, and readable fashion possible" so that their newspapers may be easily read. "...Almost all newspapers, with one or two notable exceptions, are written with a sixth grade readership level in mind." (Reading Laboratory, 1964, p. 43)

Students should be instilled with a desire to read a newspaper regularly. By reading newspapers, students may seek information to benefit themselves personally or economically. They may learn to think more independently. They may become better informed about the events of the world around them (Henderson, 1969).

Newspaper behavioral objectives

A reader who is able to locate information in a newspaper with efficiency will be able to demonstrate the following behaviors with 90 percent accuracy. He will demonstrate the behaviors by answering questions on a test divided into sections organized according to different kinds of behaviors. A local newspaper selected by the teacher will be available for his use throughout all sections of the test.

<u>Behavior</u>	<u>Pre-Test</u>	<u>Suggested Criterion</u>
1. The student will identify parts of a newspaper which fit specified purposes.	Section One. Questions 1-8. 8 points.	90% correct of 8 possible = 7 points
2. The student will locate information on the front page of a newspaper.	Section Two. Questions 9-18. 10 points.	90% correct of 10 possible = 9 points
3. The student will locate and extract information from specific sections of a newspaper.	Section Three. Questions 19-48. 30 points.	90% correct of 30 possible = 27 points
4. The student will locate and describe types of information within a newspaper article.	Section Four. Questions 49-53. 5 points.	90% correct of 5 possible = 4 points
5. The student will locate specific facts about a given newspaper.	Section Five. Questions 54-58. 5 points.	100% correct of 5 possible = 5 points
6. The student will locate and extract information from advertisements.	Section Six. Questions 59-67. 9 points.	90% correct of 9 possible = 8 points

Behavior

7. The student will demonstrate his knowledge about reading a newspaper at different speeds, including skimming.

Pre-Test

Section Seven.  
Questions 68-70.  
3 points.

Suggested  
Criterion

100% correct of  
3 possible =  
3 points

## Terminal behavior:

The student will demonstrate his ability to locate all kinds of newspaper information listed in the above seven behavioral objectives.

All sections.  
All questions.  
70 points.

90% correct of  
70 possible =  
63 points

Locating information in a newspaper: pre-test

Total points possible: 70

Suggested criterion (points needed to pass): 63 (90 percent)

This test will determine your abilities in locating information in newspapers. You will be provided with your local newspaper as you take this test. It will help you answer questions on some parts of the test. Answers to the questions will depend upon the newspaper you are using.

Section One. Why do we have newspapers? This section deals with the purposes of newspapers. Four general purposes of newspapers are listed in Column A below. Items which may be found in newspapers are listed in Column B. Find the newspaper items in Column B which best fit each purpose in Column A. Each purpose listed in Column A matches with two items in Column B. Place the letters of two items in each of the blanks.

<u>Column A</u>	<u>Column B</u>
1, 2. _____ First purpose: To accurately inform readers of news happenings.	A. Comic strips B. Editorials C. Human interest stories
3, 4. _____ Second purpose: To interpret and comment on the news. To help make the news clear and under- standable to readers.	D. Report of a national election E. Columnists' articles
5, 6. _____ Third purpose: To give community service to readers. To help solve problems.	F. Advertisements G. News about an auto- mobile accident
7, 8. _____ Fourth purpose: To entertain. To give enjoyment to readers.	H. "Helpful Hints" part of women's page

Section Two. What's on the front page? This section is about what kinds of things may be found on a newspaper's front page. Use your newspaper to answer questions 9-18. Answer questions in the spaces provided.

9. How many national stories are on the front page of the newspaper you are looking at?
10. How many local stories are on the front page of the newspaper you are looking at?
11. How many foreign (international) news stories are on the front page?
12. Give the headline of one of the foreign news articles.
13. \_\_\_\_\_ Which part of the front page always gives the most important story of the day? (Write the letter of the best answer in the blank at the left.)
  - (A) Upper left-hand corner
  - (B) Upper right-hand corner
  - (C) Middle section
  - (D) Varies according to the newspaper
14. In the newspaper you are using, what event does the main news story of the day tell about?
15. In what city did this main news story happen?
16. In the paper you are looking at, is the weather forecast on the front page?

If so, what kind of weather does it predict?



17, 18. Is there a section on the front page that tells what departments are inside the newspaper and where they are found?

If it is not on the front page, where is it?

What is this part called?

Section Three. What are the parts of a newspaper? In this section, you will show your knowledge about finding and using different parts of a newspaper.

Column A below asks questions. Column B lists the parts of a newspaper where answers to the questions may be found. Write the letter of the part in Column B which best answers each question in Column A. Use the blanks at the left for your answers.

<u>Column A: The Question</u>		<u>Column B: The Answer</u>
19. _____	If you lost your dog or wanted to buy a new one, where would you look?	A. Sports section
20. _____	How can a newspaper help you with your grocery shopping?	B. Letters to the editor
21. _____	Who won last night's ball game?	C. Comics
22. _____	What are some current fashions in clothes? (two answers)	D. Display ads
23. _____	What is the fastest way to find the page of today's comics?	E. Classified ads
24. _____	What movies are showing?	F. Society section
25. _____	Who won awards at the high school assembly yesterday?	G. Index
26. _____	What do some of the townspeople think about the youth center that the teenagers want to start?	H. Editorials
27. _____	How is the stock market doing?	I. Local news
28. _____	What is Charlie Brown doing today?	J. National news
		K. Business and financial news

Use your newspaper to answer questions 29-48. Place your answers in the spaces provided.

29, 30, 31. List all the different sports you find mentioned on the sports page.

32, 33. Find an article about an event that is happening in town this week. Give the page number\_\_\_\_\_ and the name of the article.

34, 35, 36. In the above article, locate this information:

What event is it?

What day will it happen?

What time does it begin?

Where?

Who is invited?

37, 38. Give the names of a couple getting married soon.

What page did you find this information on?

39, 40. Give the name of a television program you think you might enjoy.

What time does it begin?

How long does it last?

41, 42. Select one of these items to answer:

(1) Give the name of a person who died recently.

Write the name of the newspaper section that announced the death.

Or, (2) Give the names of parents who recently had a baby.

Write the name of the newspaper section that announced the birth.

43, 44, 45, 46. Suppose that you would like to buy a used car. Which used car in the newspaper would you like to look at? Give this information:

Name of newspaper section where this kind of information is found:

Page:

Make of car:

Year of car:

Price, if given:

Name of seller or phone number:

47, 48. Find a news article about an event that happened in one of your neighboring states.

Page:

Event:

What city and state?

Section Four. Who writes the newspaper articles and what do the articles tell about? Use your newspaper, if you need it, to answer questions 49-53. For each question, place the letter of the best answer in the blank at the left.

49. \_\_\_\_\_ Which paragraph of a news article gives the most important information and main facts about an event?

(A) First (B) Second (C) Last

50. \_\_\_\_\_ Which line of a news article gives the name of the place where the news happened?

(A) By-line (B) First line (C) Headline (D) Last line

51. \_\_\_\_\_ Initials are often given at the beginning of a national or international news article. What do these initials stand for?

- (A) The writer's name. He is a local writer that most of the readers know.
- (B) National Press and Press Associated, news services who write articles for many papers.
- (C) Associated Press and United Press International, major news services in the United States.
- (D) Initials vary with different newspapers. Usually stand for the name and city of the newspaper.

52. \_\_\_\_\_ A good reporter of a news event gives which kind of information to his readers?

- (A) Facts
- (B) Opinions
- (C) Facts and opinions
- (D) Positive, entertaining information

53. Turn to one of the sports pages. Give names of two writers who wrote articles about sports on that page.

Section Five. Which and what kind of newspaper is it? This section will test your ability to locate and give specific facts about the newspaper you are using. Answer in the spaces provided.

54. What is the date of the newspaper?

55. In what city was it printed?

56. What telephone number do you call to subscribe to the newspaper?

57. How much does one issue cost?

58. How much does it cost per month?

How or where did you find the cost per month?

Section Six. How can the newspaper solve problems? In questions 59-67 you will locate, read, and give information about advertisements in the newspaper you are using. This section will contain questions about (1) display ads, the kinds which advertise for local businesses, and (2) classified ads, the section where readers may advertise for personal goods and needs.

Refer to your newspaper. Place your answers in the spaces provided with the questions.

59, 60. Look at the grocery ads. Tell which store you would prefer for this weekend's shopping. Why did you choose that store?

61, 62. Locate a restaurant ad. Page \_\_\_\_\_

What is the name of the restaurant?

What is the address?

63, 64. Locate an ad which offers services to people (such as an ad for a beauty shop, TV repair, dry cleaning). Page \_\_\_\_\_

Name of place:

Address:

65. What telephone number should you call to place an ad in the classified advertising section?

What newspaper page gave this number?

66, 67. What are four headings in the classified ads section?

A.

B.

C.

D.

Section Seven. Speed of reading. This section deals with your knowledge about how rapidly newspapers may be read. For each question, place the letter of the best answer in the blank.

68. \_\_\_\_\_ What is meant by skimming a newspaper page?
- (A) Reading carefully stories that interest you and skipping others.
  - (B) Running your eyes quickly over the page, getting main ideas but not reading every word.
  - (C) Reading the headlines and last paragraphs of every story.
  - (D) Reading the main news story of each page.
69. \_\_\_\_\_ What is the best way to skim a particular news story?
- (A) Read the headline, the first paragraph, and a few topic sentences.
  - (B) Read the headline only.
  - (C) Read the first sentence of each paragraph.
  - (D) Read the first and last paragraphs.
70. \_\_\_\_\_ Which is the best reading method to get the full impact of a story and understand it well?
- (A) Skimming
  - (B) Skimming some parts and not skimming other parts
  - (C) Careful reading and deep concentration

That's all!

Just wondering. . .

Did you learn anything new about the newspaper today? What did you learn?

Newspaper pre-test answer key

The teacher will need to correct answers indicated by a dotted line (.....). Answers to those items will vary according to the newspaper used by the student for the test.

- |             |             |
|-------------|-------------|
| 1, 2. D, G  | 49. A       |
| 3, 4. B, E  | 50. B       |
| 5, 6. F, H  | 51. C       |
| 7, 8. A, C  | 52. A       |
| 9-12. ....  | 53-67. .... |
| 13. B       | 68. B       |
| 14-17. .... | 69. A       |
| 18. Index   | 70. C       |
| 19. E       |             |
| 20. D       |             |
| 21. A       |             |
| 22. F, D    |             |
| 23. G       |             |
| 24. D       |             |
| 25. I       |             |
| 26. B       |             |
| 27. K       |             |
| 28. C       |             |
| 29-48. .... |             |

Appendix EA Bibliography of Aids for Teaching  
Reference Skills

The following materials aided the writer in constructing the instructional sections in this seminar report. They are recommended for teachers and students who are interested in increasing their knowledge and abilities in the use of reference materials.

Abbreviations in parentheses at the ends of citations indicate the subjects described within the sources.

Code of abbreviations:

T = Constructing tests	E = Encyclopedias
and objectives	M = Magazines and
B = Parts of books	periodicals
D = Dictionaries	N = Newspapers



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## VITA

Sheila Sunada Newlin

Candidate for the Degree of

Master of Education

Seminar Report: Teaching Reference Skills to Secondary Students  
with Reading Disabilities

Major Field: Special Education

## Biographical Information:

Personal Data: Born at Denver, Colorado, November 15, 1946,  
daughter of George and Susan Sunada; married Douglas  
O. Newlin, August 10, 1969.

Education: Attended elementary school in Logan, Utah; graduated  
from Logan High School in 1964; received the Bachelor of  
Arts degree from Utah State University, with a major in  
English and a minor in psychology, in 1968; completed  
requirements for the Master of Education degree, special-  
izing in learning disabilities, at Utah State University  
in 1972.

Professional Experience: 1971, part-time teacher of remedial  
reading classes, Woodruff Elementary School, Logan, Utah;  
1971, part-time teacher of language arts, emotionally and  
mentally handicapped adults, Office of Economic Opportunity  
Vocational Improvement Program, Logan, Utah; 1971, part-  
time teacher of reading and preparation for G.E.D. examin-  
ations, adults, Work Incentive Program, Cache County school  
district, Logan, Utah. 1968-1970, full-time teacher of  
English and advisor for yearbook staff, Beaverton High  
School, Beaverton, Oregon.

Professional Organizations: 1970-1972, Council for Exceptional  
Children, Utah Association of Resource Teachers, Utah  
Reading Association. 1968-1970, National Council of  
Teachers of English, Oregon Education Association, National  
Education Association, Oregon Association of Journalism  
Advisors.

Extracurricular Activities and Honors: 1970-1971, co-advisor Presbyterian junior high school group, Logan, Utah; 1969, bus tour chaperon for American Field Service/International students, northern United states; 1968-1970, member of Toastmistress Club, first place winner of city speech contest, third place winner of regional speech contest, Beaverton and Portland, Oregon; 1968, Student Education Association "Outstanding Woman" award, Utah State University; 1965-1967, Alpha Lambda Delta scholastic honorary society, Utah State University; 1964, Chamber of Commerce Junior Citizenship Award, Logan, Utah.