The reading group placement relationships to age of primary pupils of the elementary schools of Lodi, California: a thesis...

Robert Elmer Tamblin

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THE READING GROUP PLACEMENT RELATIONSHIP TO AGE OF
PRIMARY PUPILS OF THE ELEMENTARY SCHOOLS
OF LODI, CALIFORNIA

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Robert Elmer Tamblin
June 1960
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CHAPTER I

INTRODUCTION TO THE STUDY

Purpose of the study. The purpose of this study was to analyze the reading group placement of children in grades one, two, and three of the Lodi Elementary School District for the 1956-1957 school year to determine if there is a difference in the success of boys and girls of the same chronological age in favor of the girls insofar as placement in a reading group is concerned. The variables were placement in a reading group, sex, chronological age, and grade level. Examination of the data collected was made to determine if younger children are as successful in reading attainment as their older classmates.

I. THE PROBLEM

Are there sex differences in reading attainment great enough to warrant admission of boys to school at a later chronological age than girls? Would boys, admitted to school at a later chronological age, demonstrate better reading attainment than boys admitted to school at earlier chronological age?

Answers for these questions were sought. Do boys, as a group in grades one, two, and three, attain as much success in reading groups as groups of girls? Do sub-groups
of boys in the primary grades place as high in reading groups as sub-groups of girls when the groups are equated for chronological age? Do boys who are chronologically young do as well in reading group attainment as boys who are chronologically older? Do girls who are chronologically young do as well in reading group attainment as girls who are chronologically older?

At present, children are admitted to school on the basis of chronological age. In the State of California, children are admitted to kindergarten and grade one if they will be four years and nine months and five years and nine months of age, respectively, on or before September 1.¹

Girls exhibit acceleration in the areas of language development, speech, and reading when compared with boys, and as a group they have fewer problems.² Would it not be to the advantage of boys as a group to have them start school at a somewhat later age? Pauley suggests that boys start school three or more months later than do girls.³

¹State of California, Department of Education, California Administrative Code, Title 5, Article I, Sections 8503 and 8505 (Sacramento: Division of Administrative Procedure).


Limiting the problem. The reading group placements of primary children in the Lodi Elementary Schools for the school year 1956-1957 were used. There were 295 first graders, 284 second graders, and 287 third graders.

In the first grade the median chronological age of pupils at the start of the year was six years and three months. Because of variations in chronological age, there were children who were from one to six months below the median for chronological age; likewise, there were children who were from one to six months above the median for chronological age.

The answers to three main questions were sought: (1) Is progress in reading as determined by reading group placement in the Lodi Elementary Schools affected by chronological age? (2) Do older pupils in a given primary grade do better in the area of reading group placement than the younger pupils in the same grade? (3) Do girls as a group do better than boys in reading as determined by placement in reading groups?

Importance of the problem. Girls show more favorable progress in school than do boys. If something can be done to help boys overcome this seemingly apparent problem,
then the solution may result in the reduction of problems of speech, reading grade failure, and general adjustment to school, which are more prevalent among boys. 

II. DEFINITION OF TERMS

Age. The term "age" refers to the chronological age of the subject as of September 1, 1956.

Reading group. The term "reading group" denotes the ability group in reading to which the subject has been assigned. How these groups are determined will be more specifically described in Chapter III.

The following records concerning grade repetition, speech problems, and various referrals were gathered from 1956-1957 records in the Lodi Elementary Schools.

1. Of 63 primary pupils who had repeated a grade, 44 were boys and 19 were girls; thus there was a greater than two to one ratio of boys to girls who had a record of grade failure.

2. There were 88 cases handled by the speech therapist. The ratio of boys to girls insofar as speech problems were concerned was 53 to 35.

3. There were 49 pupils referred to the school psychologist for testing to determine if they were mentally retarded; of this number 33 were boys and 16 were girls, a ratio of two to one.

4. The number of referrals for emotional maladjustment was 8, of this number 6 were boys and 2 were girls.
Young for a grade. A subject whose chronological age falls below the median chronological age of a given grade level by from one to six months is "young for a grade."

Old for a grade. A subject whose chronological age is from one to six months above the median chronological age for a given grade is "old for a grade."

III. ORGANIZATION OF THE THESIS

The findings in related literature will be found in Chapter II. Chapter III will discuss the collection and the nature of the data. Chapter IV will deal with the presentation and interpretation of the data. The final chapter, Chapter V, will include a summary of the study, conclusions, and recommendations for further study.
CHAPTER II

LITERATURE RELATED TO THE PROBLEM

I. INTRODUCTORY STATEMENT

In a survey of the literature related to sex differences in reading ability, three closely related categories were generally mentioned: (1) physical development, (2) language ability, and (3) intelligence. The material presented in this chapter will, therefore, present sex differences in physical maturity, language ability, and intelligence because of the presumed influence of these factors on reading ability. Sex differences in reading ability will also be discussed.

II. GENERAL SEX DIFFERENCES

At present boys and girls start their school experiences at the same age. Many authors recognize that when children start school the boys are not as ready for this experience as their age mates among the girls. The number of failures in school is much higher among the boys, and boys generally require from three to six months longer to complete the grades of an elementary school.¹

Anderson and Dearborn maintain that sex differences can be overemphasized; however, they do not deny that on the average girls have an advantage over boys in the area of growth.\(^2\) Perhaps the sex differences can be overemphasized, and individual differences within a sex are greater. Logically, to consider each individual would provide the optimum situation; however, the impracticability of such a move is stated clearly by Pauley:

Studies over a ten year period in the Tulsa schools indicate that there is a need for different legal entering ages for boys and girls. However, it is freely granted that admission, ideally should be on the basis of a comprehensive physical and mental testing program, thus providing for those frequent exceptions which will inevitably occur. However, this is not practicable in a large system. The state legislature is probably the only body in a position to make a legal differentiation.\(^3\)

What has been found to be successful for both sexes would certainly be true for one sex group. Hildreth has reported favorable outcomes from delayed reading instruction. By the third grade many children whose reading start has been delayed as much as six months or more came out just as


well as those who started at the regular time.\(^4\)

In light of this evidence it can be said that if boys were delayed in starting their school experience they would suffer no adverse effects in the area of learning to read. Maturational differences and perhaps other differences not yet revealed cause boys to labor under a handicap in the early years of school, and according to Beth L. Wellman, the boys trail even at the college level.

Girls excel boys in school marks all the way through school and into the college levels. Even when matched for intelligence they have been known to receive higher grades; still more noteworthy they sometimes receive higher marks in those subjects in which achievement test scores are higher for boys. In age-grade placement they are more advanced and they show less retardation in proportions to scores on a battery of achievement tests. Girls tend to graduate from eighth grade and high school at an earlier age.\(^5\)

III. SEX DIFFERENCES IN PHYSICAL MATURITY

Girls mature more rapidly in the areas of physical growth. Perhaps this has something to do with the advantage


girls seem to have over boys in the areas of reading and other phases of the school program. As a group, boys are larger physically than girls throughout their years of development, with the exception of that period during the onset of puberty, at which time the physical size of girls surpasses that of boys. At age twelve, Cronbach reports that girls are advanced in their maturity by eighteen months.6 Cole describes this same disparity as being as great as two years.7

In the area of skeletal development girls are significantly ahead of boys when they enter school and in the years of early adolescence this difference is even greater. These facts were reported by Charles D. Flory from his observations of differences in skeletal growth.8

Lee and Lee have also reported the advanced physical development of girls to the extent that by the second grade the girl is actually a year older physically than the boy,


because she is a year nearer her final development. 9

The Encyclopedia of Educational Research also calls attention to the sex differences in physical maturation:

Females, as a group, reach maturity first after an earlier adolescent acceleration in the maturation process. Girls on the average, reach the puberal period from twelve to eighteen months earlier than boys; and the development of these adolescent traits of physique is correspondingly accelerated. 10

In the development of the ability to walk, girls develop faster than boys. This was observed by Bruce and Freeman in comparison of developmental studies of children in Iowa and Hawaii. 11

IV. SEX DIFFERENCES IN LANGUAGE ABILITY

Research indicates that girls excel boys in the areas of language development including speech and reading, and girls master vocabulary earlier than do boys. Strang has indicated that girls have a slight but not significant advantage in language development. 12 Jersild supports these


findings. Girls have been found to surpass boys in many aspects of early language development, such as in amount of talking, number of different words used, and use of sentences.13

Stoddard suggests the possibility of speech problems being an out-growth of maturational differences:

One of the most striking sex differences confronting teacher and psychologist is the greater tendency for boys to develop stuttering. Since this type of speech defect can occur at almost any age, but is especially noticeable at the time of entrance to school, there could be some relationship between it and a different growth pattern for the two sexes.14

Schuell has indicated that the ratios between the sexes among stutterers is two females to ten males.15

V. SEX DIFFERENCES IN READING ABILITY

Various studies have shown that in early years girls excel boys in their ability to read. W. H. Pyle in testing


the reading span of six to thirteen year olds found a gradual increase in reading span; the girls were clearly superior to the boys.

In a study by Carrol, it was revealed that girls are advanced in the area of reading readiness when compared to boys of their age group.

Scores on the Gates Primary Reading Tests for 414 children were statistically analyzed according to sex. The results evidenced a significant difference in favor of the girls in their reading grade total. They showed a difference in mean scores of 1.47, or ten times the standard error of the difference.

According to Betts, girls tend to excel boys in reading achievement.

Using the Iowa Every-Pupil Basic Skills Testing Program (for grades three to eight), Stroud and Lindquist

Reading span is defined as the number of words that can be grasped and immediately repeated after a three second exposure of reading material.


found that girls maintained a consistently significant superiority over boys in all subjects but arithmetic. 20

In a study of the relationship of age of learning to read and its relationship to sex, the girls average age was 83.1 months and the average for the boys was 89.6 months. This was reported by Anderson and Hughes. 21

Witty and Kopel have stated that because of a slower maturation larger numbers of boys than of girls at the same chronological age will not be ready at the time that initial reading is to begin. 22

VI. SEX DIFFERENCES IN INTELLIGENCE

Superior ability of girls in the areas of language and reading may be due to superior intelligence.


In a study on sex and intelligence W. D. Commins used two tests. The first test, the National Intelligence, favored neither group. The second test, the McCall Intelligence Test, showed an insignificant increase in favor of the girls.23

J. D. Heilman found the only significant differences in intelligence to be in spelling; this was in favor of the girls.24

When the Primary Mental Abilities Test was used by Herzberg, spacial relationships was the only test where male averages were higher.25

While exploring sex differences in mental ability at the eighth grade level, Hobson reported differences in favor of girls in the areas of word fluency, inductive reasoning, and visual memory. In the same study, the boys


were found to exceed girls in spatial orientation and
talent comprehension.26

A report in the Thirty-ninth Yearbook of the National Society for the Study of Education concluded, "A survey of the results abstracted from acceptable studies on sex differences in intelligence has yielded largely negative conclusions."27

Beth L. Wellman in summarizing on sex differences and intelligence wrote the following:

Girls tend to have slightly higher mean or median scores on tests of general intelligence. These differences are rarely statistically significant. At the infant and pre-school ages there is clear superiority of the girls (as indicated by slightly higher scores in every investigation covered regardless of the test used). At the infant level the tests for which these differences have been found include the baby tests standardized under the direction of Charlotte Buhler (although the differences are extremely small here) and the Linfert-Hichholzer scale. At the pre-school levels they include the Kuhlman-Binet, Stanford-Binet, Merrill-Palmer, and Detroit Kindergarten test.28

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28Wellman, op. cit., p. 628.
VII. SUMMARY

Sex differences in the areas of physical maturity, language ability, reading, and intelligence have been explored. Without question, girls complete physical maturity before boys, and they are ahead of boys as the maturational process progresses.

During the early school years it can be generally said that girls are superior to boys in language ability.

In the area of reading there is also evidence that at an early age at least girls as a group are superior to boys of the same chronological age.

From the studies of many investigators, there were no significant differences between the sexes in the area of intelligence.
CHAPTER III

COLLECTION OF THE DATA

I. NATURE OF THE DATA

Data were collected on 876 children in primary grades of Lodi, California public schools for the 1956-1957 school year. The following data were assembled.

Date of birth. The date of birth was needed to establish the chronological age of each subject. Only those pupils whose age fell in the normal span for their grade were carried to the final tabulations.¹

Date first entered the Lodi Elementary Schools. The day, month, and year of initial entry in the Lodi Elementary School District was obtained for each subject. From this information those pupils who had not spent at least one full year in the Lodi schools were dropped from the final tabulations.

¹ Normal span for a given grade designates those pupils who started school between the age of five years and nine months and six years and eight months in the first grade; those pupils who started school between the ages of six years and nine months and seven years and eight months in the second grade; and those pupils who started school between the ages of seven years and nine months and eight years and eight months in the third grade.
Reading group placement. The reading group placement was determined by the textbook used for the reading group that the pupil had completed during class instruction by the end of the 1956-1957 school year. In each grade there are three basic reading groups. These will be referred to as top, middle, and low. The reading group placement of a pupil is determined in the first grade. The first grade teacher with the aid of the Teachers' Manual for The New Before We Read makes the first step toward establishing reading groups.2 After two weeks in the reading readiness book, The New Before We Read, the teacher is generally able to recognize those pupils who are slow and immature and in need of an extended pre-reading period. The slow and immature group of pupils constitute the low reading group; these pupils do more work at the readiness level in the especially designed book, We Read More Pictures.3 The rest of the class completes The New Before We Read and are tested with the basic reading test by the Scott Foresman


Company, which is designed specifically for use with *The New Before We Read*. On the basis of the test results and the teacher's evaluation of pupil progress, the top and middle groups are tentatively established. These groups then work through three pre-primers and a primer of the Scott Foresman Series. When a group finishes the primer, they are introduced to the first reader which is *The New Our New Friends* by William S. Gray and others.

A pupil's reading group placement usually continues throughout the grades; however, there are instances where individuals move back or ahead a group.

Pupils who enter the Lodi Elementary Schools after the start of the school year in grade one or in the other primary grades are placed in a reading group on the basis of records received from the previous school and from an appraisal of the pupil's ability by the teacher.

The reading materials used in the primary grades are the Scott Foresman Company's new basic reading series by William S. Gray and others, and the state adopted Lyons and Carnahan reading series by Guy L. Bond and others. A list

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of these reading materials and the names of the books used at the first, second, and third grade levels is found in Appendix A, page 52.

The reading groups in this study coincide with the reading goals for the first three grades as outlined for the Lodi Elementary Schools.5

Grade level. The grade level corresponds to the grade completed by the primary pupils during the 1956-1957 school year in the Lodi Elementary Schools.

II. SOURCE OF THE DATA

A cumulative folder, recommended by the California State Department of Education, is maintained for each pupil in the Lodi Elementary Schools. Four of the five areas of data collected are a standard part of the cumulative folder. Data covering reading group placement were obtained from a special data sheet which indicates the pupil's progress in arithmetic, spelling, and library reading, as well as the progress in the basic reading program.

5Appendix, B, page 55.
III. TREATMENT OF DATA

Three data sheets were devised for this study. Four items of data were listed on each sheet; date first entered the Lodi Elementary Schools, date of birth, sex, and reading group completed. This information was transferred to individual data cards which were numbered serially for each subject. Thus a cross file method was established whereby a subject's individual card would be readily available for re-examination.

The type of card used was the standard library analysis card, form Y16, which is made by the Hadley Division of Todd Company. The cards used can contain as many as fifty-one items of data; by punching holes in the margin of the cards a code system of selection can be established. A thin sorting needle put through a given hole in the stack of aligned cards will allow those punched to drop out. Each item of datum, excepting chronological age, was given a separate hole on the analysis cards. Age was indicated by month on one of twelve consecutive holes on the margin of each card. The age factor was divided into twelve equal units each equal to one month. The specific dates for the units of age are shown in Table I.

6Charles R. Hadley Company, 330 North Los Angeles Street, Los Angeles 12, California.
### TABLE I

CLASSIFICATION OF AGE GROUPS FOR THE STUDY

<table>
<thead>
<tr>
<th>Group</th>
<th>Day</th>
<th>Month of Birth</th>
<th>To</th>
<th>Day</th>
<th>Month of Birth</th>
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<td>January</td>
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<td>November</td>
<td>2</td>
<td>2</td>
<td>December</td>
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</table>
CHAPTER IV

PRESENTATION AND INTERPRETATION OF THE DATA

The total number of subjects was 876. Before tabulations were made the data cards for those pupils whose age exceeded the normal range for a given grade and the data cards for those pupils who had not been enrolled in the Lodi Elementary Schools for at least the 1956-1957 school year were removed. The number of usable data cards was 763; this is shown in Table II.

I. FIRST GRADE

As shown in Table III, of a total of 124 boys, 41, or 33.1 per cent, were in the top group; in the middle group there were 55, or 44.4 per cent; and in the low group 28, or 22.6 per cent. For 147 girls, there were 74, or 50.3 per cent, in the top group; 52, or 35.4 per cent, in the middle group; and 21, or 14.3 per cent, in the low group.

There were more girls in the top reading group than boys and conversely there were more boys in the low reading group than girls. It is evident that on a group basis girls are superior to boys in the area of reading at the first grade level.

The cards of the first grade boys were examined to see what differences might exist between those who were
TABLE II

The numbers of first, second, and third grade pupils of the elementary schools of Lodi, California, for the 1956-1957 school year that were used in the final tabulations of this study.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tr>
<td>Grade one</td>
<td>124</td>
<td>147</td>
<td>271</td>
</tr>
<tr>
<td>Grade two</td>
<td>134</td>
<td>112</td>
<td>246</td>
</tr>
<tr>
<td>Grade three</td>
<td>125</td>
<td>121</td>
<td>246</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>763</strong></td>
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# TABLE III

FIRST GRADE PUPILS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
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<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Boys</td>
<td>41</td>
<td>33.1</td>
<td>55</td>
</tr>
<tr>
<td>Girls</td>
<td>74</td>
<td>50.3</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>42.4</td>
<td>107</td>
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chronologically younger and those who were chronologically older. The ages of the subjects were reckoned as of September 1, 1956. Four groups of chronological age were designated with each showing a three month spread of chronological age. The distribution of boys in reading groups in four divisions of chronological age is shown in Table IV.

It will be noticed in Table IV that there is a definite tendency toward having more of the oldest boys in the top reading group and a few number in the low group; on the other hand, the youngest boys had a smaller percentage in the top group than did the oldest boys, and a greater percentage in the low group.

The same procedure of establishing four groups of chronological age to see if differences existed between the youngest and oldest pupils was carried out for 147 first grade girls. The number and percentages of first grade girls in four groups of chronological age are also found in Table IV.

There were more of the oldest first grade girls in the top reading group and a smaller number in the low group; on the other hand, the youngest girls had a smaller percentage in the top group than did the oldest girls, and a greater percentage in the low group.
<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>5-9 to 5=11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>2</td>
<td>9.1</td>
<td>13</td>
</tr>
<tr>
<td>Girls</td>
<td>14</td>
<td>45.2</td>
<td>10</td>
</tr>
<tr>
<td>6-0 to 6-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>14</td>
<td>33.3</td>
<td>15</td>
</tr>
<tr>
<td>Girls</td>
<td>14</td>
<td>37.8</td>
<td>17</td>
</tr>
<tr>
<td>6-3 to 6-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>12</td>
<td>46.2</td>
<td>11</td>
</tr>
<tr>
<td>Girls</td>
<td>19</td>
<td>44.2</td>
<td>21</td>
</tr>
<tr>
<td>6-6 to 6-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>13</td>
<td>38.2</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>27</td>
<td>75.0</td>
<td>4</td>
</tr>
</tbody>
</table>
In Table IV, page 27, it is interesting to note that the girls had higher percentages in the top reading group at the first, second, and fourth divisions of chronological age. In the first division of age, the girls were 36.1 per cent higher; in the second age division 4.3 per cent higher; and in the fourth division 36.8 per cent higher. In the third age division, the boys exceeded the girls by 2.0 per cent.

When comparisons of the percentages in reading groups are made between first grade boys and girls in divisions of age, the girls are more frequently ahead of the boys.

II. SECOND GRADE

The same comparisons that were made in the first grade were carried out in the second grade. Of a total of 134 second grade boys, there were 35, or 26.1 per cent, in the top group; in the middle group there were 60, or 44.8 per cent; and there were 17, or 29.1 per cent, in the low group. From a group of 112 second grade girls there were 52, or 46.4 per cent, in the top group; 41, or 36.6 per cent, in the middle group; and 19, or 17.0 per cent, in the low group. The distribution of second grade boys and girls in reading groups is shown in Table V.
TABLE V

SECOND GRADE PUPILS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Top Group</th>
<th></th>
<th>Middle Group</th>
<th></th>
<th>Low Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Boys</td>
<td>35</td>
<td>26.1</td>
<td>60</td>
<td>44.8</td>
<td>39</td>
<td>29.1</td>
</tr>
<tr>
<td>Girls</td>
<td>52</td>
<td>46.4</td>
<td>41</td>
<td>36.6</td>
<td>19</td>
<td>17.0</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>35.4</td>
<td>101</td>
<td>41.0</td>
<td>58</td>
<td>23.6</td>
</tr>
</tbody>
</table>
There were more second grade girls in the top reading group than boys and conversely there were more second grade boys in the low reading group than girls. It is evident that on a group basis girls are superior to boys in the area of reading at the second grade level.

The procedure of dividing the boys and girls into four groups of chronological age used in the first grade was repeated for second graders, except for the fact that the subjects were one year older. The items of data for second grade boys were examined to see what differences might exist between those who were chronologically youngest and those who were chronologically oldest. The distribution of boys in reading groups in four divisions of chronological age is illustrated in Table VI.

In the youngest three groups of boys in the second grade, there was an increase in the percentages in the top reading group as the chronological age increased and with this same increase in age there was a decrease in the percentages in the low reading group. The fourth division of chronological age for second grade boys fell below the other three divisions in the top reading group and was higher than the three divisions in the low reading group. Except for the fourth division of chronological age, the three other groups of chronological age followed the same pattern as the first grade boys and girls by showing higher
<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>6-9 to 6-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>13.9</td>
<td>18</td>
</tr>
<tr>
<td>Girls</td>
<td>10</td>
<td>31.2</td>
<td>14</td>
</tr>
<tr>
<td>7-0 to 7-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>12</td>
<td>30.0</td>
<td>19</td>
</tr>
<tr>
<td>Girls</td>
<td>15</td>
<td>55.6</td>
<td>7</td>
</tr>
<tr>
<td>7-3 to 7-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>11</td>
<td>33.3</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>15</td>
<td>50.0</td>
<td>12</td>
</tr>
<tr>
<td>7-6 to 7-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>7</td>
<td>28.0</td>
<td>7</td>
</tr>
<tr>
<td>Girls</td>
<td>12</td>
<td>52.2</td>
<td>8</td>
</tr>
</tbody>
</table>
percentages in the low reading group at the younger ages and higher percentages in the top reading group at the older ages.

The 112 girls at the second grade level were also divided into four groups of chronological age and the reading groups placements shown.

Table VI, page 31, shows that the number of girls in typical reading groups varies irrespective of chronological age although the number of girls in the top reading groups of youngest chronological age is much smaller than the number of girls in top reading groups of older chronological age. There are appreciably more girls of youngest chronological age in the low reading group.

As indicated in Table VI, page 31, the second grade girls showed much higher percentages in the top reading group and distinctly lower percentages in the low reading group than did the second grade boys.

III. THIRD GRADE

The same comparisons that were made with the first and second grade data were made with the third grade material. Of a total of 125 boys there were 43, or 34.4 per cent, in the top group; 47, or 37.6 per cent, in the middle group; and 35, or 28.0 per cent, in the low group. Of the 121 girls in the third grade 62, or 51.2 per cent,
were in the top reading group; 39, or 32.2 per cent, were in the middle group; and 20, or 16.5 per cent, were in the low group. The distribution of third grade boys and girls in reading groups is shown in Table VII.

There were more third grade girls in the top reading group than boys and conversely there were more third grade boys in the low reading group than girls. It is evident that on a group basis girls are superior to boys in the area of reading at the third grade level.

The same procedure employed at the first and second grades was followed with the exception that the subjects were two years older than the first graders and one year older than the second graders. The items of data for third grade boys were examined to see what differences might exist between those who were chronologically youngest and those who were chronologically oldest. The distribution of third grade boys in reading groups in four divisions of chronological age is shown in Table VIII, page 35.

It will be noticed that a somewhat different pattern is shown in Table VIII, page 35. The percentages in the top group among third grade boys increased with age only through the first three age divisions, and the percentages in the low group did not decrease regularly as the age increased. Although there was not a definite
### TABLE VII

THIRD GRADE PUPILS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Boys</td>
<td>43</td>
<td>34.1</td>
<td>47</td>
</tr>
<tr>
<td>Girls</td>
<td>62</td>
<td>51.2</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>42.7</td>
<td>86</td>
</tr>
</tbody>
</table>
TABLE VIII

THIRD GRADE BOYS AND GIRLS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS, SHOWN IN FOUR GROUPS OF CHRONOLOGICAL AGE

<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>7-9 to 7-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>25.0</td>
<td>8</td>
</tr>
<tr>
<td>Girls</td>
<td>14</td>
<td>50.0</td>
<td>11</td>
</tr>
<tr>
<td>8-0 to 8-2</td>
<td>11</td>
<td>29.7</td>
<td>15</td>
</tr>
<tr>
<td>Boys</td>
<td>12</td>
<td>36.4</td>
<td>12</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-3 to 8-5</td>
<td>14</td>
<td>43.8</td>
<td>13</td>
</tr>
<tr>
<td>Boys</td>
<td>19</td>
<td>57.6</td>
<td>11</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-6 to 8-8</td>
<td>13</td>
<td>36.1</td>
<td>11</td>
</tr>
<tr>
<td>Boys</td>
<td>17</td>
<td>63.0</td>
<td>5</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sequential pattern in Table VIII, page 35, there was still a definite tendency for the oldest boys to have higher percentages in the top reading group than the youngest boys and fewer percentages in the low reading group.

Table VIII, page 35, shows the 121 third grade girls in reading groups shown in four groups of chronological age.

Among the third grade girls the percentages in the top reading group increased as the chronological age increased with the exception that the youngest group had a higher percentage than the next to the youngest group. No pattern among the four divisions of chronological age for third grade girls appeared in the low reading group; however, the percentages of third grade girls in the low reading group in all four groups of chronological age are lower than those of the third grade boys. Table VIII, page 35, also shows that by comparison the girls had higher percentages in the top reading groups throughout the four divisions of chronological age.

When the reading group placements are shown in four groups of chronological age of three months each, there are some instances where there are inconsistencies whereby an irregular sequential pattern from young to old exists. When the placements in reading groups are shown only in two groups of chronological age of six months each, it is quite
definite that the older pupils have higher percentages in the top reading group than the younger pupils of the same grade, and the younger pupils have higher percentages in the low reading group than do the older pupils. There was one exception to this which was in the low group for boys at the second grade level; here, the older boys were .4 per cent higher than the younger boys. These latter comparisons are shown in a series of three tables: (1) Table IX shows the comparison at the first grade, (2) Table X, page 39, shows the comparison at the second grade, and (3) Table XI, page 40, shows the comparison at the third grade.

IV. SUMMARY

The reading group placement, the grade level, and the chronological age of 763 primary children of the Lodi Elementary School District in grades one, two, and three for the 1956-1957 school year were presented as the data in this study.

The total reading group placement for the subjects at each grade level and the relative reading group placement for boys and girls were presented in a series of tables. At each grade level there were more girls in the top reading group and fewer girls in the low reading group.
TABLE IX

FIRST GRADE BOYS AND GIRLS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS, SHOWN IN TWO GROUPS OF CHRONOLOGICAL AGE

<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Los Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>5-9 to 6-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>16</td>
<td>25.0</td>
<td>28</td>
</tr>
<tr>
<td>Girls</td>
<td>28</td>
<td>41.2</td>
<td>27</td>
</tr>
<tr>
<td>6-3 to 6-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>25</td>
<td>41.7</td>
<td>27</td>
</tr>
<tr>
<td>Girls</td>
<td>46</td>
<td>58.2</td>
<td>25</td>
</tr>
</tbody>
</table>
TABLE X
SECOND GRADE BOYS AND GIRLS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS, SHOWN IN TWO GROUPS OF CHRONOLOGICAL AGE

<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>6-9 to 7-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>17</td>
<td>22.4</td>
<td>37</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>42.2</td>
<td>21</td>
</tr>
<tr>
<td>7-3 to 7-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>18</td>
<td>31.0</td>
<td>23</td>
</tr>
<tr>
<td>Girls</td>
<td>27</td>
<td>50.9</td>
<td>20</td>
</tr>
</tbody>
</table>
TABLE XI

THIRD GRADE BOYS AND GIRLS OF THE ELEMENTARY SCHOOLS OF LODI, CALIFORNIA, FOR THE 1956-1957 SCHOOL YEAR IN READING GROUPS, SHOWN IN TWO GROUPS OF CHRONOLOGICAL AGE

<table>
<thead>
<tr>
<th>Age in Years and Months</th>
<th>Top Group</th>
<th>Middle Group</th>
<th>Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>7-9 to 8-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>16</td>
<td>28.1</td>
<td>23</td>
</tr>
<tr>
<td>Girls</td>
<td>26</td>
<td>42.6</td>
<td>23</td>
</tr>
<tr>
<td>8-3 to 8-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>27</td>
<td>39.7</td>
<td>24</td>
</tr>
<tr>
<td>Girls</td>
<td>36</td>
<td>60.0</td>
<td>23</td>
</tr>
</tbody>
</table>
than boys.

The subjects at each grade level were divided into four divisions of chronological age, each equal to three months. The reading group placement in groups of chronological age were shown separately for boys and girls at each grade level. The percentages among both the boys' and girls' reading group placements in many instances showed that the older subjects of a given grade appeared in greater numbers in the top reading group and in fewer numbers in the low reading group.

In a majority of instances the girls showed higher percentages in the top reading group at all levels of chronological age and smaller percentages in the low reading group when compared with the boys at the corresponding level.

A final series of tables (Tables IX, page 38, X, page 39, and XI, page 40) showed the age factor only in age intervals of six months; this was done to more clearly show that the older pupils as a group show a definite advantage in the area of reading as determined by reading group placement.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this study was to explore the relationship between reading progress and chronological age, and the reading progress and any differences that might exist between boys and girls of a group of first, second, and third grade pupils of the elementary schools of Lodi, California, for the 1956-1957 school year.

The answers to three main questions were sought: (1) Is progress in reading as determined by reading group placement in the Lodi Elementary Schools affected by chronological age? (2) Do older pupils in a given primary grade do better in the area of reading group placement than the younger pupils in the same grade? (3) Do girls as a group do better than boys in reading as determined by placement in reading groups?

In Chapter I the problem was stated, delimited, and its importance discussed. The chapter presented the terms to be used and an overview of the remaining chapters.

Chapter II gave a presentation of literature related to the field. From the material related in this chapter it was quite evident that as a group girls mature physically more rapidly than do boys. Also, there was considerable evidence from the reports from several writers that in the
early years of school girls have an advantage in the areas of language development and reading. Many sources were checked on the topic of intelligence and boys seem to be on an even basis with girls in this area.

Chapter III discussed the collection of the data. A unisort card, punched for the factors of grade, sex, chronological age, the date first entered the Lodi Elementary Schools, and the reading group placement, was made for each of the 763 first, second, and third grade pupils used in the final tabulations of this study.

Chapter IV gave the presentation and interpretation of the data. A total of nine tables listed the subjects at each grade level showing three different characteristics of data. These were: (1) the reading group placement for the boys and girls at each grade level, (2) the reading group placements for boys and girls at each grade level shown in four groups of chronological age, and (3) the reading group placements for boys and girls at each grade level shown in two groups of chronological age.

Conclusions. From the findings in this study it is evident that insofar as primary children are concerned, there is a relationship in progress in reading to the chronological age of the learner; as a group, older children are more successful than their younger classmates. It is
apparent from the data presented in this study that in primary grades girls, as a group, are advanced in reading group placement when compared to boys their own age. There is a great amount of overlapping; however, in many instances the youngest pupils did as well as the oldest pupils and in many cases boys did as well as girls.

Recommendations for further study. From the information revealed by this study, the following recommendations are made:

1. That a study be made whereby a group of older boys would be grouped with younger girls and comparisons of their reading attainments be made.

2. That a study similar to this study be made with a larger school population.

3. That a study similar to this study be made with a group of primary children where the reading groups would be determined by a basic reading series other than the one used in this study to determine if the differences found in this study are caused by a factor inherent to the reading series used.

4. That this study be repeated with a different group of primary children of the elementary schools of Lodi, California, to determine if the differences found in this study would appear consistently from year to year.
5. That a longitudinal study be made to find out what happens to the subjects of this study when they reach the intermediate and upper elementary school grades.
BIBLIOGRAPHY

A. BOOKS


**B. PERIODICALS**


Durrel, Donald D. "The Influence of Reading on Intelligence Measures," *Journal of Educational Psychology*, 24:412-16, September, 1933.


"Let's Give Boys a Break!" Phi Delta Kappan, XL (April, 1959), 281.


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


D. UNPUBLISHED MATERIALS

Charles R. Hadley Company, 330 North Los Angeles Street, Los Angeles, 12, California.
APPENDIX A
# A List of the Basic Reading Books Used by the Subjects of This Study

## Grade I

<table>
<thead>
<tr>
<th>Scott Foresman Series by William S. Gray, et al.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Before We Read</td>
<td>Readiness</td>
</tr>
<tr>
<td>We Read More Pictures</td>
<td>Readiness</td>
</tr>
<tr>
<td>The New We Look and See</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>The New We Work and Play</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>The New We Come and Go</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>The New Fun With Dick and Jane</td>
<td>Primer</td>
</tr>
<tr>
<td>The New Our New Friends</td>
<td>First</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lyons and Carnahan Series - State Texts by Guy L. Bond, et al.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories in Pictures</td>
<td>Readiness</td>
</tr>
<tr>
<td>Three of Us</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>Play With Us</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>Fun With Us</td>
<td>Pre-primer</td>
</tr>
<tr>
<td>Many Surprises</td>
<td>Primer</td>
</tr>
<tr>
<td>Happy Times</td>
<td>First</td>
</tr>
</tbody>
</table>

## Grade II

<table>
<thead>
<tr>
<th>Scott Foresman Series by William S. Gray, et al.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Friends and Neighbors</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td>(1st half)</td>
</tr>
</tbody>
</table>
GRADE II (continued)

The New More Friends and Neighbors

Lyons and Carnahan Series - State Texts
by Guy L. Bond, et al.

Down Our Way

Just For Fun

GRADE III

Scott Foresman Series
by William S. Gray, et al.

The New Streets and Roads

The New More Streets and Roads

Lyons and Carnahan Series - State Texts
by Guy L. Bond, et al.

Stories From Everywhere

Once Upon A Storytime
APPENDIX B
READING GOALS FOR GRADES ONE-FOUR
LODI ELEMENTARY SCHOOLS
JANUARY 16, 1957

Grade I
High group complete reading The New Our New
Friends
Middle group complete reading The New Fun With
Dick and Jane
Low group complete reading Guess Who?

Grade II
High group complete reading The New More Friends
and Neighbors
(p. 159) Unit III
Middle group complete reading The New Friends and
Neighbors
(p. 115) Unit III
Low group complete reading The New Our New
Friends
(p. 45) Unit I

Grade III
High group complete reading The New More Streets
and Roads
Middle group complete reading The New Streets and
Roads
(p. 50) Unit I
Low group complete reading The New Friends and
Neighbors

1 Taken from a bulletin from the office of the
Assistant Superintendent of Schools, Oak and Pacific
Streets, Lodi, California.