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GRADUATE COLLEGE

A STUDY OF THE FREQUENCY WITH WHICH THE DOLCH BASIC SIGHT VOCABULARIES OCCURRED IN THE LANGUAGE-EXPERIENCE STORIES OF FIRST GRADE CHILDREN

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

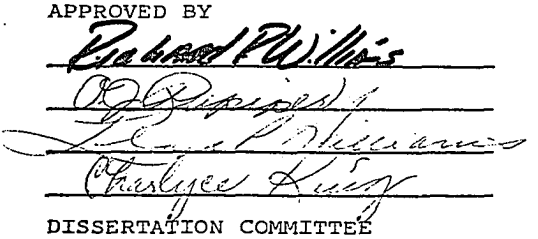
FRANCES DRISKELL STEPHENS

Norman, Oklahoma

1977

A STUDY OF THE FREQUENCY WITH WHICH THE DOLCH BASIC SIGHT VOCABULARIES OCCURRED IN THE LANGUAGE-EXPERIENCE STORIES OF FIRST GRADE CHILDREN

APPROVED BY



DISSERTATION COMMITTEE

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TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

LIST OF TABLES v

LIST OF ILLUSTRATIONS vii

Chapter

I. INTRODUCTION AND PROBLEM 1

Introduction 1
The Problem 9
Organization of the Dissertation 20

II. REVIEW OF THE LITERATURE 22

The Language-Experience Approach to Beginning Reading Instruction 23
The Dolch Basic Sight Vocabulary 38
The Johns Revision of the Dolch Basic Sight Vocabulary 49
The Preliminary Investigation 55
Summary 65

III. DESIGN AND PROCEDURES 69

Research Design 71
Research Procedures 73
Summary 85

IV. FINDINGS 88

Summary of Findings 112

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . 117

Summary 117
Conclusions 125
Recommendations 127

BIBLIOGRAPHY 130

APPENDIX A 137

APPENDIX B 141

LIST OF TABLES

1. Percentage of the Basic Sight Vocabulary in Running Words in School Textbooks 42

2. A Comparison of the Percentage of Dolch Basic Sight Words in the Present Investigation With Dolch's Original Findings 45

3. Proportion of Dolch Words and Corpus Words on the Wepman-Hass Spoken Word Count 46

4. Number and Per Cent of Words in the Dolch Basic Sight Vocabulary Not Among Four Recently Published Word Lists 53

5. Words in the Dolch Basic Sight Vocabulary Not Among At Least Three of Four Recently Published Word Lists 54

6. A Revision of Dolch Basic Sight Vocabulary Based on Four Recently Published Word Lists . . 56

7. Frequencies and Percentages of the 220 Dolch Words and the 189 Revised Dolch Words as They Occur in 4,000 Language-Experience Words 62

8. Frequencies and Percentages of the 220 Dolch Words and the 189 Revised Dolch Words Represented in 4,000 Language-Experience Words 63

9. Frequencies and Percentages Observed in the 1941 Dolch Study, the 1971 Johns Study, and the Preliminary Investigation 64

10. Systems Approach to the Design and Procedure of the Study 72

11. Frequency of Occurrence of the 220 Words of the Dolch Basic Sight Vocabulary in Four, 4,000-Word, Groups of Language-Experience Words 91

12. Frequency of Occurrence of the 189 Words of the Johns Revision of the Dolch Basic Sight Vocabulary in Four, 4,000-Word, Groups of Language-Experience Words 96

13. Frequencies and Percentages of the 220 Words of the Dolch Basic Sight Vocabulary and the 189 Words of the Johns Revision of the Dolch Basic Sight Vocabulary as They Occurred in Four, 4,000-Word, Groups of Language-Experience Words 102

14. Frequencies and Percentages of the 220 Words of the Dolch Basic Sight Vocabulary and the 189 Words of the Johns Revision of the Dolch Basic Sight Vocabulary Represented in Each of the Four, 4,000-Word, Groups of Language-Experience Words 104

15. Frequency and Percentage of Each of the Four, 4,000-Word, Groups of Language-Experience Words That Were the Dolch Basic Sight Vocabulary and the Frequencies and Percentages of 4,000 First Reader Words Published Prior to 1941 and 4,500 First Reader Words Published Prior to 1970 That Were the Dolch Basic Sight Vocabulary 107

16. The First 25 of the 16,000 Language-Experience Words That Were Included in the Dolch Basic Sight Vocabulary and the First 25 Words of the Dolch Basic Sight Vocabulary as Ranked by Dolch 110

LIST OF ILLUSTRATIONS

1. A Comparison of the Percentages of the 220 Dolch Words and the 189 Revised Dolch Words As They Occur in 4,000 Language-Experience Words 62

2. A Comparison of the Percentages Observed in the 1941 Dolch Study, the 1971 Johns Study, and the Preliminary Investigation 64

3. Comparison of the Percentages of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary as They Occurred in Four, 4,000-Word, Groups of Language-Experience Words 103

4. Comparison of the Percentages of the 220 Dolch Basic Sight Vocabulary Represented in Each of the four, 4,000-Word, Groups With the Percentages of the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary Represented in Each of the Four, 4,000-Word, Groups 105

5. Comparison of the Percentage of Each of the Four, 4,000-Word, Groups of Language-Experience Words That Were the Dolch Basic Sight Vocabulary with the Percentages of 4,000 First Reader Words Published Prior to 1941 and 4,500 First Reader Words Published Prior to 1970 That Were the Dolch Basic Sight Vocabulary 109

A STUDY OF THE FREQUENCY WITH WHICH THE DOLCH BASIC SIGHT VOCABULARIES OCCURRED IN THE LANGUAGE-EXPERIENCE STORIES OF FIRST GRADE CHILDREN

CHAPTER I

INTRODUCTION AND PROBLEM

Introduction

Historically, many changes have taken place in the methods and materials used in teaching beginning reading. The task of young children remains the same: to recognize words in print and understand their meaning.

High rationale or code emphasis programs help children to develop adequate word recognition skills but do little to enable them to understand what they have decoded. Such authors and proponents of these programs as Theodore Harris,[1] Julie Hay and Charles Wingo,[2] Donald Durrell,[3] Anna Cordts,[4]

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[1]Theodore Harris, Mildred Creekmore, and Margaret Greenman, Keys to Reading, Blue Dilly Dilly, Teacher's Manual (Oklahoma City: Economy Co., 1972), pp. 5-7.

[2]Julie Hay and Charles Wingo, Reading with Phonics, Revised Teacher's Edition (New York: J. B. Lippincott Co., 1967), pp. 10-127.

[3]Donald G. Durrell, Improving Reading Instruction, 5th ed., rev. and enl. (New York: World Book Co., 1956), pp. 82-87, 107-108, 226-228.

[4]Anna D. Cordts, Phonics for the Reading Teacher (New York: Holt, Rinehart & Winston, 1965), pp. vii-ix.

Lucille Schoolfield,[1] and Romalda Spalding[2] regard decoding as the first reading skill children must master. They believe that, during the primary grades, there will be no problem with comprehension because they assume that children possess extensive listening vocabularies. What if the assumption is not valid? What if material typical of some code emphasis programs has no relevance for the children who read it? Such a sentence as "The fat cat sat on the mat." may contain ideas to which few children can relate.

Basal reader programs emphasize comprehension and provide a gradual introduction of word attack skills. Proponents of code emphasis programs maintain that the phonics taught in the conventional basal reader programs is "too little and too late."[3] Chall states that a code emphasis produces better results with beginning readers than a meaning emphasis.[4] And how relevant is basal reader material in the lives of some first grade children? In his comments on the difficulty of constructing preprimer and primer materials, Stauffer has this to say:

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[1]Lucille Schoolfield and Josephine B. Timberlake, Phonovisual Method (Washington, D.C.: Phonovisual Products, 1960), pp. 5-79.

[2]Romalda B. Spalding and Walter T. Spalding, The Self-Teaching Edition of the Writing Road to Reading (New York: Whiteside & Morrow, 1966), pp. 4-84.

[3]Jeanne Chall, Learning to Read--The Great Debate (New York: McGraw-Hill Book Co., 1967), p. 23.

[4]Ibid., p. 178.

> As the senior author of a series of basal readers, I learned how difficult it was to construct material at a preprimer and primer level. A year of great effort plus the help of a well-known author of books for children produced only substandard language usage that was no more palatable than any of the similar materials already available. Such materials do not take advantage of children's facility, intellectual abilities, and motivations.[1]

Why do more teachers not use an approach to beginning reading which provides both relevant material and opportunities for children to develop word recognition strategies? One approach which meets the criteria for relevance and training in word attack skills is referred to as the Language-Experience Approach. This approach is considered more closely attuned to the learner's interests and language development than any other system of learning to read.[2] Phonic clues provide timely and functional auxiliary aid as children learn to read using language-experience material.[3] A reading program utilizing language-experience stories shares the high interest factor of Individualized Reading while at the same time emphasizing early acquisition of the code.[4] The approach enables children to relate the written language code to the

---

[1]Russell G. Stauffer, The Language-Experience Approach to the Teaching of Reading (New York: Harper & Row, Publishers, 1970), p. xi.

[2]George D. Spache, Investigating the Issues of Reading Disabilities (Boston: Allyn & Bacon, 1976), p. 344.

[3]Russell G. Stauffer, Directing the Reading-Thinking Process (New York: Harper & Row, Publishers, 1975), p. 202.

[4]Chall, p. 42.

spoken language code at the same time that they are developing adequate strategies for language recognition of grapho-phonic, semantic, and syntactical information.[1]

Dechant describes an acceptable reading program as being a middle course between a totally discrimination approach and a totally meaning approach. He believes that the language-experience approach can provide this middle course.[2] He suggests that successful teachers are eclectic in their use of methods and materials.[3] Stauffer labels the language-experience approach "eclectic" and says, "It embraces the best practices, regardless of their source, and does so in a functional communication-oriented way.[4] Spache points out that the threat of failure ever present in book reading is absent in the language-experience approach. What the student can talk and write about, he can surely read.[5] Allen states that children clarify and order their thinking as they use their speaking vocabularies in dictating and/or personally

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[1]MaryAnne Hall, Teaching Reading as a Language Experience (Columbus, OH: Charles E. Merrill Publishing Co., 1970), pp. 1-13.

[2]Emerald Dechant, Linguistics, Phonics, and the Teaching of Reading (Springfield, IL: Charles C. Thomas, Publisher, 1969), p. 5.

[3]Emerald Dechant, Improving the Teaching of Reading, 2d ed. (Englewood Cliffs, NJ: Prentice Hall, 1970), pp. 256-260.

[4]Stauffer, Language-Experience Approach, p. xiii.

[5]Spache, p. 344.

writing their experiences. Language development is facilitated.[1] In reporting on the large-scale First Grade Reading Studies of the 1960s, Spache reports that the language-experience approach was found to be an effective means of teaching reading.[2]

While both code emphasis and meaning emphasis are recognized as integral parts of effective reading instruction, the need for developing an adequate basic sight vocabulary must be considered. Teachers of reading subscribe to the notion that beginning readers should be taught to recognize instantly, at sight, a number of basic and frequently occurring words.[3] Karlin emphasizes the importance of developing pupils' basic sight vocabulary.[4] May urges that concentrated attention be given to those words most common to children's speaking vocabularies.[5] Ekwall suggests that words should always be in a student's listening-speaking vocabulary before

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[1]Roach Van Allen, Attitudes and the Art of Teaching Reading (Washington, D.C.: National Education Association, 1965), p. 8.

[2]Spache, pp. 344-347.

[3]Miles V. Zintz, Corrective Reading, 2d ed. (Dubuque, IA: William C. Brown Co., Publishers, 1972), p. 137.

[4]Robert Karlin, Teaching Elementary Reading: Principles and Strategies, 2d ed. (New York: Harcourt Brace Javanovitch, 1975), pp. 167-168.

[5]Frank B. May, To Help Children Read (Columbus, OH: Charles E. Merrill Publishing Co., 1975), p. 105.

They are introduced in their printed form. He believes that language-experience words meet this requirement.[1]

Growth in basic sight vocabulary is dependent on many factors, one of them being the provision for adequate practice.[2] Ekwall points out that a child must be exposed to any word a minimum of twenty times before he is able to recognize it instantly.[3] The language-experience approach has been criticized for its lack of vocabulary control. In the literature, which is summarized in Chapter II, this point of criticism is reiterated: the approach provides insufficient exposure to the basic sight words and infrequent opportunities to practice recognition of them. There is no mention of a study which attempts to prove or disprove the veridicality of the criticism.

Classroom experiences in teaching beginning reading suggested to the researcher that the language-experience approach was an effective means of presenting and reinforcing basic sight words because of the frequency with which these words occurred in children's dictated and/or personally written stories. Subsequent to these classroom experiences, the researcher designed and conducted a preliminary investi-

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[1]Eldon E. Ekwall, Diagnosis and Remediation of the Disabled Reader (Boston: Allyn & Bacon, 1976) p. 79.

[2]Donald D. Durrell and Helen A. Murphy, "Boston University Research in Elementary School Reading: 1933-1963," Journal of Education 145 (December 1963):11.

[3]Ekwall, p. 74.

gation of the frequency with which basic sight words occurred in the language-experience stories of first grade children. While the findings of the study were positive, it might be considered limited in scope. The present study represents an effort to expand the preliminary investigation. In the event that the frequency of occurrence of basic sight vocabulary in language-experience materials compares favorably with the frequency of occurrence of basic sight vocabulary in basal first reader materials, the language-experience approach may become more widely used.

There are various basic sight word lists available to the teacher of beginning reading. With which list or lists should he concern hemself? Otto and Chester point out that a good sight word list should include words that occur with demonstrated frequency in material for the beginning reader.[1] Historically, the Dolch Basic Sight Vocabulary has been considered useful. Johnson calls it the most influential sight word list in the past thirty years.[2] Harris reports that the 220 Dolch sight words make up more than 50 percent of the running words in all elementary school reading materials.[3] Lowe and Follman believe that the Dolch list has

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[1]Wayne Otto and Robert Chester, "Sight Words for Beginning Readers," Journal of Educational Research, 65 (July-August 1972):435.

[2]Dale D. Johnson, "The Dolch List Reexamined," Reading Teacher, 24 (February 1971):449.

[3]Albert J. Harris, How to Increase Reading Ability, 5th ed. (New York: David McKay Co., 1970), p. 323.

stood the test of time because the language from which it was derived has remained essentially the same.[1]

The nature of the Dolch Basic Sight Vocabulary serves to explain its importance. Lefevre states that about 45 percent of the Dolch vocabulary words are structure words or words that commonly function as structure words. It is the way these words are used that makes them important.[2] Durkin describes these words as service words and reports that they occur frequently in written materials.[3] Otto and Smith list the functions of these service words: introducing and connecting phrases and clauses, serving as verbs and auxiliary verbs, introducing questions and nouns, and serving as adverbs and adjectives.[4]

The Johns Revision of the Dolch Basic Sight Vocabulary represents an effort to make the Dolch Basic Sight Vocabulary more useful to the teachers of the 1970s. Johns believes that the original Dolch word list is still useful today but that, because of intervening cultural changes, it needs to

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[1]A. J. Lowe and John Follman, "Comparison of the Dolch List with Other Word Lists," Reading Teacher, 28 (October 1974):44.

[2]Carl A. Lefevre, Linguistics and the Teaching of Reading (New York: McGraw-Hill Book Co., 1964), p. 119.

[3]Delores Durkin, Teaching Them to Read, 2d ed. (Boston: Allyn & Bacon, 1974), p. 58.

[4]Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Co., 1970), p. 83.

be brought up to date. By deleting the 31 Dolch words that do not appear in at least three of four recent word count studies, he has compiled a list of 189 current and useful words. He states that children who know these words by sight will have a basic reading vocabulary that will be useful throughout their school years.[1]

No study replicating or validating the Johns Revision of the Dolch Basic Sight Vocabulary appears in the literature. Its inclusion in this study, as one of the criterion lists, represents an effort to determine its usefulness. This study concerns itself with words generated in the 1970s and the inclusion of a current list, which reflects cultural changes, is considered appropriate.

The Problem

Statement of the Problem

The problem was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being considered from each sample. More specifically, the study provided information to answer six questions.

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[1]Jerry L. Johns, "Should the Dolch List be Retired, Replaced, or Revised?" Elementary School Journal, 74 (March 1974):375-380.

1. With what frequency did the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary occur in each of four, 4,000-word, groups of language-experience words?

2. What percentage of each of the four, 4,000-word, groups of language-experience words was the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary?

3. What percentage of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words?

4. How did the frequencies and percentages of each of the four, 4,000-word, groups of language-experience words that were the Dolch Basic Sight Vocabulary compare with the frequencies and percentages of first reader words published (a) prior to 1941 and (b) prior to 1970 that were the Dolch Basic Sight Vocabulary?

5. Were the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study the same as the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch?[1]

6. What was the difference in the percentage of occurrence of the Dolch Basic Sight Vocabulary and the Johns

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[1]Lowe and Follman, p. 42.

Revision of the Dolch Basic Sight Vocabulary in the language-experience words generated by first grade children from varying socioeconomic backgrounds?

Importance of the Study

Essential components of beginning reading instruction are language development, basic sight vocabulary, phonics, comprehension, and material relevant to the child.[1] A review of the literature indicated that the language-experience approach provides all these components and that it is considered an effective means of teaching beginning reading.

The Dolch Basic Sight Vocabulary was described in the literature as a viable and useful list with significance for teachers of beginning reading.[2] The Johns Revision of the Dolch Basic Sight Vocabulary was proposed as a more current list with significance for teachers of the 1970s.[3] No attempt to validate the Johns revision was reported in the literature. Inclusion of the revision in this study was an attempt to determine its usefulness.

The literature described basic sight words as difficult to learn because of their abstractness and their

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[1]Delores Durken, Teaching Young Children to Read, 2d ed. (Boston: Allyn & Bacon, 1976), pp. 95-136, 179-252, 285-350.

[2]Lowe and Follman, P. 44.

[3]Johns, "Should the Dolch List?" p. 376.

similarity in appearance.[1] Repetition was considered the key concept in building a basic sight word vocabulary.[2] The use of language-experience stories was regarded as a good technique for developing a basic sight word vocabulary.[3]

In the literature critical of the language-experience approach, this point was reiterated: it provides insufficient exposure to the basic sight words and infrequent opportunities to practice recognition of them. A search of the literature revealed no study which attempted to prove or disprove the veridicality of the criticism.

A preliminary investigation by the researcher found that the frequency of occurrence of the Dolch Basic Sight Vocabulary in the language-experience stories of first grade children compared favorably with the frequency of occurrence of the Dolch Basic Sight Vocabulary in first readers published (a) prior to 1941 and (b) prior to 1970. However, the study might be considered narrow in scope because it dealt with only 4,000 words generated, prior to 1970, by children living in the eastern United States.

The present study utilized 16,000 language-experience words generated by first grade children living in four

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[1]Lefevre, p. 119.

[2]Richard Arnold and John Miller, "Reading Word Recognition Skills," in Reading: Foundations and Instructional Strategies, ed. Pose Lamb and Richard Arnold (Belmont, CA: Wadsworth Publishing Co., 1976), p. 324.

[3]Wayne Otto et al., Focused Reading Instruction (Menlo Park, CA: Addison-Wesley Publishing Co., 1974), p. 270.

central Oklahoma communities which varied in population size. The socioeconomic backgrounds of the children ranged from high to low in status. The language-experience stories were produced between 1970 and 1976 so they reflect recent language usage. This study represented a more extensive investigation, the results of which should prove more applicable to the present time and more meaningful to the teachers of Oklahoma.

Objectives of the Study

The main objective of the study was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being considered from each sample.

The specific objectives of the study were:

1. To describe the frequency with which the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words.
2. To determine what percentage of each of the four, 4,000-word, groups of language-experience words was the Dolch Basic Sight Vocabulary.
3. To determine what percentage of each of the four, 4,000-word, groups of language-experience words was

the Johns Revision of the Dolch Basic Sight Vocabulary.

4. To determine what percentage of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words.
5. To determine what percentage of the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words.
6. To compare the frequency and percentage of each of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary with the frequency and percentage of 4,000 first reader words, published prior to 1941, that were the words of the Dolch Basic Sight Vocabulary, as reported by Dolch.[1]
7. To compare the frequency and percentage of each of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary with the frequency and percentage of 4,500 first reader words, published prior to 1970, that were the words of the Dolch Basic Sight Vocabulary, as reported by Johns.[2]

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[1]Edward W. Dolch, Teaching Primary Reading, 3d ed. (Champaign, IL: Garrard Press, Publishers, 1960), p. 258.

[2]Jerry L. Johns, "The Dolch Word List Then and Now," Journal of Reading Behavior 3 (Fall 1970-1971):35-39.

8. To compare the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study with the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch.[1]
9. To determine the difference in percentage of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in four, 4,000-word, groups of language-experience words generated by first grade children from varying socioeconomic backgrounds.

Definition of Terms

1. Dolch Basic Sight Vocabulary. Compiled by Edward W. Dolch, this list of 220 high utility or service words comprises 50 percent of all the running words regularly encountered by adults and children in their reading. The list is to be found in Appendix B.

2. Johns Revision of the Dolch Basic Sight Vocabulary. The 189 word list has been proposed by Jerry L. Johns as a more current version of the original Dolch vocabulary. It is to be found in Appendix B.

3. Language-Experience Approach. Children are taught the basic reading skills using as their instructional material their dictated and/or personally written stories in

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[1]Lowe and Follman, p. 42.

which they describe their experiences both in the classroom and outside it.

4. Dictated Stories. As one child or a group of children taking turns describes an experience, the teacher transcribes the spoken words on a chalkboard or a sheet of paper.

5. Personally Written Stories. When children have the skills to form legible manuscript letters and when they have sufficient command of sound-symbol relationships to attempt to spell the words they wish to use, they write their own stories.

6. Frequency of Occurrence. The term refers to the number of times a particular word appears in the total number of words being tabulated for the study or the number of times a particular word appears in a selection being used for instructional purposes.

7. Insufficient Exposure. A particular word does not occur in the pupils' reading material with enough frequency to provide them the practice required for immediate recognition of it.

8. Word Recognition. The written form of the word is immediately known to pupils.

9. First Grade Children. In this study, the term refers to pupils receiving beginning reading instruction, either initially or because they were retained in grade one.

10. Word Groups. The term refers to the four, 4,000-word, corpora obtained from the language-experience stories of first grade children living in four centrally located Oklahoma communities.

11. Socioeconomic Background. In this study the term refers to the socioeconomic status, as determined by a composite score on Hollingshead's Four Factor Index of Social Position, of the children producing the language-experience stories from which the word groups were obtained.

Assumptions

1. The Dolch Basic Sight Vocabulary of 220 words was assumed to be a useful and viable list of words comprising 50 percent of all the running words children and adults regularly encounter in their reading.

2. The Johns Revision of the Dolch Basic Sight Vocabulary of 189 words was assumed to be a current version of the original Dolch vocabulary.

3. The language-experience approach was assumed to be an effective approach to teaching beginning reading.

4. Each of the four samples of children was assumed to be representative of a first grade population attending public school in one of four centrally located Oklahoma communities.

5. Each of the four word groups was assumed to be representative of the language-experience stories generated

by a first grade population attending public school in one of four centrally located Oklahoma communities.

6. Word group size of 4,000 was assumed to be appropriate in order to permit a comparison of the findings of this study with the findings of Dolch, who considered 4,000 words,[1] and the findings of Johns, who considered 4,500 words.[2] The use of 4,000 as the criterion word group size represented an arbitrary decision on the part of the researcher.

7. The findings of the study were assumed to be applicable only to groups of language-experience words generated by first grade populations similar in size and socioeconomic characteristics to the sample of children from which that particular group of words was obtained.

Delimitations of the Study

1. The study considered only 16,000 running words from the dictated and/or personally written language-experience stories of first grade children.

2. Each of the four, 4,000-word, groups of language-experience words represented stories generated by first grade pupils attending public school in one of four centrally located Oklahoma communities, with the school population in each community being designated a sample.

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[1]Dolch, Primary Reading, p. 258.

[2]Johns, "The Dolch Word List," p. 376.

3. Each of the four communities from which the samples were drawn varied as to population size and each of the samples varied as to socioeconomic status.

4. The findings of the study can be generalized only to groups of language-experience words generated by first grade populations similar in size and socioeconomic characteristics to the sample from which that particular group of words was obtained.

5. The way the samples of children were obtained and the way the word groups were established should be noted as further possible delimitations.

6. Unlike Dolch's procedure[1] but in agreement with Johns' procedure,[2] regularly inflected forms of a given root word were not tabulated under the root word in determining frequencies.

7. The 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study were compared only with the 25 most frequently occurring words of the Dolch Basic Sight Word Vocabulary in the Dolch study.[3] Johns reported that he was interested only in frequencies and that he did no ranking of words in his study. His letter to the researcher is to be found in Appendix A.

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[1]Edward W. Dolch, "A Basic Sight Vocabulary," Elementary School Journal 36 (February 1936):456.

[2]Johns, "The Dolch Word List," p. 376.

[3]Lowe and Follman, p. 42.

Organization of the Dissertation

Chapter II will present a review of the literature and research that is pertinent to this study. Specific topics included are:

1. The language-experience approach to beginning reading instruction
2. The Dolch Basic Sight Vocabulary, with particular attention to Dolch's method of compilation
3. The Johns Revision of the Dolch Basic Sight Vocabulary, with particular attention to Johns' method of revision
4. A report of the researcher's preliminary investigation of the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children.

Chapter III will present the design and procedures of the study. Included is the rationale for sample selection and word group selection.

Chapter IV will present the findings of the study by providing the answers to the questions posed in the statement of the problem. Included is a certain amount of interpretation.

Chapter V will present the summary, conclusions, and recommendations of the study.

The Appendixes include personal letters from Stauffer and Johns, the Dolch Basic Sight Vocabulary, the Johns Revision of the Dolch Basic Sight Vocabulary, and the text of all the children's stories comprising the 16,000 words with which the study concerned itself.

CHAPTER II

REVIEW OF THE LITERATURE

The problem of the study, as stated in Chapter I, was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being considered from each sample.

This chapter will review the research and related literature in three areas: the language-experience approach to beginning reading instruction, the Dolch Basic Sight Vocabulary, and the Johns Revision of the Dolch Basic Sight Vocabulary. Literature related to the language-experience approach will be reported in two sections: Literature in Support of the Approach and Literature Critical of the Approach. The development of basic sight vocabulary will be presented in historical sequence, with particular attention to the way in which Dolch compiled his vocabulary. The chapter will conclude with a report of the researcher's preliminary investigation.

The Language-Experience Approach to Beginning Reading Instruction

The language-experience approach teaches first grade pupils to read through associating print with meaningful personal experiences. It began some sixty years ago when Flora Cook at the Chicago Institute, and later at the Francis Parker School, wrote children's oral expressions on the blackboard and used them as instructional materials. It grew and developed as part of the Progressive Education Movement. In 1934 Nila Smith termed this the "experience method," and more recently it has been termed the language-experience approach.[1]

Literature in Support of the Approach

In describing early experiments with experience related reading for school beginners, Huey cited articles published in the Elementary School Teacher for October, 1900, and April, 1904, in which Cook said that children learned to read as they learned to talk--from a desire to find out or tell something.[2] He quoted a letter from Cook which stated, "I can vouch, after nearly twenty years' experience, that the method is a success when carried

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[1]Emerald V. Dechant, Improving the Teaching of Reading, 2d ed. (Englewood Cliffs, NJ: Prentice-Hall, 1970), p. 231.

[2]Edmund B. Huey, The Psychology and Pedogogy of Reading (New York: Macmillan Co., 1913), p. 297.

out by a thoughtful teacher.[1]

In reviewing the chief experiments in initial teaching and reading through experience related materials, reported between 1916 and 1965, Hildreth included the work done at Teachers College of Columbia University, the Dalton School, Adelphi Academy, and the Berkley School. She described the research evidence as being of two types: subjective evidence based on the observations of teachers and objectively evaluated, and comparison studies in which experimental groups were matched with controls.[2] In summarizing the research, she had this to say:

> The mass of evidence, supplemented by data from both earlier and later studies, indicates that by the end of grade three typical children taught systematically by activity-related methods, followed by the free use of reader units and library books, were reading as well or better than pupils who were taught from the beginning exclusively with standard basal reader series as measured by standard reading survey tests.[3]

Pupil's achievement scores in reading were compared in a study of the basic reader, individualized, and language-experience approaches in San Diego County, California. The language-experience approach was found to be as effective as the other two approaches in the primary grades.[4]

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[1]Ibid., p. 300.

[2]Gertrude Hildreth, "Experience Related Reading for School Beginners," Elementary English 42 (March 1965):288-292.

[3]Ibid., p. 293.

[4]Roach Van Allen, "More Ways Than One," Childhood Education XXXVIII (November 1961):108-111.

Bond, in commenting on the importance of the First Grade Reading Studies, reported that the project would involve nearly 30,000 children and 1,000 teachers in a variety of communities. Twelve of the studies would investigate the effectiveness of the language-experience approach by comparing it with various other approaches.[1]

In their three-year study of the language-experience versus a basal reader approach Stauffer and Hammond reported that, at the end of the first grade, the language-experience pupils were superior in word reading, paragraph reading, oral accuracy, three word lists, writing mechanics, and number of running words in composition.[2] At the end of third grade the pupils were still superior in these measures as well as in originality of content, consistency in story sequence, and total of polysyllabic words in writing.[3]

At the end of first grade Hahn found language-experience pupils superior in word reading and vocabulary to i.t.a. and basal pupils. His second year language-

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[1]Guy L. Bond, "Standards for Evaluating First Grade Programs," in First Grade Reading Programs, ed. James F. Kerfoot (Newark, DE: International Reading Association, 1965), pp. 184-185.

[2]Russell G. Stauffer and W. Dorsey Hammond, "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," Reading Teacher 20 (May 1967):740-746.

[3]Russell G. Stauffer and W. Dorsey Hammond, "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction--Extended into Third Grade," Reading Research Quarterly 4 (Summer 1969):468-499.

experience students were superior in number of books read and number of running words.[1]

Vilscek's language-experience pupils were superior at the end of first grade in word reading, paragraph reading, vocabulary, word attack skills, in two of the three word lists, and in attitude toward reading when compared with basal reader pupils.[2] Her second grade language-experience pupils excelled in tests of spelling, arithmetic concepts, science, and social science.[3]

In reviewing the First Grade Reading Studies which compared basal reader and language-experience approaches, Bond and Dykstra stated that the language-experience approach was found to be an effective means of teaching beginning reading. They reported that any approach enriched with features of other approaches produced greater reading achievement than the use of one approach exclusively.[4]

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[1]Harry T. Hahn, "Three Approaches in Beginning Reading Instruction--ITA, Language Experience, and Basic Readers--Extended into Second Grade," Reading Teacher 20 (May 1967): 715.

[2]Elaine C. Vilscek, Donald L. Cleland, and Loisanne Bilka, "Coordinating and Integrating Language Arts Instruction in First Grade," Reading Teacher 20 (October 1966):31-37.

[3]Elaine C. Vilscek, Donald L. Cleland, and Loisanne Bilka, "Coordinating and Integrating Language Arts Instruction," Reading Teacher 21 (October 1967):3-10.

[4]Guy L. Bond and Robert Dykstra, "The Cooperative Reading Program in First-Grade Reading Instruction," Reading Research Quarterly 2 (Summer 1967):5-142.

Duquette concluded that the use of Veatch's "Key Vocabulary" and the language-experience approach improves the reading and writing skills of first and second grade children. He noted particularly significant gains in word study skills.[1]

Designed to complement any basal reading plan and based on the premise that a child will learn best to read what is important to him personally, the initial and early reading program, "Communication Skills Through Authorship," was begun in various Idaho schools in 1969-70. Smith and Morgan, in describing the experimental use of the program, reported that first grade pupils using this language-experience method significantly outscored their control groups on the Stanford Achievement Test.[2]

The literature reported numerous special contributions of the language-experience approach. Such factors as the opportunities it provides for language development and individualized reading, the relevancy of the material which assures interest and an expectation of meaning on the part of the child, its functional handling of phonics learnings, its usefulness in teaching basic sight words, and its

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[1] Jeannette Veatch et al., Key Words to Reading: The Language Experience Approach Begins (Columbus, OH: Charles E. Merrill Publishing Co., 1973), p. 183.

[2] Lewis B. Smith and Glen D. Morgan, Cassette Tape Recording as a Primary Method in the Development of Early Reading Material (Bethesda, MD: ERIC Document Reproduction Service, ED 083 544, 1973).

capacity to reduce the threat of failure were considered.

Research findings have emphasized the importance of language development as a factor in the success or failure of the beginning reader. Huey discussed the importance of early experiences in the home as they related to learning to read and compared the natural method of learning to read with the natural method of learning to talk.[1] Roma Gans devoted an entire chapter to the importance of a child's early interactions with language, ideas, and varying experiences.[2] Loban reported that children with good over-all language development read significantly better than their less advantaged peers throughout elementary school.[3] Goodman pointed out that almost no child is below the cognitive level necessary for language development and suggested that teachers follow the axiom: no language without experience and no experience without language.[4] Stauffer stated that the development of language power through perceptually and

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[1]Huey, pp. 330-332.

[2]Roma Gans, Common Sense in Teaching Reading (Indianapolis: Bobbs-Merrill Co., 1963), pp. 95-117.

[3]Walter Loban, "The Language of Elementary School Children," Research Reports #1 (Champaign, IL: National Council of Teachers of English, 1963), pp. 1-89.

[4]Kenneth S. Goodman, "Do You Have To Be Smart To Read? Do You Have To Read To Be Smart?" Reading Teacher 28 (April 1975):625-632.

cognitively examined experiences is central to the learning-to-read process.[1]

Stauffer has estimated the vocabulary of the least adequately prepared child entering first grade to be 2,500 words.[2] Not only does the language-experience approach adapt itself to such a child but it provides opportunities for extending vocabulary development. Hall pointed out that, although reading instruction is built on existing language performance, it does not stop with and is not limited to that performance. Language facility is constantly extended.[3] As one of the strengths of the approach, Zintz mentioned free and easy oral communication which extends vocabulary development.[4] Stauffer reported that children acquired increasingly more acceptable forms of language as they were encouraged to label, enumerate, and categorize objects, events and people.[5] As one of the ways in which dictating language-experience stories aids in developing language, Durkin commented on the

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[1]Russell G. Stauffer, Directing the Reading-Thinking Process (New York: Harper & Row, Publishers, 1975), p. 151.

[2]Russell G. Stauffer, The Language Experience Approach to the Teaching of Reading (New York: Harper & Row, Publishers, 1970), p. 5.

[3]MaryAnne Hall, An Effective Language Experience Program (Bethesda, MD: ERIC Document Reproduction Service, ED 068 906, 1972).

[4]Miles V. Zintz, The Reading Process: The Teacher and the Learner, 2d ed. (Dubuque, IA: William C. Brown Co., Publishers, 1975), p. 22.

[5]Stauffer, Language-Experience Approach, p. 57.

child's need to realize the demarcation between words. In spoken language the demarcation is not always clear. As the child sees his dictated stories written, he becomes aware that each word is a unit, bounded by space.[1]

Individualized instruction was described by Durkin as "any instruction that deals with what children need and are ready to learn in a way and at a pace that is appropriate for them."[2] The language-experience approach encompasses various elements favorable to individualization. Stauffer reported that, although the range of differences among typical six-year-olds is at least five years, most of them come to first grade eager to learn to read. To meet this need he suggested a story dictated by the child, whatever his level of development, and "read" with the help of the teacher.[3] There would be no artificial word-learning rates and the child would acquire sight words at his own pace.[4] Zintz pointed out the flexibility of the approach as a hallmark of individuality.[5] Chall labeled it "individualized in the sense that the major portion of the teaching is done with

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[1]Delores Durkin, Teaching Them to Read, 2d ed. (Boston: Allyn & Bacon, 1974), p. 40.

[2]Ibid., p. 11.

[3]Stauffer, Reading-Thinking Process, p. 170.

[4]Ibid., p. 291.

[5]Zintz, p. 210.

one child at a time."[1] Spache considered it an individualized approach because "the child's reading program is paced to his own development in thinking and the use of language."[2]

Relevancy, as used by educators, implies meaningfulness in the life of the student. This, in turn, implies interest in, and experience with, an object or event. Durkin has found that the easiest child to teach is the one who is interested. Since the content of language-experience materials can come from the child himself, such materials have the advantage of being both interesting and personal.[3] Karlin reported that learning will take place more readily when activities are both useful and important to the child.[4] Ekwall pointed out that language experience stories are immediately meaningful because they are written about events in the life of the child.[5] Veatch suggested that vocabulary elicited by the use of the language-experience approach is both humane and relevant.[6] Raymond found students involved

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[1]Jean S. Chall, Learning to Read: The Great Debate (New York: McGraw-Hill Book Co., 1967), p. 354.

[2]George D. Spache, Investigating the Issues of Reading Disabilities (Boston: Allyn & Bacon, 1976), p. 343.

[3]Delores Durkin, Teaching Young Children to Read, 2d ed. (Boston: Allyn & Bacon, 1976), p. 250.

[4]Robert Karlin, Teaching Elementary Reading: Principles and Strategies, 2d ed. (New York: Harcourt Brace Jovanovich, 1975), p. 136.

[5]Eldon E. Ekwall, Diagnosis and Remediation of the Disabled Reader (Boston: Allyn & Bacon, 1976), p. 76.

[6]Veatch et al., p. 6.

in a language-experience program to be self-motivated and self-directed.[1] Packer reported that children using Ashton-Warner's "Key Vocabulary" and language-experience activities develop vocabulary that is more meaningful than that contained in first grade basal reader materials.[2]

Durkin has referred to comprehension as "the essence of reading."[3] Zintz suggested that, if meaning is to be at the core of the reading process, the teacher must work from the child's own experiences first. If, from the first conscious exposure to written language, that language does not communicate, then the beginning reader may not realize that he is to seek meaning.[4] If the child dictates his own story or sentence and it is part of his experience, he has eliminated the concern his teacher might have had about his comprehension and ability to react.[5] Chall reported that language-experience children are "after meaning all the time" because everything is read for meaning.[6] Hall found

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[1]Dorothy Raymond, A City-Wide Language-Experience Approach to Reading (Bethesda, MD: ERIC Document Reproduction Service, ED 063 095, 1972).

[2]Athol B. Packer, "Sylvia Ashton-Warner's Key Vocabulary for the Disadvantaged," Reading Teacher 23 (March 1970): 559.

[3]Durkin, Teaching Young Children, p. 181.

[4]Zintz, pp. 189-190.

[5]Ibid., p. 11.

[6]Chall, p. 63.

language-experience material easily comprehended because it is a record of children's thoughts.[1]

The research from 1912 to 1965 indicated that a code-emphasis method--one that emphasizes learning of the printed code for the spoken language--produced better results up to the end of third grade.[2] Zintz found the language-experience approach to be the most promising method in helping the child relate the written form of the language to the spoken form.[3] Stauffer reported that language-experience pupils learn sound-symbol relationships in circumstances highly similar to their learning-to-talk stage.[4] He pointed out the opportunities to teach word-attack skills as a first-aid to meaning, with phonic elements presented in a pronunciation unit and not in isolation.[5] In describing the language-experience approach, Otto, McMenemy, and Smith stated that phonics and other word attack skills are taught as pupils indicate a readiness to derive generalizations from observing their oral language in print.[6] Vilscek suggested that

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[1]MaryAnne Hall, Teaching Reading as a Language Experience (Columbus, OH: Charles E. Merrill Publishing Co., 1970), p. 27.

[2]Chall, p. 307.

[3]Zintz, p. 110.

[4]Stauffer, Reading-Thinking Process, p. 291.

[5]Stauffer, Language-Experience Approach, p. 21.

[6]Wayne Otto, Richard A. McMenemy, and Richard J. Smith, Corrective and Remedial Teaching, 2d ed. (Boston: Houghton Mifflin Co., 1973), p. 222.

children in a language-experience program acquire auditory-visual and directional-motor abilities.[1]

Basic sight words, often referred to as "function words" or "service words," are constantly needed and difficult to learn. If comprehension is to be adequate, identification of these words must be automatic.[2] Many authorities have suggested that sight words should be developed in a sentence or phrase. The use of language experience techniques, which will encourage the child to use these words in his own sentences, is considered helpful.[3] Zintz counted the Dolch Basic Sight Vocabulary words in a language experience story about dinosaurs and found 33 of the 63 running words were the Dolch words.[4] Dolch himself recommended the use of phrase cards in teaching his basic words.[5] Goodman discovered that words in lists were much more difficult than in context for primary pupils.[6]

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[1]Elaine C. Vilscek, "The Language Experience Approach," Recent Developments in Reading 95 (Chicago: University of Chicago Press, 1965), p. 72.

[2]Durkin, Teaching Young Children, pp. 263-264.

[3]Wayne Otto et al., Focused Reading Instruction (Menlo Park, CA: Addison-Wesley Publishing Co., 1974), pp. 267-270.

[4]Zintz, p. 236.

[5]Edward W. Dolch, Teaching Primary Reading, 3d ed. (Champaign, IL: Garrard Press, Publishers, 1960), p. 390.

[6]Kenneth S. Goodman, "A Linguistic Study of Cues and Miscues in Reading," Elementary English 42 (October 1965): 639-643.

It is an accepted principle that children learn best when they are relieved of undue pressure to compete and when they feel reasonably confident that they can accomplish what is expected of them.[1] Spache suggested that the language-experience approach frees the student from the threat of failure present in book reading and allows him to progress successfully in accordance with his skills.[2] Hall observed that experience stories provide a natural transition into the reading of books. She stated that the stories promote favorable attitudes toward reading since no pressure is exerted for mastery of a given number of words.[3] The approach emphasizes each child's success[4] and develops in each a feeling of success.[5] Barnette reported enhanced ego concept and improved attitude toward reading in children whose teachers used Veatch's "Key Vocabulary" and the language experience approach.[6]

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[1]Karlin, p. 136.

[2]Spache, p. 344.

[3]Hall, Teaching Reading, p. 27.

[4]Roach Van Allen, "How a Language-Experience Program Works," in Elementary Reading Instruction: Selected Materials, 2d ed., ed. Althea Beery, Thomas C. Barrett, and William R. Powell (Boston: Allyn & Bacon, 1974), p. 397.

[5]Ekwall, p. 77.

[6]Veatch et al., p. 183.

Literature Critical of the Approach

Hildreth reviewed the chief experiments in initial teaching and reading through experience related materials, reported between 1916 and 1965, and noted these points of criticism:

1. The method was said to be incidental, even accidental; that is, not enough system to insure steady progress in the sequential steps of learning to read and write.
2. The vocabulary was not controlled in terms of a standard word list for the first grade based on a composite of beginning reader word lists.
3. The method was too haphazard to insure the learning of basic reading skills and habits; there was insufficient drill for mastery of essential reading techniques such as use of phonics and knowledge of vocabulary.
4. It was difficult to adapt the method to small group instruction.
5. The preparation of a sufficient quantity of fresh material daily was beyond the capacity of a teacher in charge of a large class.[1]

Chall, in considering vocabulary load during the first year of reading instruction, commented on the many different vocabulary words to which the child was exposed in the language-experience approach. She classified the approach "high" in word load.[2]

Also critical of the approach were Scrivner and Scrivner who stated:

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[1]Hildreth, "Experience Related Reading," p. 292-293.

[2]Chall, p. 344.

> The language experience approach requires a teacher with real empathy, sincere respect, and unusual patience.
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> The critics of the language experience approach have also indicated that this approach may be extremely limited since the major source of vocabulary is children's written expression. There are suggestions that not enough stress is placed on the importance of basic reading skills, and it is possible that the basic sight vocabulary may not be used enough to insure mastery for independent reading.[1]

Robeck and Wilson commented on the significance of the teacher's role and stated that she should be "knowledgeable about the structure of language and experienced in the 'learnability' of the parts in the decoding-encoding sequence." The responsibility for teaching each child all the necessary beginning reading skills without the guidance of a prestructured program was viewed as burdensome.[2]

In his critique of the language-experience approach, Zintz mentioned these specific weaknesses:

1. Vocabulary may be too uncontrolled.
2. May not provide continuity in teaching phonics skills.
3. May not learn thinking, problem skills in comprehension.
4. Important gains in child progress may not be measured on standardized tests at the end of the year.
5. Classroom may seem disorganized during reading class.

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[1]Wilma Scrivner and Wayne Scrivner, They All Need To Read (New York: Appleton-Century-Crofts, 1972), p. 9.

[2]Mildred C. Robeck and John A. Wilson, Psychology of Reading: Foundations of Instruction (New York: John Wiley & Sons, 1974), p. 487.

6. Charts used must seem to the children to have specific purposes.
7. Requires extra preparation: chart making, planning firsthand experiences on the part of the teacher.[1]

Ekwall considered the advantages of the approach but cautioned teachers of various inherent disadvantages. He stated that there is no step-by-step teacher's manual, and the inexperienced or untrained teacher may fail to present a complete program. She may not use certain high utility words enough times or she may fail to diagnose specific problems with word attack skills.[2]

Spache questioned the value of some of the words which were introduced in language-experience stories of beginning readers. He found the approach weak in sequential skill development and reported a lack of repetition of basic vocabulary.[3]

The Dolch Basic Sight Vocabulary

Since it was first published in 1936, the Dolch Basic Sight Vocabulary has been recognized as the dominant word list for beginning readers[4] and hundreds of thousands of

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[1]Zintz, p. 210.

[2]Ekwall, p. 77.

[3]Spache, p. 344.

[4]Wayne Otto and Robert Chester, "Sight Words for Beginning Readers," Journal of Educational Research 65 (July-August 1972):435.

children have been asked to learn these 220 words.[1] Textbooks on the teaching of reading by such authors as Dechant[2] and Zintz[3] refer to the list and suggest ways of teaching the words. The Basic Sight Word Test, devised by Dolch in 1942, is made up of the 220 words in the Dolch Basic Sight Vocabulary and is considered a quick and accurate measure of sight vocabulary.[4] A technique developed in 1944 for using the Dolch word list as an aid for placing children at their instructional level is still in use today.[6] Books have been written with the Dolch words and a small number of nouns to give children practice in meeting the words in running print. Many reading materials have been developed to teach the words in isolation.[7]

The Dolch Basic Sight Vocabulary was a response to the need for a single, short list of words which appeared

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[1]Dale D. Johnson, "The Dolch List Re-examined," Reading Teacher 24 (February 1971):449.

[2]Dechant, p. 465.

[3]Zintz, pp. 80, 82, 236, 237.

[4]William Kottmeyer, Teacher's Guide for Remedial Reading (New York: McGraw-Hill Book Co., 1959), p. 91.

[5]Maude McBroom, Julia Sparrow, and Catherine Eckstein, Scale for Determining a Child's Reader Level (Iowa City: Bureau of Publications, Extension Division, State University of Iowa, 1944), p. 11.

[6]Richard L. Marquard, "Reading Levels--A Second Look," Elementary English 50 (January 1973):95.

[7]Kottmeyer, pp. 118-120, 141-142, 158, 231.

frequently in the reading material of all children. Elementary teachers were expressing concern that some of their pupils had very small or almost nonexistent sight vocabularies. They wished to remedy the situation by drilling on the sight words that would be of the greatest value to these children in their reading; but the standard word lists of the 1920s and 1930s contained 500 or more words--too many to be given drill as a sight vocabulary.[1]

The investigation that Dolch undertook to "find a reasonably small number of words that are so common in all reading matter that all children should know them instantly by sight and thus be greatly helped in their everyday reading"[2] utilized three word lists. They were the 510 words with frequencies of 100 or more from the vocabulary published by the Child Study Committee of the International Kindergarten Union, the first 500 words on the Gates' Reading Vocabulary for the Primary Grades, and the list of the 453 words most frequently found in 10 primers and 10 first readers compiled by Wheeler and Howell. The three lists were compiled on a dictionary basis, with regularly inflected forms of a single root word being combined, and a comparison of them gave Dolch a list of 193 words. To this he added 27 words that appeared on the Gates and the Kindergarten Union

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[1]Edward W. Dolch, "A Basic Sight Vocabulary," Elementary School Journal 36 (February 1936):456.

[2]Dolch, Primary Reading, p. 253.

lists because they "belonged with other words on the list."[1] The complete corpus is included in Appendix B.

Dolch described his vocabulary list as "basic" because it includes the "tool" words that are used in all writing, no matter what the subject. In commenting on the function of these words, he had this to say:

> Conjunctions join clauses, regardless of what the clauses are about; prepositions introduce phrases of every kind; pronouns stand for any and all persons and things; adverbs modify every kind of word; and adjectives modify every kind of noun. Verbs denote action or being of every sort of subject, and the auxiliaries, practically all of which are included in this list, are used with all the verbs of the language.[2]
>
> It is to be specially noted that this basic sight vocabulary includes no nouns. Nouns cannot be of universal use because each noun is tied to special subject matter.[3]

A survey of the research conducted between 1940 and 1970 has revealed various investigations of the usefulness of the 220 Dolch words and the empirical base on which they were selected. The first of the studies was done by Dolch himself to establish the basic character of his sight words by showing their use in textbooks in reading, arithmetic, history, and geography. A 1,000 word sampling was made of each book by selecting 100 words at 10 equal intervals throughout the book. His basic sight words were noted and

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[1]Dolch, "Sight Vocabulary," pp. 456-460.

[2]Ibid., p. 457.

[3]Ibid., p. 458.

the percentage of their occurrence in each of the texts was noted. As table 1 shows, the 220 Dolch words accounted for more than 50 percent of all the running words in all the books sampled. The percentages for the reading texts varied from 70 in grade one to 59 in grade six.[1]

TABLE 1

PERCENTAGE OF THE BASIC SIGHT VOCABULARY IN RUNNING WORDS IN SCHOOL TEXTBOOKS

Textbook	Number of Series	Grade					
		I	II	III	IV	V	VI
Reading	4	70	66	65	61	59	59
Arithmetic	2			62	63	57	57
Geography	2				60	59	54
History	2				57	53	52

SOURCE: Edward W. Dolch, Teaching Primary Reading (Champaign, IL: Garrard Press, Publishers, 1960), p. 258.

Hildreth found 186 words common to the Dolch Basic Sight Vocabulary, the Dale List of 769 Easy Words, and Rinsland's List of Words Most Frequently Used by Children in Their Writing.[2] Working with 25 basic reading series published between 1930 and 1950, MacLatchy and Wardwell determined that all but three of the Dolch sight words were among

[1]Dolch, Primary Reading, pp. 257-258.

[2]Gertrude Hildreth, "A Comparison of the Dale, Dolch and Rinsland Word Lists," Journal of Educational Psychology 39 (January 1948):40-46.

the 1,450 words introduced in first grade books.[1] Fulmer reported that 64 percent of the 183 words occurring with frequency counts of 6 to 11 in all the basal reading series published between 1954 and 1959 were included in the Dolch list of sight words.[2]

In comparing the vocabularies of seven first grade basal reading programs, Olson found a total of 763 different words, with only 93 common to five or more of the programs. Of these 93 words, 79 or 93.5 percent were Dolch sight words.[3]

A study reported by Zintz in 1966 checked the vocabularies of five primary readers (pre-primer through the third grade) against the Dolch list. It was reported that over 200 of the 220 words contained on the Dolch list had been presented in each of the basic reading series by the end of the third-grade reader. Although no date is given for this study, it is probably twenty years old because of the particular basic reading series used.[4]

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[1]Josephine MacLatchy and Frances R. Wardwell, "A List of Common Words for First Grade," Educational Research Bulletin 30 (September 1951):151-159.

[2]Daniel W. Fullmer, "A Beginning Reading Vocabulary," Journal of Educational Research 54 (March 1961):270-272.

[3]Arthur V. Olson, "An Analysis of the Vocabulary of Seven Primary Reading Series," Elementary English 42 (March 1965):261-264.

[4]Jerry L. Johns, "The Dolch Word List Then and Now," Journal of Reading Behavior 3 (Fall 1970-1971):37.

In the literature of the 1970s, much attention has been focused on the Dolch Basic Sight Vocabulary. Its critics have suggested that it is outdated. Its supporters have concluded that it still accounts for at least 50 percent of the words a child or adult will encounter in reading.

Johns compared the vocabularies of five basic reading series grades one through six, published between 1960 and 1970, with the Dolch Basic Sight Vocabulary and found that the Dolch words comprise 52 to 66 percent of all the words in these books. He sampled 900 words from each of the five basic readers, or a total of 4,500 words at each grade level. In his study conducted in 1941, Dolch sampled 4,000 words from basic readers at each grade level. The similarity in word group size made possible the comparison of percentages shown in table 2. Johns explained the consistently lower percentages in his investigation by stating that Dolch included inflected forms of the basic words and he, Johns, did not.[1]

Johnson suggested that the Dolch Basic Sight Vocabulary has outlived its usefulness as a corpus and that the 220 most frequent words in the Kucera-Francis Computational Analysis of Present-Day American English be considered as a substitute for it. He stated that the Kucera-Francis corpus reflects the world of the 1960s and not the vocabulary of

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[1]Ibid., pp. 35-39.

beginning reading materials of the 1920s and 1930s. He found that 82 of the Dolch sight words were not among the Kucera-Francis words. Although he acknowledged that children's primers and first readers were not sampled by Kucera and Francis, he appeared to discount the significance of this.[1]

TABLE 2

A COMPARISON OF THE PERCENTAGE OF DOLCH BASIC SIGHT WORDS IN THE PRESENT INVESTIGATION WITH DOLCH'S ORIGINAL FINDINGS

Investigator	Number of Reading Series	Reader Levels					
		1	2	3	4	5	6
Johns	5	66	61	52	55	55	55
Dolch	4	70	66	65	61	59	59

SOURCE: Jerry L. Johns, "The Dolch Word List Then and Now," Journal of Reading Behavior 3 (Fall 1970):38.

In proposing their own list of sight words for beginning readers, Otto and Chester questioned the usefulness of the Dolch Basic Sight Vocabulary. They called the list "passe" because of the vast number of cultural changes that have occurred since its compilation and characterized the base on which the words were selected as "pseudoempirical."[2]

Johns compared the 315 words on the Dolch Combined Word List (his 220 basic sight words and his 95 common nouns)

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[1]Johnson, pp. 449-456.

[2]Otto and Chester, pp. 435-443.

to the most frequent words in the Wepman and Hass spoken word count for young children and to the 315 most frequent words on the Kucera-Francis corpus. The results of these comparisons are shown in table 3. Because these comparisons revealed that a significantly greater proportion of Dolch words than Kucera-Francis words was contained in the spoken word count conducted by Wepman and Hass, Johns and Higdon concluded that the Dolch Combined Word List is more representative of the vocabularies of young children. They further concluded that, despite its age, the Dolch words appear far from being outdated.[1]

TABLE 3

PROPORTION OF DOLCH WORDS AND CORPUS WORDS ON THE WEPMAN-HASS SPOKEN WORD COUNT

	Word Lists Compared to the Wepman-Hass List		
Age Group of Children	Dolch List	Kucera-Francis List	
Five Year Olds	190 315	156 315	2.79*
Six Year Olds	190 315	167 315	1.78*
Seven Year Olds	190 315	166 315	1.78*

SOURCE: Jerry L. Johns and Jean E. Higdon, "Another Look at the Dolch List," Journal of Reading Behavior 5 (Spring 1973):143.

*$p < .05$

[1]Jerry L. Johns and Jean E. Higdon, "Another Look at the Dolch List," Journal of Reading Behavior 5 (Spring 1973): 140-144.

Harris and Jacobson investigated the validity of Johnson's assertion that the Dolch Basic Sight Vocabulary is substantially out of date. They analyzed, in terms of reading level placement in the Harris-Jacobson Basic Elementary Reading Vocabularies, the 82 Dolch words that Johnson criticized as obsolete. They found that 63.4 percent placed at first grade level, with 35.4 percent at second grade level and 15.9 percent at third grade level. Their conclusion was that the Dolch list still performs adequately the task for which it was intended.[1]

In discussing the controversy over word lists, Hillerich pointed out that the source of word counts should be a more pertinent consideration than the date they were compiled. He stated that, although the English language is continually changing, high frequency lists contain primarily structure words which are timeless. After comparing the Dolch Basic Sight Vocabulary with his Basic Reading/Writing Vocabulary of 240 Starter Words, he questioned the appropriateness rather than the datedness of the Dolch words.[2]

The purpose of a study by Lowe and Follman was to determine the rankings of the first 150 Dolch sight words in the ranked word lists compiled by Carroll, Otto, Kucera, and

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[1]Albert J. Harris and Milton D. Jacobson, "Some Comparisons Between Basic Elementary Reading Vocabularies and Other Word Lists," Reading Research Quarterly 9 (Fall 1973): 99-101.

[2]Robert L. Hillerich, "Word Lists--Getting It All Together," Reading Teacher 27 (January 1974):353-360.

Johnson and in the word list studies of basal readers done by Harris, Taylor, and Johnson. The lists intercorrelated highly, ranging from .81 to .99 with all correlations significant beyond the .001 level. The most striking finding of the study was that regardless of the methods used to compile the various lists, the readability level of the materials used, or the type of materials analyzed, the basic or most common words obtained were essentially the same. All but a few of the first 150 Dolch words appeared on the Johnson, Otto, Carroll, and Kucera corpora. Lowe and Follman concluded that the Dolch Basic Sight Vocabulary is as useful today as it was over thirty years ago and that the first 150 of the Dolch words may still be used without reservation or limitation.[1]

Johns, Edmond, and Mavrogenes conducted a study at the Northern Illinois University Reading Clinic designed to replicate and validate the Dolch basic sight vocabulary investigation. Dolch's method of compiling his list of 95 nouns was also replicated. Some discrepancies were found between the replications and Dolch's investigations. A few words were left off the lists although they met all the criteria for inclusion, and a lack of consistency was noted in Dolch's choices for including words on his lists. It was

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[1]A. J. Lowe and John Follman, "Comparison of the Dolch List With Other Word Lists," Reading Teacher 28 (October 1974):40-44.

concluded that pseudoempirical is a correct description of Dolch's method in compiling his basic sight vocabulary. It was also determined that this list is still viable since it accounts for over 50 percent of the words currently used in reading materials for both children and adults.[1]

Zintz compared Stone's One Hundred Important Words for Prebook, Preprimer, and Early Primer Reading with the Dolch Basic Sight Vocabulary. He reported that all of the Stone words, with the exception of nouns, are also Dolch sight words.[2]

In his investigation of the Fry Instant Words, Zintz found that the first 100 words contain 95 of the Dolch basic sight words, the second 100 words contain 55 of the Dolch words, and the third 100 words contain 56 of the Dolch words. All the Dolch Basic Sight Vocabulary, with the exception of 14 words, is contained in the first 300 Fry words.[3]

The Johns Revision of the Dolch Basic Sight Vocabulary

One criterion of this study is the Johns Revision of the Dolch Basic Sight Vocabulary. Therefore, it is considered

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[1]Jerry L. Johns, Rose M. Edmond, and Nancy A. Mavrogenes, The Dolch Basic Sight Vocabulary Investigation: A Replication and Validation (Bethesda, MD: ERIC Document Reproduction Service, ED 094 329, 1974).

[2]Zintz, pp. 235-236.

[3]Ibid., p. 237.

appropriate to report, in some detail, how the revision was made.

As Johns reviewed the research related to the Dolch Basic Sight Vocabulary, he noted that the findings were both critical and supportive of the corpus. Some studies concluded that the Dolch words are now passe and were pseudo-empirically selected. Other studies indicated that the Dolch words make up 50 to 70 percent of the running words in basal reading series and other materials read by children as well as adults. Johns did not discount the usefulness of the Dolch list but he did believe that it might need to be brought up-to-date. With this in mind, he designed his study to compare the Dolch Basic Sight Vocabulary with four recently published word lists.[1]

The first list was made up of the 500 most frequent words from the American Heritage Intermediate Corpus.[2] This corpus was compiled from samples of published materials used in grades three through nine. It contains 5,088,721 words drawn in 500 word samples from 1,045 books. There are 86,741 different words in the list. Although the corpus "reflects neither the vocabulary that students know nor the vocabulary that the authors imagine they should know, it does indicate

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[1]Jerry L. Johns, "Should the Dolch List Be Retired, Replaced, or Revised?" Elementary School Journal 74 (March 1974):375-376.

[2]John B. Carroll, Peter Davies, and Harry Richman, Word Frequency Book (Boston: Houghton Mifflin Co., 1971), pp. 3-856.

the vocabulary to which they are exposed."[1] Comparing these words with the Dolch list made it possible for Johns to determine the number of Dolch words that are not among the most frequently occurring words in the range of required and recommended reading materials for grades three through nine.[2]

The second list was made up of 188 words from a computer study of high frequency words in trade books for children. In conducting this study, Durr involved 80 library books that were popular with primary children. Of the 5,791 different words in the books, 188 occurred more than 88 times and accounted for 68.41 percent of the 105,280 running words in the books.[3] Comparing Durr's 188 words with the words on the Dolch list made it possible for Johns to determine the number of Dolch words which are not among the most frequent words in library books selected by primary children.[4]

The third list was made up of the 500 most frequent words from the Kucera-Francis list[5] which was compiled from a sample of published materials representing the full range of subject matter and prose styles, from the sports page of

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[1]Ibid., p. 11.

[2]Johns, "Should the Dolch List?" p. 376.

[3]William K. Durr, A Computer Study of High-Frequency Words in Popular Trade Journals (Bethesda, MD: ERIC Document Reproduction Service, ED 044 240, 1970).

[4]Johns, "Should the Dolch List?" p. 377.

[5]Henry Kucera and W. Nelson Francis, Computational Analysis of Present-Day American English (Providence, RI: Brown University Press, 1967), pp. 3-424.

the newspaper to the scientific journal and from popular romantic fiction to abstruse philosophical discussion. From the 1,014,232 total words, 50,406 different words were included on the list.[1] Comparing the 500 Kucera-Francis words with the words on the Dolch list made it possible for Johns to determine the number of Dolch words that are not among the most frequent words in adult materials.[2]

The fourth list was made up of the 727 words identified in the Murphy analysis as words which occurred at least 50 times in the 6,318 different words spoken by children in kindergarten and grade one.[3] Comparing the 727 Murphy words with the words on the Dolch list made it possible for Johns to determine the number of Dolch words that are not among the words that children in kindergarten and grade one use in their oral communication.[4]

In refining the Dolch Basic Sight Vocabulary, Johns considered four assumptions essential. The list should contain no nouns. It should include words used frequently by young children. It should have high utility at all levels of reading development. It should combine regularly

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[1]Ibid., p. xix.

[2]Johns, "Should the Dolch List?" p. 377.

[3]Helen Murphy et al., "The Spontaneous Speaking Vocabulary of Children in Primary Grades," Boston University Journal of Education 140 (December 1957):1-106.

[4]Johns, "Should the Dolch List?" p. 377.

inflected forms of a given root word as well as being brief and current.[1]

Johns presented his findings in various tables. Table 4 shows the number and percent of the Dolch Words that were not on the American Heritage Intermediate List, the Durr list, the Kucera-Francis list, and the Murphy analysis.[2]

TABLE 4

NUMBER AND PER CENT OF WORDS IN THE DOLCH BASIC SIGHT VOCABULARY NOT AMONG FOUR RECENTLY PUBLISHED WORD LISTS

	Dolch Words Not on the Word List	
Word List	Number	Per Cent
American Heritage Intermediate List (500 Words)	31	14.09
Durr List (188 Words)	79	35.90
Kucera-Francis List (500 Words)	52	23.63
Murphy List (727 Words)	19	8.63

SOURCE: Jerry L. Johns, "Should the Dolch List Be Retired, Replaced, or Revised?" Elementary School Journal 74 (March 1974):378.

[1] Ibid., pp. 377-378.

[2] Ibid., p. 379.

Johns found that 31 of the Dolch words did not appear on at least three of the four lists he used in the study. Table 5 lists the 31 words.[1]

TABLE 5

WORDS IN THE DOLCH BASIC SIGHT VOCABULARY NOT AMONG AT LEAST THREE OF FOUR RECENTLY PUBLISHED WORD LISTS

Word	Word List	Word	Word List
1. ate	(AHI, K-F, D)	16. myself	(AHI, K-F, D, M)
2. brown	(AHI, K-F, D)	17. pick	(AHI, K-F, D)
3. buy	(AHI, K-F, D)	18. please	(AHI, K-F, D)
4. carry	(AHI, K-F, D)	19. pretty	(AHI, K-F, D)
5. clean	(AHI, K-F, D)	20. pull	(AHI, K-F, D)
6. drink	(AHI, K-F, D)	21. ride	(AHI, K-F, D)
7. eight	(AHI, K-F, D)	22. seven	(AHI, K-F, D, M)
8. fall	(AHI, K-F, D)	23. shall	(AHI, D, M)
9. fly	(AHI, K-F, D)	24. sing	(AHI, K-F, D)
10. funny	(AHI, K-F, D)	25. sit	(AHI, K-F, D)
11. goes	(AHI, K-F, D)	26. sleep	(AHI, K-F, D, M)
12. hurt	(AHI, K-F, D)	27. thank	(AHI, K-F, D)
13. jump	(AHI, K-F, D)	28. wash	(AHI, K-F, D)
14. laugh	(AHI, K-F, D, M)	29. wish	(AHI, K-F, D)
15. live	(K-F, D, M)	30. write	(K-F, D, M)
		31. yellow	(AHI, K-F, D)

SOURCE: Jerry L. Johns, "Should the Dolch List Be Retired, Replaced, or Revised?" Elementary School Journal 74 (March 1974):378.

AHI The 500 most frequent words in the American Heritage Intermediate list.

K-F The 500 most frequent words in the Kucera-Francis list.

D The 188 words of more than 88 frequencies from the Durr study of popular trade juveniles.

M The 727 words that had been used at least 50 times by children in Kindergarten and Grade 1 who took part in the Murphy study.

[1] Ibid.

The deletion of these 31 words from the Dolch list of 220 words resulted in the 189 words listed in table 6. Johns concluded that it would not be necessary to retire or replace the Dolch list. Reducing it to 189 words should enhance its continued use in the schools of the 1970s.[1]

The Preliminary Investigation

In March and April of 1975 a sample study was conducted to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children. A report of the study follows.

Statement of the Problem

The problem was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children. The study considered 4,000 running words from the dictated and/or personally written stories published by Stauffer.[2]

Objectives of the Study

The main objective of the study was to determine the frequency with which the Dolch Basic Sight Vocabulary and the

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[1] Ibid.

[2] Stauffer, The Language-Experience Approach, pp. 23, 20-32, 34-36, 38-55, 84-85, 90-94, 97-105.

TABLE 6

A REVISION OF DOLCH BASIC SIGHT VOCABULARY BASED ON FOUR RECENTLY PUBLISHED WORD LISTS

a	does	I	or	this
about	done	if	our	those
after	don't	in	out	three
again	down	into	over	to
all	draw	is	own	today
always	eat	it	play	together
am	every	its	put	too
an	far	just	ran	try
and	fast	keep	read	two
any	find	kind	red	under
are	first	know	right	up
around	five	let	round	upon
as	for	light	run	us
ask	found	like	said	use
at	four	little	saw	very
away	from	long	say	walk
be	full	look	see	want
because	gave	made	she	warm
been	get	make	show	was
before	give	many	six	we
best	go	may	small	well
better	going	me	so	went
big	good	much	some	were
black	got	must	soon	what
blue	green	my	start	when
both	grow	never	stop	where
bring	had	new	take	which
but	has	no	tell	white
by	have	not	ten	who
call	he	now	that	why
came	help	of	the	will
can	her	off	their	with
cold	here	old	them	work
come	him	on	then	would
could	his	once	there	yes
cut	hold	one	these	you
did	hot	only	they	your
do	how	open	think	

SOURCE: Jerry L. Johns, "Should the Dolch List Be Retired, Replaced, or Revised?" Elementary School Journal 74 (March 1974):379.

Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children.

The specific objectives of the study were:

1. To describe the frequency with which the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary occurred in 4,000 language-experience words of first grade children.

2. To determine what percentage of the 4,000 language-experience words was the Dolch Basic Sight Vocabulary.

3. To determine what percentage of the 4,000 language-experience words was the Johns Revision of the Dolch Basic Sight Vocabulary.

4. To determine what percentage of the Dolch Basic Sight Vocabulary was represented in the 4,000 language-experience words.

5. To determine what percentage of the Johns Revision of the Dolch Basic Vocabulary was represented in the 4,000 language-experience words.

6. To compare the frequency and percentage of the 4,000 language-experience words that were the words of the Dolch Basic Sight Vocabulary with the frequency and percentage of the 4,000 first reader words, published prior to 1941, that were the words of the Dolch Basic Sight Vocabulary.[1]

[1]Dolch, Primary Reading, p. 258.

7. To compare the frequency and percentage of the 4,000 language-experience words that were the words of the Dolch Basic Sight Vocabulary with the frequency and percentage of the 4,500 first reader words, published prior to 1970, that were the words of the Dolch Basic Sight Vocabulary.[1]

Research Design

The 4,000 language-experience words considered in the study made up 102 dictated and/or personally written stories of first grade children who attended public schools in and around Cecil County in Southwestern Delaware.[2] Those children generating the stories were designated the sample and the 4,000 words from their stories were designated the word group.

Word group size was limited to 4,000 in order to permit comparison of the findings of the preliminary investigation with the findings of Dolch and Johns. Dolch in determining what percentage of all the words in four first readers, published prior to 1941, were the words of his basic sight vocabulary used 1,000 words from each book.[3] Johns in determining what percentage of all the words in five first readers, published prior to 1970, were the words of the Dolch

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[1]Johns, "The Dolch Word List," pp. 35-39.

[2]Stauffer, The Language-Experience Approach, pp. xii-xiii.

[3]Dolch, Primary Reading, p. 258.

Basic Sight Vocabulary used 900 words from each book.[1]

The first grade children who made up the sample lived in such Delaware towns as Rehoboth, Georgetown, Harrington, and Seaford. The latter was described by Stauffer as having a population of 8,000 with a total integrated school population of approximately 3,200.[2] Since the book in which the stories appeared was published in 1970, it seems safe to assume that the children produced the stories before that time.

Regarding the selection of stories to be included in his book,[3] Stauffer had this to say: "By and large, the illustrations I used in my text were chosen because they fit well for the points I wished to make. I had no other motive." A copy of his personal letter is included in Appendix A.

Research Procedures

The 4,000-word word group was established by counting the running words in the language-experience stories in Stauffer's book.[4] Counting began with the earliest produced stories and moved forward on a date-of-production basis until a total of 4,000 words was reached. Both dictated and

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[1]Johns, "The Dolch Word List," pp. 35-39.

[2]Stauffer, The Language-Experience Approach, p. 238.

[3]Ibid., pp. 1-300.

[4]Ibid., pp. 23, 20-32, 34-36, 38-55, 84-85, 90-94, 97-105.

personally written stories were included with no effort being made to count the same number of words from either.

To determine the frequencies, each time a word from the Dolch Basic Sight Vocabulary appeared in the 4,000-word word group, it was marked on a prepared sheet which contained an alphabetical list of the Dolch vocabulary. Each time a word from the Johns Revision of the Dolch Basic Sight Vocabulary appeared in the 4,000-word word group, it was marked on a prepared sheet which contained an alphabetical list of the revised Dolch vocabulary. Total frequencies were obtained for each word and a square balance was used to obtain the total frequency for the word group.

To determine the percentages, the total frequency of occurrence of the Dolch Basic Sight Vocabulary was divided by 4,000 and the total frequency of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary was divided by 4,000. To determine the percentages of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary that were represented in the 4,000-word word group, those words from both of the vocabulary lists having frequencies of zero were subtracted from 220 and 189 respectively, with the remainders being divided by either 220 or 189. The percentages were compared by means of various tables and figures.

Delimitations of the Study

At least two delimitations must be considered when examining the findings of the study.

1. Only 4,000 language-experience words from stories generated by first grade children attending public schools in and around Cecil County in southwestern Delaware were considered.

2. The findings of the study can be generalized only to word groups generated by first grade children whose geographic, ethnic, and socioeconomic characteristics are similar to those of the children who generated the word group considered in the study.

Presentation of the Findings

The findings of the study are organized and presented in table 7, table 8, and table 9. Comparisons of percentages are shown in figure 1 and figure 2.

An examination of table 7 reveals that 72 percent of the 4,000 language-experience words were on the 220 word Dolch Basic Sight Vocabulary. Only 70 percent of the 4,000 language-experience words were on the Johns Revision of the Dolch Basic Sight Vocabulary of 189 words.

Figure 1 permits the comparison of the percentages of the 220 Dolch words and 189 revised Dolch words. Comparisons of the percentage of the words on the Dolch Basic Sight Vocabulary with the percentage of the words not on the Dolch

Basic Sight Vocabulary and the percentage of the words on the Johns Revision of the Dolch Basic Sight Vocabulary with the percentage of the words not on the Johns Revision of the Dolch Basic Sight Vocabulary are shown.

TABLE 7

FREQUENCIES AND PERCENTAGES OF THE 220 DOLCH WORDS AND THE 189 REVISED DOLCH WORDS AS THEY OCCUR IN 4,000 LANGUAGE-EXPERIENCE WORDS

(A)	Dolch	f	2,877	(C)	Johns	f	2,792
		%	72			%	70
(B)	Non-Dolch	f	1,123	(D)	Non-Johns	f	1,208
		%	28			%	30
	Totals	f	4,000		Totals	f	4,000
		%	100			%	100

Dolch refers to the 220 word Dolch list.
Johns refers to the 189 word revised Dolch list.

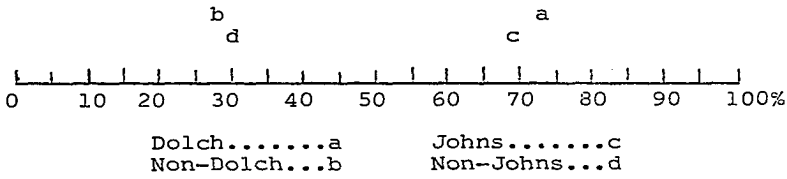


Fig. 1. A comparison of the percentages of the 220 Dolch words and the 189 revised Dolch words as they occur in 4,000 language-experience words.

An examination of table 8 reveals that 183 of the 220 words on the Dolch Basic Sight Vocabulary and 161 of the 189 words on the Johns Revision of the Dolch Basic Sight Vocabulary are represented in the 4,000 language-experience words.

TABLE 8

FREQUENCIES AND PERCENTAGES OF THE 220 DOLCH WORDS AND THE 189 REVISED DOLCH WORDS REPRESENTED IN 4,000 LANGUAGE-EXPERIENCE WORDS

	f	%
Dolch	183	83
Johns	161	85

Dolch refers to the 220 word Dolch list.

Johns refers to the 189 word revised Dolch list.

An examination of table 9 provides the frequencies from the Dolch study, the Johns study, and this investigation. Percentages range from 66 in the Johns study to 72 in this investigation.

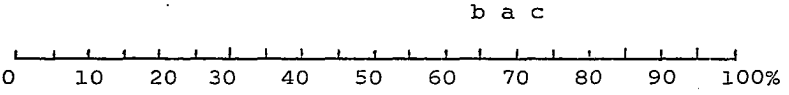
Figure 2 permits the comparison of the percentages from the three studies. All three percentages cluster between 65 and 75.

TABLE 9

FREQUENCIES AND PERCENTAGES OBSERVED IN THE 1941 DOLCH STUDY, THE 1971 JOHNS STUDY, AND THE PRELIMINARY INVESTIGATION

	Study	f	%
(1)	Dolch	2,800	70
(2)	Johns	2,970	66
(3)	Preliminary Investigation	2,877	72

(1) 4,000 first reader words published prior to 1940.
(2) 4,500 first reader words published prior to 1970.
(3) 4,000 first grade language-experience words generated prior to 1976.



a....data from the 1941 Dolch study.
b....data from the 1971 Johns study.
c. data from the preliminary investigation.

Fig. 2. A comparison of the percentages observed in the 1941 Dolch study, the 1971 Johns study, and the preliminary investigation.

Interpretation of the Findings

The findings of the preliminary investigation suggest that the language-experience stories produced by first grade children compared favorably with first readers published prior to 1940 and with first readers published prior to 1970 as to frequency of occurrence of the 220 words of the Dolch

Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary. Of the 4,000 language-experience words considered, 72 percent were the Dolch Basic Sight Vocabulary and 70 percent were the Johns Revision of the Dolch Basic Sight Vocabulary. Of the first reader words published prior to 1940, 70 percent were the Dolch Basic Sight Vocabulary. Of the first reader words published prior to 1970, 66 percent were the Dolch Basic Sight Vocabulary. Of the 220 Dolch words, 83 percent were represented in the 4,000 language-experience words. Of the 189 revised Dolch words, 85 percent were represented in the 4,000 language-experience words.

Summary

The review of the literature included in the first three sections provided background information and research findings relative to the language-experience approach to beginning reading instruction, the Dolch Basic Sight Vocabulary, and the Johns Revision of the Dolch Basic Sight Vocabulary. The last section reported on a preliminary investigation, made by the researcher, to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in 4,000 words from the language-experience stories of first grade children.

Beginning with the early 1900s, experiments were being carried on with experience related reading for school beginners. Reports of the chief experiments conducted between 1916 and 1965 were for the most part favorable. The large-scale First Grade Reading Studies, reported in 1966 and 1967, found the language-experience approach to be an effective means of teaching reading.

The literature surveyed reported these strengths of the language-experience approach: the relevancy of the material in the lives of beginning readers, its functional handling of phonics instruction, the opportunities it provides for language development and individualized reading, its capacity for minimizing the threat of failure present in book reading, and the middle course it follows between a totally discrimination approach and a totally meaning approach. Reported criticism of the language-experience approach seemed to reiterate this point: it provides insufficient exposure to the basic sight words and infrequent opportunities to practice recognition of them.

Since its compilation in 1936, studies to determine the usefulness of the Dolch Basic Sight Vocabulary have been numerous. Research by Dolch himself in 1941 found that the 220 words of his vocabulary constitute more than 60 percent of all the running words in primary grade reading materials and about 50 percent of all the running words in intermediate grade reading materials. These findings served to emphasize

the importance of the Dolch words as service words in all children's reading. For more than three decades, the Dolch vocabulary has served as a resource list for the development of reading materials and as a basis for placement testing. It has been regarded as the dominant word list for beginning readers and many hundreds of thousands of children have been asked to learn the words it contains. It was reported in 1966 that 200 of the 220 Dolch words had been presented in each of five primary reading programs by the end of third grade. In 1971 it was found that the Dolch words comprise 52 to 66 percent of all the running words in five basic reading series, grades one through six.

Critics of the Dolch Basic Sight Vocabulary have suggested that its basis of compilation was "pseudoempirical." Its usefulness has been questioned because of its age and more current lists have been offered. By and large, however, the Dolch vocabulary has been judged an up-to-date and significant word list because it continues to account for more than 50 percent of all the words read by adults and children.

The Johns Revision of the Dolch Basic Sight Vocabulary represented an effort to make the Dolch Basic Sight Vocabulary more useful to the teachers of the 1970s. Johns believed that the original Dolch vocabulary was still useful but that, because of intervening cultural changes, it needed to be brought up-to-date. By deleting the 31 Dolch words that did not appear in at least three of four recent word

count studies, he compiled a list of 189 current and useful words. No study replicating and/or validating the Johns revision has been reported. Its inclusion in the present study, as one of the criterion lists, represented an attempt to determine the usefulness of the revised words.

The preliminary investigation, described in the fourth section of this chapter, represented an effort to determine the veridicality of the criticism that the language-experience approach provides insufficient exposure to the basic sight words and infrequent opportunities to practice recognition of them. The investigation found that 72 percent of the language-experience words of first grade children were the Dolch Basic Sight Vocabulary. Of the 220 Dolch words, 83 percent were represented in the 4,000 language-experience words considered.

While its findings served to negate the point of criticism it was designed to test, the investigation might be considered limited in scope. It observed only 4,000 language-experience words generated, during the 1960s, by first grade children living in the eastern Unived States. It was inferred that a study utilizing a greater number of language-experience words generated more recently by first grade children living in another geographic location might be useful. The present study utilized 16,000 language-experience words, generated in the 1970s, by first grade children of varying socioeconomic backgrounds who lived in four centrally located Oklahoma communities.

CHAPTER III

DESIGN AND PROCEDURES

The problem of the study, as stated in Chapter I, was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being considered from each sample.

A review of the literature, which was summarized in Chapter II, indicated that the language-experience approach is considered an effective means of teaching beginning reading. Critics of the approach suggested that it provides insufficient exposure to the basic sight words and infrequent opportunities to practice recognition of them. The Dolch Basic Sight Vocabulary is regarded as a viable and useful corpus with significance for teachers of beginning reading. No attempt to determine the validity or usefulness of the Johns Revision of the Dolch Basic Sight Vocabulary was reported in the literature. Johns considers his revision a current and useful word list with significance for teachers of the 1970s.

There was no report in the literature of a study which determined the frequency with which the words of the

Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children. The preliminary investigation conducted by the researcher found that, of the observed language-experience words of first grade children, 72 percent appeared in the Dolch Basic Sight Vocabulary and 70 percent appeared in the Johns Revision of the Dolch Basic Sight Vocabulary. Of the 220 Dolch words, 83 percent were represented in the language-experience words considered. Of the 189 revised Dolch words, 85 percent were represented in the language-experience words considered.

Although these findings had meaning and significance in the interpretation of the researcher, the investigation might be viewed as limited in scope. Only 4,000 language-experience words generated, during the 1960s, by first grade children living in the eastern United States were observed. It was thought that a more extensive investigation utilizing a greater number of more recently produced language-experience words from first grade children living in other geographic locations might be useful. Therefore, the present study was planned.

Chapter III is concerned with the methods to be used in determining the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children,

with 4,000 words being considered from each sample. Included in the chapter are a description of the research design, the procedures used in selecting the samples and the word groups, and the operations carried out in providing the answers to the six questions posed in the statement of the problem.

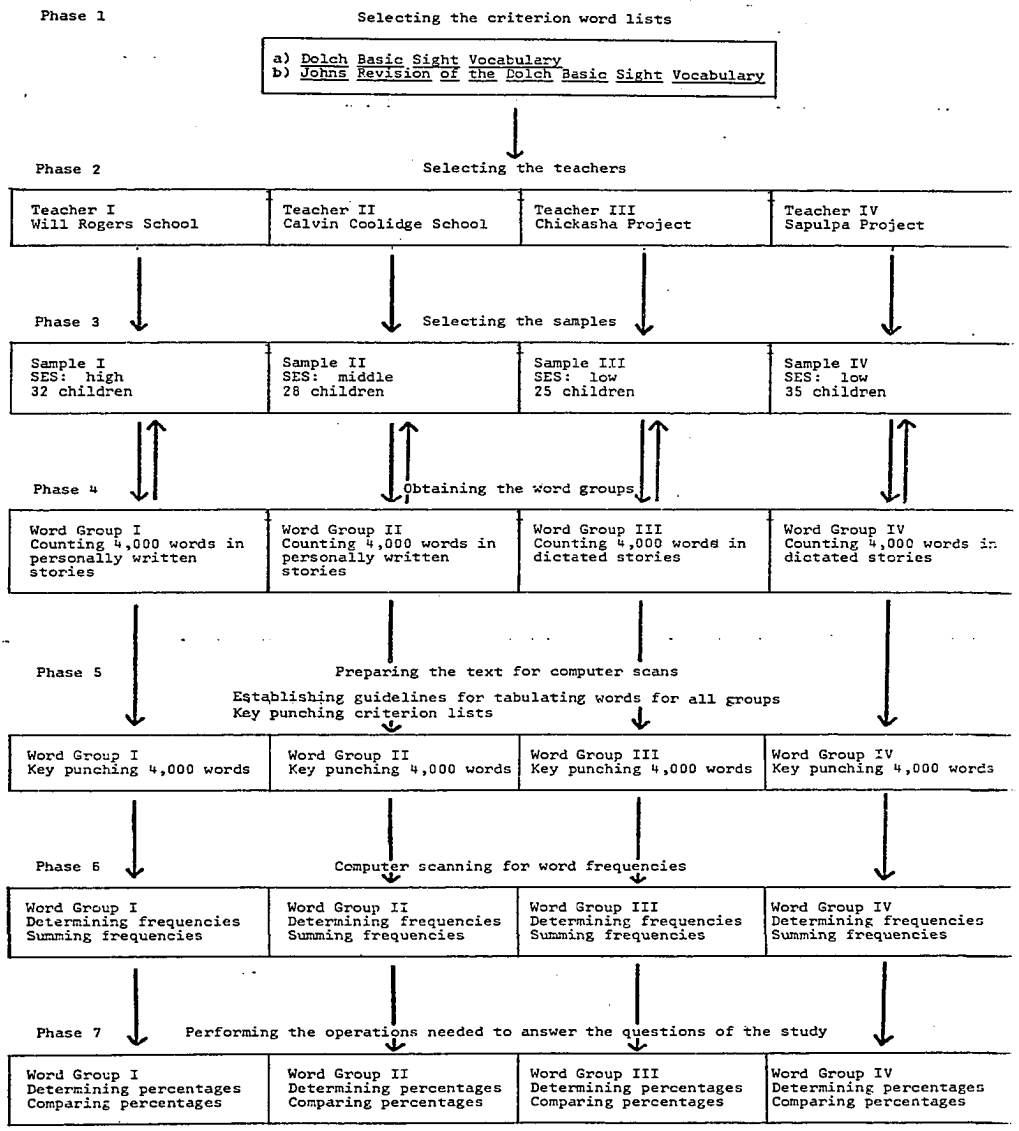
To present an overview of the design and procedures of the study, a systems diagram was constructed to show the seven phases of the study. The two criterion lists, the four samples of children, and the four word groups were the components of the seven phases. The diagram is presented in table 10.

Research Design

The data observed in the study were 16,000 words from the language-experience stories of first grade children attending public school in four centrally located Oklahoma communities. In each of the four communities, those children who generated language-experience stories were designated a sample and described as Sample I, Sample II, Sample III, and Sample IV. A corpus of 4,000 words from the language-experience stories generated by the children in each of the four samples was designated a word group and described as Word Group I, Word Group II, Word Group III, and Word Group IV. The number of children in each sample is stated in the section, "Selecting the Samples." The number of stories from which each 4,000 word corpus was taken is stated in the section, "Selecting the Word Groups."

TABLE 10

SYSTEMS APPROACH TO THE DESIGN AND PROCEDURE OF THE STUDY



In observing the data for frequency of occurrence, one criterion was the 220 word Dolch Basic Sight Vocabulary, which is to be found in Appendix B on page 142. The other criterion was the 189 word Johns Revision of the Dolch Basic Sight Vocabulary, which is to be found in Appendix B on page 143. The language-experience stories from which the 16,000 words were obtained are to be found in Appendix B, pages 144 to 186.

To accomplish the main objective of the study, the University of Oklahoma Computing Center scanned the data and described the frequencies of the words on the two criterion lists. In providing the answers to the six questions posed in the statement of the problem, a calculator was used in determining the percentages for Word Group I, Word Group II, Word Group III, and Word Group IV. Word frequencies and percentages were presented and compared in various tables and figures.

Research Procedures

Selecting the Sample

The areas of concern were these: the criteria used for selecting the samples, the means by which the socio-economic background and community type of each sample were verified, and the pertinent information needed to describe each sample. Hollingshead's Four Factor Index of Social

Position[1] was used to determine the socioeconomic status of the samples. Webster's Third New International Dictionary[2] was used to verify the meanings of the words used in describing the types of communities in which the children making up each sample lived.

The Criteria Used for Selection. Five specific criteria were judged important.

1) Four first grade teachers had collected, or had agreed to collect, the language-experience stories of their pupils.

2) The language-experience stories collected by each teacher had been either all dictated or all personally written by her pupils during one of the school years between 1970-1971 and 1975-1976.

3) Each teacher had used the language-experience stories in teaching the basic skills of beginning reading.

4) Each teacher described the socioeconomic status of her pupils as low, middle, or high.

5) Each teacher described the type of community in which her pupils lived as metropolitan, urban, rural, or suburban.

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[1]August B. Hollingshead, Four Factor Index of Social Position (Yale Station, CT: Working Paper, 1975), pp. 1-23.

[2]Webster's Third New International Dictionary, 1968 ed., pp. 1-3194.

Verification of the Pupils' Socioeconomic Status. The occupation and education of the head of the household in which each child lived were assigned a value on the scales provided in Hollingshead's Four Factor Index of Social Position. The scale scores on the index were multiplied by the weights assigned to them in the index and summed. If both the mother and father of the child were employed, their scale scores were multiplied by the proper weight values, summed, and divided by two. The social stratum of each child's family was labeled "high," "middle," or "low" by determining the range into which the computed score fell.[1]

To provide information for the study, both a mean socioeconomic score and a median socioeconomic score for each sample were obtained. All the computed scores for each sample were summed and divided by the number of children in that sample to arrive at the mean for that sample.[2] All the computed scores for each sample were arranged in ascending order from lowest to highest and the score above and below which lay an equal number of scores was noted as the median score for that sample.[3]

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[1]Hollingshead, pp. 7-23.

[2]Jimmy R. Amos, Foster L. Brown, and Oscar G. Mink, Statistical Concepts: A Basic Program (New York: Harper & Row, Publishers, 1965), pp. 5-12.

[3]Ibid., pp. 13-20.

Verification of the Community Type. Webster's Third New International Dictionary was consulted to ascertain that the words "metropolitan," "rural," "suburban," and "urban"[1] were appropriate descriptions of the various communities in which the school populations lived. It should be noted that the term, "rural," was used to describe the children in Sample IV because they were bused in from outlying farming areas to be involved in the Sapulpa Project of Early Intervention.

The Four Samples. The language-experience stories collected by the teachers were accepted as the data of the study. In each of the four school populations, those students generating the stories from which each 4,000-word word group was obtained were designated a sample.

Sample I was composed of 32 first grade children of high socioeconomic status. The socioeconomic mean was 58.27 and the socioeconomic median was 63. Both the mean and median were in the 66-55 range and the social stratum was "high."[2] These children attended Will Rogers Elementary School in the suburban community of Edmond. During the time the language-experience stories were produced, the school

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[1] Webster's Third New International Dictionary, 1968 ed., pp. 1425, 1990, 2281, and 2520.

[2] Hollingshead, p. 23.

year 1974-1975, the population of Edmond was 22,400.[1]

Sample II was composed of 28 first grade children of middle socioeconomic status. The socioeconomic mean was 32.88 and the socioeconomic median was 32. Both the mean and the median were in the 54-30 range and the social stratum was "middle."[2] These children attended Calvin Coolidge Elementary School in the metropolitan community of Oklahoma City. During the time the language-experience stories were produced, the school year 1970-1971, the population of Oklahoma City was 368,377.[3]

Sample III was composed of 25 first grade children of low socioeconomic status. The socioeconomic mean was 21.00 and the socioeconomic median was 24. Both the mean and median were in the 29-8 range and the social stratum was "low."[4] These children were enrolled in the Chickasha Follow Through Project in the urban community of Chickasha. During the time the language-experience stories were produced, the school year 1972-1973, the population of Chickasha was 15,900.[5] This project is a federal assistance program

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[1]University of Oklahoma, Center for Economic and Management Research, College of Business Administration, Statistical Abstract of Oklahoma: 1975 (Norman, OK: University Press, 1975), p. 385.

[2]Hollingshead, p. 23.

[3]Statistical Abstract, p. 385.

[4]Hollingshead, p. 23.

[5]Statistical Abstract, p. 385.

designed to carry the benefits of Head Start into the regular school system and sponsored by the Tucson Early Education Model, the University of Arizona at Tucson.

Sample IV was composed of 35 first grade children of low socioeconomic status. The socioeconomic mean was 18.48 and the socioeconomic median was 19. Both the mean and the median were in the 29-8 range and the social stratum was "low."[1] These children were enrolled in the Sapulpa Project of Early Intervention in the town of Sapulpa. The school population has been described as rural because the children were bused in from farming areas around Sapulpa to participate in the project. During the time the language-experience stories were produced, the school year 1975-1976, the population of Sapulpa was 15,159.[2]

The school populations of the four samples were selected because they varied in socioeconomic background. It was thought that the language-experience stories might reflect these varying backgrounds and provide additional information, while at the same time permitting a somewhat broad sampling of children's words. Suburban, rural, metropolitan, and urban populations were included in an effort to consider the factor of community size.

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[1]Hollingshead, p. 23.

[2]Rand McNally & Co., 1976 Commercial Atlas & Marketing Guide, One Hundred & Seventh Edition (New York: Rand McNally, 1976), p. 438.

Selecting the Word Groups

The areas of concern were these: the criteria used for selecting the language-experience words, the rationale for including both dictated and personally written language-experience stories, the rationale for limiting the group size, and the method by which the word groups were obtained. A description of each of the word groups and the guidelines for preparing the text of the children's language-experience stories for the computer were considered appropriate.

The Criteria Used for Selection. Three specific criteria were judged important.

1) The teachers collected the language-experience stories as they were dictated or written, with no attempt being made to collect an equal number from boys or girls.

2) In the case of the personally written language-experience stories, the teachers had collected stories as they were produced, day by day, and they allowed the researcher to copy the stories. The teachers had made no attempt to collect stories written about special subjects or written on certain days.

3) In the case of the dictated language-experience stories, the teachers had made many of the stories into books for demonstration purposes. Each teacher furnished the researcher with the number of stories estimated to yield 4,000 to 5,000 words.

Including Both Dictated and Personally Written Stories. Word Group I and Word Group II were established from personally written language-experience stories. Word Group III and Word Group IV were established from dictated language-experience stories. Chall mentions language-experience stories recorded for children by their teachers and stories which the children themselves write.[1] Hall suggests that both dictated and creatively written language-experience stories have their uses.[2] Stauffer devotes a chapter to dictated language-experience stories and a chapter to language-experience stories that are personally written by children.[3] Both forms of expression are considered elements of the language-experience approach and both forms were included in the study to make the data more representative of the approach.

Limiting the Group Size. In an effort to permit comparisons of the findings of this study with the findings that Dolch reported in 1941[4] and the findings that Johns

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[1]Jean S. Chall, Learning to Read: The Great Debate (New York: McGraw-Hill Book Co., 1967), p. 43.

[2]MaryAnne Hall, Teaching Reading as a Language Experience (Columbus, OH: Charles E. Merrill Publishing Co., 1970), p. 26.

[3]Russell G. Stauffer, The Language Experience Approach to the Teaching of Reading (New York: Harper & Row, Publishers, 1970), pp. 19-59, 76-111.

[4]Edward W. Dolch, Teaching Primary Reading, 3d ed. (Champaign, IL: Garrard Press, Publishers, 1960), pp. 257-258.

reported in 1971,[1] word group size was limited to 4,000 words and story production was limited to the school years of 1970-1971 through 1975-1976. Dolch sampled 4,000 words from first readers published prior to 1940 and Johns sampled 4,500 words from first readers published prior to 1970.

Obtaining the Word Groups. A corpus of 4,000 words from each sample was established by counting the running words in the language-experience stories generated by the children in that sample. Counting began with the earliest produced stories and moved forward on a date-of-production basis until a total of 4,000 words was reached. Each corpus was designated a word group.

The Four Word Groups. Information as to mean story length, the total number of stories included, and the range of story length was considered pertinent.

Word Group I was established from the language-experience stories personally written by the children in Sample I. The total number of stories was 144. They ranged in length from seven to seventy-six words and the mean story length was 27.8 words.

Word Group II was established from the language-experience stories personally written by the children in Sample II. The total number of stories was 108. They ranged

[1]Jerry L. Johns, "The Dolch Word List Then and Now," Journal of Reading Behavior 3 (Fall 1970-1971):35-39.

in length from five to 193 words and the mean story length was 36.1 words.

Word Group III was established from the language-experience stories dictated by the children in Sample III. The total number of stories was 111. They ranged in length from four to 232 words and the mean story length was 36.0 words.

Word Group IV was established from the language-experience stories dictated by the children in Sample IV. The total number of stories was 182. They ranged in length from four to 68 words and the mean story length was 22.0 words.

Preparing the Text for the Computer. In preparing the text of the language-experience stories comprising the 4,000 words in each of the four word groups, all of the children's language structure was preserved. Only incorrectly spelled words were changed so that the computer scan could be made. Unlike Dolch's pattern, as described in Chapter II, regularly inflected forms of a given root word were not tabulated under the root word. For example, the word looks, looked, and looking were not tallied. Only look was counted. Contractions were tabulated as contractions; for example, I'll was tabulated I'll, not I will. Hyphenated words were counted as single words; for example, Winnie-the-Pooh was counted as one word. The abbreviation TV was counted as a

word. People's names within the stories were counted but the names of the children dictating the stories were not counted. Numerals within the stories were not counted but number words were counted.

The Six Questions

To provide the information needed to answer the six questions posed in the statement of the problem, these operations were performed. Pertinent information was presented graphically.

1) The frequency with which the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words was determined by the Oklahoma University Computing Center. Each word group was computer scanned and the frequencies of each of the 220 Dolch words and the frequencies of each of the 189 revised Dolch words were summarized for Word Group I, Word Group II, Word Group III, and Word Group IV. Individual word frequencies were summarized to provide the total number of the 220 Dolch words and the total number of the 189 revised Dolch words which occurred in each of the four word groups. These frequencies were presented in tables 10 and 11.

2) The percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the

Dolch Basic Sight Vocabulary was calculated by dividing the sum of the individual word frequencies for each word group by 4,000.

The percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the Johns Revision of the Dolch Basic Sight Vocabulary was calculated by dividing the sum of the individual word frequencies for each word group by 4,000. These percentages were presented in table 13.

3) The percentage of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words was calculated by dividing 220 by the sum of the individual word frequencies for each word group. These percentages were presented in table 14.

The percentage of the Johns Revision of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words was calculated by dividing 189 by the sum of the individual word frequencies for each word group. These percentages were presented in table 14.

4) The frequencies and percentages of each of the four, 4,000-word, groups of language-experience words that were the Dolch Basic Sight Vocabulary and the frequencies and percentages of first reader words published (a) prior to 1941 and (b) prior to 1970 that were the Dolch Basic Sight Vocabulary were presented in table 15.

The percentages of each of the four, 4,000-word, groups of language-experience words that were the Dolch Basic Sight Vocabulary and the percentages of first reader words published (a) prior to 1941 and (b) prior to 1970 that were the Dolch Basic Sight Vocabulary were compared in figure 5.

5) The 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study were ranked and presented in table 16, together with the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as reported by Dolch in his study.[1]

6) The percentages of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in the language-experience words generated by first grade children from varying socioeconomic backgrounds were presented in table 12. The differences were noted and the percentage points of difference were determined by subtraction.

Summary

The chapter was concerned with the methods to be used in determining the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of first grade children. The design, the

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[1]A. J. Lowe and John Follman, "Comparison of the Dolch List with Other Word Lists," Reading Teacher 28 (October 1974):44.

procedures, and the operations carried out in answering the six questions posed in the statement of the problem were described. The seven phases of the study were presented in a diagram.

The data observed in the study were 16,000 words from the language-experience stories of first grade children attending public school in four centrally located Oklahoma communities which ranged in population size from 15,159 to 368,377. The four communities were selected because they represented school populations varying in socioeconomic status from low to high. In each of the four communities, those children who generated language-experience stories were designated a sample and described as Sample I, Sample II, Sample III, and Sample IV. A corpus of 4,000 words from the language-experience stories generated by the children in each of the four samples was designated a word group and described as Word Group I, Word Group II, Word Group III, and Word Group IV. Sample I, composed of 32 children, produced 144 language-experience stories. Sample II, composed of 28 children, produced 108 language-experience stories. Sample III, composed of 25 children, produced 111 language-experience stories. Sample IV, composed of 35 children, produced 182 language-experience stories.

The total number of language-experience stories from which the four word groups were obtained was 545, with story length ranging from four words to 232 words. Mean story

length ranged from 22 words to 36.1 words. The total number of children in the four samples was 120, with sample size ranging from 25 to 35.

To determine the frequency of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in the language-experience stories, computer scans were run at the Oklahoma University Computing Center. A calculator was used in determining the percentages for Word Group I, Word Group II, Word Group III, and Word Group IV. Word frequencies and percentages were presented and compared in various tables and figures.

CHAPTER IV

FINDINGS

The data observed in the study were 16,000 language-experience words generated by first grade children attending public school in four centrally located Oklahoma communities which ranged in population size from 15,159 to 368,377. The four communities represented school populations varying in socioeconomic status from low to high. In each of the four communities, those children generating stories were designated a sample and described as Sample I, Sample II, Sample III, and Sample IV. For Sample I, which was described as "suburban," the socioeconomic mean was 58.27, the socioeconomic median was 63, and the socioeconomic stratum was "high." For Sample II, which was described as "metropolitan," the socioeconomic mean was 32.88, the socioeconomic median was 32, and the socioeconomic stratum was "middle." For Sample III, which was described as "urban," the socioeconomic mean was 21.00, the socioeconomic median was 24, and the socioeconomic stratum was "low." For Sample IV, which was described as "rural," the socioeconomic mean was 18.48, the socioeconomic median was 19, and the socioeconomic stratum was "low."

A corpus of 4,000 words from the language-experience stories generated by the children in each of the four samples was designated a word group and described as Word Group I, Word Group II, Word Group III, and Word Group IV. The 32 children in Sample I produced 144 language-experience stories. The 28 children in Sample II produced 108 language-experience stories. The 25 children in Sample III produced 111 language-experience stories. The 35 children in Sample IV produced 182 language-experience stories.

The total number of language-experience stories from which the four word groups were obtained was 545, with story length ranging from 4 words to 232 words and mean story length ranging from 22 words to 36.1 words. The personally written stories of Word Group I ranged in length from 7 to 76 words, with a mean story length of 27.8 words. The personally written stories of Word Group II ranged in length from 5 to 193 words, with a mean story length of 36.1 words. The dictated stories of Word Group III ranged in length from 4 to 236 words, with a mean story length of 36.0 words. The dictated stories of Word Group IV ranged in length from 4 to 68 words, with a mean story length of 22.0 words.

The main objective of the study was to determine the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being

considered from each sample.

In order to make definite statements and arrive at conclusions, it was necessary to state specific objectives. The nine specific objectives of the study were stated in Chapter I.

The first objective concerned the frequency with which the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words. Table 11 and table 12 present the individual word frequencies of the 220 Dolch words and the 189 revised Dolch words in Word Group I, Word Group II, Word Group III, and Word Group IV. Included are the total word frequencies for each of the four groups and a total frequency for each word as it occurred in all four groups.

An inspection of table 11 shows that 10,482 of the 16,000 words scanned were the 220 Dolch words, with word group totals ranging from 2,522 for Word Group III to 2,735 for Word Group I. An inspection of table 12 shows that 10,245 of the 16,000 words scanned were the 189 revised Dolch words, with word group totals ranging from 2,482 for Word Group III to 2,680 for Word Group I. It should be noted that there were 237 fewer revised Dolch words occurring in the 16,000 words scanned. Word Group III had the lowest total of frequencies and Word Group I had the highest total of frequencies when scanned for the occurrence of both the 220 Dolch words and the 189 revised Dolch words.

TABLE 11

FREQUENCY OF OCCURRENCE OF THE 220 WORDS OF THE DOLCH BASIC SIGHT VOCABULARY IN FOUR, 4,000-WORD, GROUPS OF LANGUAGE-EXPERIENCE WORDS

	Word Group				
Dolch Words	I	II	III	IV	Total
a	202	123	168	206	699
I	276	98	179	232	785
an	1	1	7	7	16
am	33	15	4	28	80
at	15	22	25	12	74
as	1	0	2	0	3
be	25	10	22	33	90
by	1	2	6	3	12
do	23	31	6	2	62
go	22	17	9	20	68
he	39	58	29	52	178
in	53	35	60	60	208
it	93	72	47	36	248
is	122	85	89	150	446
if	14	5	1	28	48
no	10	8	2	0	20
on	19	26	46	21	112
or	2	3	2	0	7
my	79	81	110	119	389
me	29	15	10	25	79
of	32	17	25	23	97
to	95	92	82	106	375
so	14	10	21	11	56
up	14	17	14	16	61
us	3	6	0	4	13
we	29	38	46	13	126
all	11	11	13	12	47
ask	0	2	0	0	2
any	1	1	1	2	5
and	189	137	135	168	629
are	40	31	33	20	124
but	15	19	3	9	46
big	14	6	20	6	46
can	25	12	38	7	82
cut	0	0	3	0	3
did	3	7	1	1	12
eat	5	4	15	1	25
far	0	1	1	0	2
for	7	20	30	21	78
get	6	13	13	15	47

TABLE 11--Continued

Dolch Words	Word Group I	II	III	IV	Total
got	10	26	24	22	82
him	10	13	10	19	52
her	12	22	1	18	53
has	15	14	11	8	48
his	9	17	4	22	52
hot	2	1	0	1	4
how	2	2	2	4	10
had	14	20	8	10	52
its	3	2	2	0	7
let	1	1	1	3	6
may	0	2	1	1	4
not	17	22	3	17	59
new	5	7	1	13	26
now	6	13	3	3	25
own	0	0	0	0	0
our	4	11	10	2	27
out	11	18	25	9	63
old	3	5	10	7	25
one	18	31	16	1	66
off	3	5	4	2	14
put	7	5	10	2	24
ran	0	0	1	1	2
run	0	5	5	0	10
red	3	2	6	3	14
six	3	5	0	4	12
saw	13	15	22	2	52
say	0	2	0	0	2
she	16	29	5	5	55
see	37	11	4	20	72
too	6	7	2	1	16
ten	0	1	0	3	4
two	2	4	8	2	16
try	0	0	0	0	0
the	166	185	317	162	830
use	1	0	5	1	7
who	0	1	1	1	3
was	36	73	27	21	157
why	1	10	0	1	12
you	32	55	18	6	111
yes	1	6	0	0	7
away	1	1	2	3	7
best	1	2	3	0	6
blue	2	2	8	0	12
both	1	0	0	0	1

TABLE 11--Continued

Dolch Words	Word Group I	II	III	IV	Total
been	1	1	2	4	8
cold	1	0	1	2	4
came	6	14	4	4	28
come	4	9	0	6	19
call	2	1	1	0	4
does	6	2	0	3	11
draw	2	0	1	0	3
done	0	0	0	0	0
down	7	8	7	9	31
fast	2	0	1	0	3
find	0	4	1	5	10
five	0	0	0	2	2
four	1	4	3	0	8
from	1	6	7	4	18
full	1	0	1	0	2
grow	21	0	2	5	28
good	15	17	3	16	51
give	1	4	1	2	8
gave	2	1	2	2	7
have	17	22	18	39	96
hold	0	0	0	2	2
here	3	8	8	1	20
help	1	15	1	4	21
into	5	9	1	5	20
just	2	9	3	1	15
know	1	6	6	1	14
many	1	3	2	1	7
must	0	1	0	1	2
only	0	2	2	3	7
play	12	7	7	5	31
kind	0	0	1	0	1
keep	0	0	1	1	2
long	6	1	2	3	12
like	67	49	29	47	192
look	9	11	12	4	36
make	6	2	6	8	22
made	2	6	8	5	21
much	4	1	1	2	8
once	7	6	2	8	23
over	2	8	2	7	19
open	1	1	0	1	3
pick	0	0	1	2	3
read	7	1	0	1	9
some	16	8	32	11	67

TABLE 11--Continued

Dolch Words	Word Group I	II	III	IV	Total
said	6	64	1	5	76
stop	0	0	0	0	0
soon	0	3	0	0	3
show	1	3	0	0	4
that	17	33	25	22	97
they	64	41	49	29	183
this	5	6	47	49	107
take	3	2	3	2	10
then	15	29	6	9	59
tell	3	2	0	0	5
them	11	8	9	10	38
upon	1	3	0	5	9
very	10	7	0	15	32
went	12	20	10	14	56
want	6	3	14	26	49
what	8	16	6	3	33
with	27	22	17	11	77
were	16	8	9	25	58
walk	4	2	6	1	13
well	0	2	0	2	4
work	2	4	0	4	10
will	27	20	6	9	62
when	16	20	12	13	61
warm	1	1	0	2	4
your	4	14	4	0	22
about	2	5	5	5	17
again	0	2	0	3	5
after	3	3	2	2	10
bring	1	0	0	2	3
black	5	1	5	4	15
could	4	5	8	13	30
don't	3	2	10	5	20
eight	0	2	1	0	3
every	1	3	1	1	6
first	2	2	3	14	21
found	2	0	3	5	10
going	19	12	23	10	64
green	14	4	7	0	25
light	9	0	0	1	10
never	2	6	1	0	9
round	0	0	1	0	1
start	1	0	0	0	1
small	1	0	0	0	1
today	3	5	0	0	8

TABLE 11--Continued

Dolch Words	Word Group I	II	III	IV	Total
there	20	17	17	8	62
these	3	0	9	2	14
three	2	8	3	17	30
those	0	1	0	0	1
think	4	4	1	4	13
their	1	4	4	4	13
under	1	1	4	1	7
would	12	5	22	74	113
white	6	8	8	0	22
where	2	6	8	1	17
which	0	0	0	0	0
always	2	0	0	2	4
around	3	1	7	4	15
before	3	1	2	1	7
better	0	2	0	0	2
little	3	12	16	11	42
because	9	9	6	20	44
together	0	0	0	0	0
ate	1	1	3	1	6
buy	0	1	1	4	6
fly	1	1	5	20	27
sit	0	0	0	1	1
fall	0	1	0	0	1
goes	3	1	0	2	6
hurt	3	2	2	1	8
jump	2	1	3	3	9
live	1	1	5	8	15
pull	0	1	0	0	1
ride	8	1	3	4	16
sing	2	0	1	2	5
wash	0	0	0	0	0
wish	3	0	0	41	44
brown	4	5	4	1	14
carry	0	0	0	0	0
clean	1	0	1	1	3
drink	0	0	5	1	6
laugh	0	1	0	1	2
funny	3	4	0	2	9
right	0	6	0	0	6
shall	0	0	0	0	0
seven	0	1	0	2	3
sleep	1	2	4	0	7
thank	0	0	0	0	0
write	0	1	2	0	3

TABLE 11--Continued

Dolch Words	Word Group I	II	III	IV	Total
myself	0	0	0	0	0
please	0	0	0	0	0
pretty	20	11	0	1	32
yellow	2	5	2	1	10
Total	2,735	2,562	2,522	2,663	10,482

TABLE 12

FREQUENCY OF OCCURRENCE OF THE 189 WORDS OF THE JOHNS REVISION OF THE DOLCH BASIC SIGHT VOCABULARY IN FOUR, 4,000-WORD, GROUPS OF LANGUAGE-EXPERIENCE WORDS

Dolch Words	Word Group I	II	III	IV	Total
a	202	123	168	206	699
I	276	98	179	232	785
an	1	1	7	7	16
am	33	15	4	28	80
at	15	22	25	12	74
as	1	0	2	0	3
be	25	10	22	33	90
by	1	2	6	3	12
do	23	31	6	2	62
go	22	17	9	20	68
he	39	58	29	52	178
in	53	35	60	60	208
it	93	72	47	36	248
is	122	85	89	150	446
if	14	5	1	28	48
no	10	8	2	0	20
on	19	26	46	21	112
or	2	3	2	0	7
my	79	81	110	119	389
me	29	15	10	25	79
of	32	17	25	23	97

TABLE 12--Continued

Dolch Words	Word Group I	II	III	IV	Total
to	95	92	82	106	375
so	14	10	21	11	56
up	14	17	14	16	61
us	3	6	0	4	13
we	29	38	46	13	126
all	11	11	13	12	47
ask	0	2	0	0	2
any	1	1	1	2	5
and	189	137	135	168	629
are	40	31	33	20	124
but	15	19	3	9	46
big	14	6	20	6	46
can	25	12	38	7	82
cut	0	0	3	0	3
did	3	7	1	1	12
eat	5	4	15	1	25
far	0	1	1	0	2
for	7	20	30	21	78
get	6	13	13	15	47
got	10	26	24	22	82
him	10	13	10	19	52
her	12	22	1	18	53
has	15	14	11	8	48
his	9	17	4	22	52
hot	2	1	0	1	4
how	2	2	2	4	10
had	14	20	8	10	52
its	3	2	2	0	7
let	1	1	1	3	6
may	0	2	1	1	4
not	17	22	3	17	59
new	5	7	1	13	26
now	6	13	3	3	25
own	0	0	0	0	0
our	4	11	10	2	27
out	11	18	25	9	63
old	3	5	10	7	25
one	18	31	16	1	66
off	3	5	4	2	14
put	7	5	10	2	24
ran	0	0	1	1	2
run	0	5	5	0	10
red	3	2	6	3	14
six	3	5	0	4	12

TABLE 12--Continued

Dolch Words	Word Group I	II	III	IV	Total
saw	13	15	22	2	52
say	0	2	0	0	2
she	16	29	5	5	55
see	37	11	4	20	72
too	6	7	2	1	16
ten	0	1	0	3	4
two	2	4	8	2	16
try	0	0	0	0	0
the	166	185	317	162	830
use	1	0	5	1	7
who	0	1	1	1	3
was	36	73	27	21	157
why	1	10	0	1	12
you	32	55	18	6	111
yes	1	6	0	0	7
away	1	1	2	3	7
best	1	2	3	0	6
blue	2	2	8	0	12
both	1	0	0	0	1
been	1	1	2	4	8
cold	1	0	1	2	4
came	6	14	4	4	28
come	4	9	0	6	19
call	2	1	1	0	4
does	6	2	0	3	11
draw	2	0	1	0	3
done	0	0	0	0	0
down	7	8	7	9	31
fast	2	0	1	0	3
find	0	4	1	5	10
five	0	0	0	2	2
four	1	4	3	0	8
from	1	6	7	4	18
full	1	0	1	0	2
grow	21	0	2	5	28
good	15	17	3	16	51
give	1	4	1	2	8
gave	2	1	2	2	7
have	17	22	18	39	96
hold	0	0	0	2	2
here	3	8	8	1	20
help	1	15	1	4	21
into	5	9	1	5	20
just	2	9	3	1	15

TABLE 12--Continued

Dolch Words	Word Group I	II	III	IV	Total
know	1	6	6	1	14
many	1	3	2	1	7
must	0	1	0	1	2
only	0	2	2	3	7
play	12	7	7	5	31
kind	0	0	1	0	1
keep	0	0	1	1	2
long	6	1	2	3	12
like	67	49	29	47	192
look	9	11	12	4	36
make	6	2	6	8	22
made	2	6	8	5	21
much	4	1	1	2	8
once	7	6	2	8	23
over	2	8	2	7	19
open	1	1	0	1	3
pick	0	0	1	2	3
read	7	1	0	1	9
some	16	8	32	11	67
said	6	64	1	5	76
stop	0	0	0	0	0
soon	0	3	0	0	3
show	1	3	0	0	4
that	17	33	25	22	97
they	64	41	49	29	183
this	5	6	47	49	107
take	3	2	3	2	10
then	15	29	6	9	59
tell	3	2	0	0	5
them	11	8	9	10	38
upon	1	3	0	5	9
very	10	7	0	15	32
went	12	20	10	14	56
want	6	3	14	26	49
what	8	16	6	3	33
with	27	22	17	11	77
were	16	8	9	25	58
walk	4	2	6	1	13
well	0	2	0	2	4
work	2	4	0	4	10
will	27	20	6	9	62
when	16	20	12	13	61
warm	1	1	0	2	4
your	4	14	4	0	22

TABLE 12--Continued

Dolch Words	Word Group I	II	III	IV	Total
about	2	5	5	5	17
again	0	2	0	3	5
after	3	3	2	2	10
bring	1	0	0	2	3
black	5	1	5	4	15
could	4	5	8	13	30
don't	3	2	10	5	20
eight	0	2	1	0	3
every	1	3	1	1	6
first	2	2	3	14	21
found	2	0	3	5	10
going	19	12	23	10	64
green	14	4	7	0	25
light	9	0	0	1	10
never	2	6	1	0	9
round	0	0	1	0	1
start	1	0	0	0	1
small	1	0	0	0	1
today	3	5	0	0	8
there	20	17	17	8	62
these	3	0	9	2	14
three	2	8	3	17	30
those	0	1	0	0	1
think	4	4	1	4	13
their	1	4	4	4	13
under	1	1	4	1	7
would	12	5	22	74	113
white	6	8	8	0	22
where	2	6	8	1	17
which	0	0	0	0	0
always	2	0	0	2	4
around	3	1	7	4	15
before	3	1	2	1	7
better	0	2	0	0	2
little	3	12	16	11	42
because	9	9	6	20	44
together	0	0	0	0	0
Total	2,680	2,519	2,482	2,564	10,245

Table 11 indicates the 12 of the 220 Dolch words had frequencies of 0 in all four of the word groups. The words were own, try, done, stop, which, together, wash, carry, shall, thank, myself, and please. Of the 12, the last six were among the 31 words that Johns deleted when he made his revision.

Table 11 and 12 show that the words and, the, and a had frequencies of 100 or greater in all the word groups. The frequency of I fell below 100 only in Word Group II while the frequency of is fell below 100 in Word Group II and Word Group III. The word the with a frequency of 317 in Word Group III ranked highest in number of occurrences.

The second objective concerned the percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the Dolch Basic Sight Vocabulary. The third objective concerned the percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the Johns Revision of the Dolch Basic Sight Vocabulary. Table 13 presents the total frequencies and the percentages of the 220 Dolch words and the 189 revised Dolch words for Word Group I, Word Group II, Word Group III, and Word Group IV. Included are the percentages and the total frequencies of the language-experience words in Word Group I, Word Group II, Word Group III, and Word Group IV that were not the 220 Dolch words or the 189 revised Dolch words.

TABLE 13

FREQUENCIES AND PERCENTAGES OF THE 220 WORDS OF THE DOLCH BASIC SIGHT VOCABULARY AND THE 189 WORDS OF THE JOHNS REVISION OF THE DOLCH BASIC SIGHT VOCABULARY AS THEY OCCURRED IN FOUR, 4,000-WORD, GROUPS OF LANGUAGE-EXPERIENCE WORDS

	Word Groups		I	II	III	IV	Totals
(a)	Dolch	f	2,735	2,562	2,522	2,663	10,482
		%	68.38	64.05	63.05	66.58	65.51
(b)	Non-Dolch	f	1,265	1,438	1,478	1,337	5,518
		%	31.62	35.95	36.95	33.42	34.49
	Totals	f	4,000	4,000	4,000	4,000	16,000
(c)	Johns	f	2,680	2,519	2,482	2,564	10,245
		%	67.00	62.48	62.05	64.30	64.03
(d)	Non-Johns	f	1,320	1,481	1,518	1,436	5,755
		%	33.00	37.52	37.95	35.70	35.97
	Totals	f	4,000	4,000	4,000	4,000	16,000

Dolch refers to the 220 word Dolch list.
Johns refers to the 189 word revised Dolch list.

An inspection of table 13 shows that the percentages of occurrence of the 220 Dolch words ranged from 63.05 for Word Group III to 68.38 for Word Group I. The percentages of occurrence of the 189 revised Dolch words ranged from 62.05 for Word Group III to 67.00 for Word Group I. The percentages of occurrence of the language-experience words that were not the 220 Dolch words ranged from 31.62 for Word Group I to 37.95 for Word Group III. The percentages of

occurrence of the language-experience words that were not the 189 revised Dolch words ranged from 33.00 for Word Group I to 37.95 for Word Group III.

Figure 3 permits a comparison among the four word groups of the percentages of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary. Included are comparisons among the four word groups of the percentages of occurrence of the language-experience words that were not the Dolch words or the revised Dolch words. It should be noted that the percentages of occurrence of the non-Dolch words and the non-Johns words in Word Group III were the same.

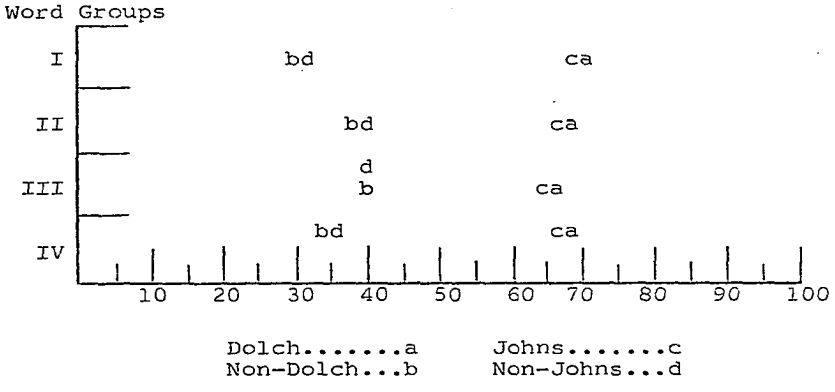


Fig. 3. Comparison of the percentages of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary as they occurred in four, 4,000-word, groups of language-experience words.

The fourth objective concerned the percentage of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words. The fifth objective concerned the percentage of the Johns Revision of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words. Table 14 presents the total frequencies and percentages of the 220 Dolch words and the 189 revised Dolch words as they occurred in Word Group I, Word Group II, Word Group III, and Word Group IV.

TABLE 14

FREQUENCIES AND PERCENTAGES OF THE 220 WORDS OF THE DOLCH BASIC SIGHT VOCABULARY AND THE 189 WORDS OF THE JOHNS REVISION OF THE DOLCH BASIC VOCABULARY REPRESENTED IN EACH OF THE FOUR, 4,000-WORD, GROUPS OF LANGUAGE-EXPERIENCE WORDS

		f	%
Word Group I	Dolch	175	79.54
	Johns	160	84.07
Word Group II	Dolch	180	81.82
	Johns	161	85.18
Word Group III	Dolch	165	75.00
	Johns	150	79.37
Word Group IV	Dolch	170	77.27
	Johns	150	79.37

Dolch refers to the 220 word Dolch list.
Johns refers to the 189 word Dolch list.

An inspection of table 14 reveals that the percentages of the 220 Dolch words represented in the four word groups ranged from 75.00 in Word Group III to 81.82 in Word Group II. The percentages of the 189 revised Dolch words represented in the four word groups ranged from 79.37 in Word Group III and Word Group IV to 85.18 in Word Group II.

Figure 4 permits a comparison of the percentages of the 220 Dolch words represented in the language-experience words of Word Group I, Word Group II, Word Group III, and Word Group IV with the percentages of the 189 revised Dolch words represented in the language-experience words of Word Group I, Word Group II, Word Group III, and Word Group IV. The percentages of the revised Dolch Words were greater by 4.53 in Word Group I, 3.36 in Word Group II, 4.37 in Word Group III, and 2.10 in Word Group IV.

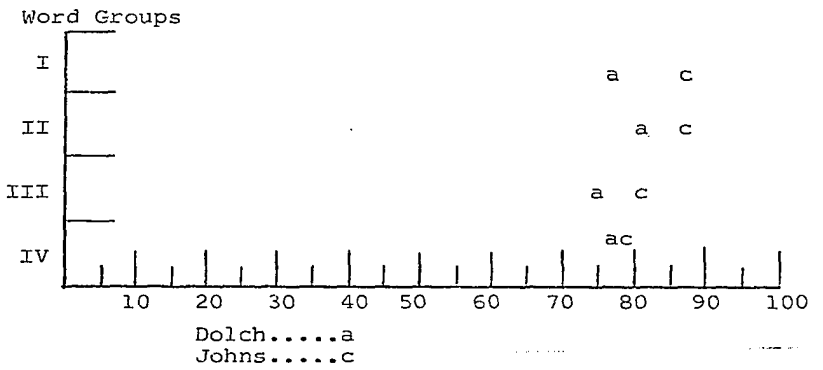


Fig. 4. Comparison of the percentages of the 220 Dolch Basic Sight Vocabulary represented in each of the four, 4,000-word, groups with the percentages of the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary represented in each of the four, 4,000-word, groups.

The sixth objective concerned making a comparison between the frequency and percentage of each of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary and the frequency and percentage of 4,000 first reader words published prior to 1941 that were the words of the Dolch Basic Sight Vocabulary. The seventh objective concerned making a comparison between the frequency and percentage of each of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary and the frequency and percentage of 4,500 first reader words published prior to 1970 that were the words of the Dolch Basic Sight Vocabulary. Table 15 includes the frequencies and percentages of Word Group I, Word Group II, Word Group III, and Word Group IV that were the words of the Dolch Basic Sight Vocabulary, the frequency and percentage of 4,000 first reader words published prior to 1941 that were the words of the Dolch Basic Sight Vocabulary, and the frequency and percentage of 4,500 first reader words published prior to 1970 that were the words of the Dolch Basic Sight Vocabulary.

An inspection of table 15 reveals the variation in frequencies and percentages. In the four groups of language-experience words, the frequency of occurrence of the Dolch words ranged from 2,522 in Word Group III to 2,735 in Word Group I. The difference in frequencies between the language-experience words and the first reader words published prior

TABLE 15

FREQUENCY AND PERCENTAGE OF EACH OF THE FOUR, 4,000-WORD, GROUPS OF LANGUAGE-EXPERIENCE WORDS THAT WERE THE DOLCH BASIC SIGHT VOCABULARY AND THE FREQUENCIES AND PERCENTAGES OF 4,000 FIRST READER WORDS PUBLISHED PRIOR TO 1941 AND 4,500 FIRST READER WORDS PUBLISHED PRIOR TO 1970 THAT WERE THE DOLCH BASIC SIGHT VOCABULARY

	Study	f	%
(1)	Dolch	2,800	70.00
(2)	Johns	2,970	66.00
(3)	Word Group I of This Study	2,735	68.38
(1)	Dolch	2,800	70.00
(2)	Johns	2,970	66.00
(3)	Word Group II of This Study	2,562	64.05
(1)	Dolch	2,800	70.00
(2)	Johns	2,970	66.00
(3)	Word Group III of This Study	2,522	63.15
(1)	Dolch	2,800	70.00
(2)	Johns	2,970	66.00
(3)	Word Group IV of This Study	2,663	66.58

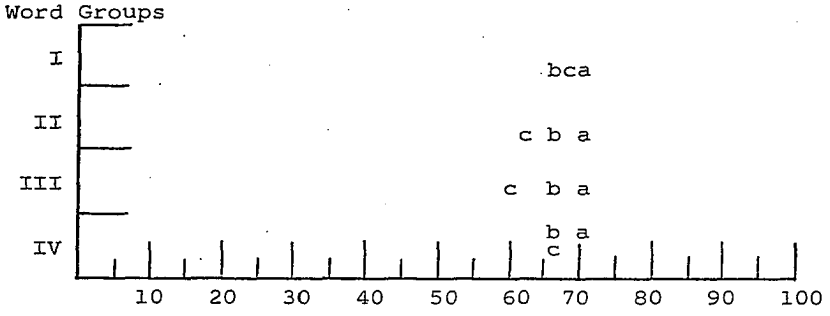
(1) 4,000 first reader words published prior to 1941.

(2) 4,500 first reader words published prior to 1970.

(3) 4,000 first grade language-experience words generated between 1970 and 1976.

to 1941 ranged from 278 in Word Group III to 65 in Word Group I. The difference in frequencies between the language-experience words and the first reader words published prior to 1970 ranged from 448 in Word Group III to 235 in Word Group I. The percentages ranged from 63.15 in Word Group III to 68.38 in Word Group I.

Figure 5 permits a comparison of the percentage of each of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary with the percentages of 4,000 first reader words published prior to 1941 and 4,500 first reader words published prior to 1970 that were the Dolch Basic Sight Vocabulary. The percentage of the Word Group I words was 2.35 greater than the percentage of the 4,500 first reader words published prior to 1970 and 1.62 less than the percentage of the 4,000 words published prior to 1941. The percentage of the Word Group II words was 1.95 less than the percentage of the 4,500 first reader words published prior to 1970 and 5.95 less than the percentage of the 4,000 first reader words published prior to 1941. The percentage of the Word Group III words was 2.85 less than the percentage of the 4,500 first reader words published prior to 1970 and 6.85 less than the percentage of the 4,000 first reader words published prior to 1941. The percentage of the Word Group IV words was .58 greater than the percentage of the 4,500 first reader words published prior to 1970 and 3.42 less than the percentage of the 4,000 first reader words published prior to 1941.



a...first reader words published prior to 1941
b...first reader words published prior to 1970
c...language-experience words generated between 1970 and 1976

Fig. 5. Comparison of the percentage of each of the four, 4,000-word, groups of language-experience words that were the Dolch Basic Sight Vocabulary with the percentages of 4,000 first reader words published prior to 1941 and 4,500 first reader words published prior to 1970 that were the Dolch Basic Sight Vocabulary.

The eighth objective concerned the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study as they compared with the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as Dolch ranked them. Table 16 presents the first 25 of the 16,000 language-experience words that were the Dolch Basic Sight Vocabulary with their frequencies and rankings.[1] The first 25 words of the Dolch Basic Sight Vocabulary are presented with their rankings, as determined by Dolch, in the same table.

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[1]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, NJ: Prentice-Hall, 1970), p. 28.

TABLE 16

THE FIRST 25 OF THE 16,000 LANGUAGE-EXPERIENCE WORDS THAT WERE INCLUDED IN THE DOLCH BASIC SIGHT VOCABULARY AND THE FIRST 25 WORDS OF THE DOLCH BASIC SIGHT VOCABULARY AS RANKED BY DOLCH

Language-Experience Words			Dolch Basic Sight Vocabulary	
Words	Frequencies	Rankings	Rankings	Words
the	830	1	1	the
I	785	2	2	of
a	699	3	3	and
and	629	4	4	to
is	446	5	5	a
my	389	6	6	in
to	375	7	7	that
it	248	8	8	is
in	208	9	9	was
like	192	10	10	he
they	183	11	11	for
he	178	12	12	it
was	154	13	13	with
we	126	14	14	as
are	124	15	15	his
would	113	16	16	on
on	112	17	17	be
you	111	18	18	at
this	107	19	19	by
that	97	21.5	20	I
of	97	21.5	21	this
have	96	22	22	had
be	90	23	23	not
can	82	24.5	24	are
got	82	24.5	25	but

An inspection of table 16 shows the variation in the rankings of the first 25 words of the Dolch Basic Sight Vocabulary as they were ranked by Dolch and as they were ranked in this study. Dolch ranked *the* first and *but* twenty-fifth. In this study, *the* ranked first and *but* did not appear among the first 25 words. *Of* was ranked second by

Dolch but of and that were tied in this study, with a rank of 21.5. And was ranked third by Dolch and fourth by this study. I was ranked twentieth by Dolch and second by this study. To was ranked fourth by Dolch and seventh by this study. A was ranked fifth by Dolch and third by this study. Is was ranked eighth by Dolch and fifth by this study. The words for, with, as, his, at, by, had, and not which Dolch ranked 11, 13, 14, 15, 18, 19, 22, and 23 did not appear among the first 25 words of this study. The words like, they, he, we, would, you, have, can, and got which ranked 10, 11, 12, 14, 16, 18, 22, 24.5, and 24.5 in this study did not appear in the first 25 words as ranked by Dolch.

The ninth objective concerned the difference in percentage of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in four, 4,000-word, groups of language-experience words generated by first grade children from varying socioeconomic backgrounds. The percentages of occurrence in Word Group I, Word Group II, Word Group III, and Word Group IV have been presented in table 13 and compared in figure 3. An inspection of table 13 and figure 3 reveals that the percentages ranged from 63.05 for the language-experience words dictated by children of low socioeconomic stratum living in an urban community to 68.38 for the language-experience words personally written by children of high socioeconomic stratum living in a suburban community when the Dolch Basic Sight

Vocabulary was the criterion list. The percentages ranged from 62.05 for the language-experience words dictated by children of low socioeconomic stratum living in an urban community to 67.00 for the language-experience words personally written by children of high socioeconomic stratum living in a suburban community when the Johns Revision of the Dolch Basic Sight Vocabulary was the criterion list. The percentage of occurrence of the language-experience words personally written by children of middle socioeconomic stratum living in a metropolitan community was 64.05 when the Dolch Basic Sight Vocabulary was the criterion list. This represented a difference of 4.33 points when compared with the percentage of occurrence of 68.38 for the children of high socioeconomic stratum living in a suburban community. The percentage of occurrence of the language-experience words personally written by children of middle socioeconomic stratum living in a metropolitan community was 62.48 when the Johns Revision of the Dolch Basic Sight Vocabulary was the criterion list. This represented a difference of 4.52 points when compared with the percentage of occurrence of 67.00 for children of high socioeconomic stratum living in a suburban community.

Summary of Findings

Of the 16,000 language-experience words with which the study concerned itself, 10,482 were words which appeared

on the Dolch Basic Sight Vocabulary, with word group totals ranging from 2,522 for Word Group III to 2,735 for Word Group I. Word group totals ranged from 2,482 for Word Group III to 2,680 for Word Group I when the Johns Revision of the Dolch Basic Sight Vocabulary was the criterion list, with a total frequency of 10,245 for all four word groups. Examination of the individual word frequencies presented in table 11 revealed that 12 of the 220 Dolch words had frequencies of 0 in all four word groups. The words were own, try, done, stop, which, together, wash, carry, shall, thank, myself, and please. Of the 12, the last 6 were among the 31 words that Johns deleted when he made his revision. The word the with a frequency of 317 in Word Group III ranked highest in number of occurrences.

The percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the Dolch Basic Sight Vocabulary ranged from 63.03 for Word Group III to 68.38 for Word Group I. The percentage of each of the four, 4,000-word, groups of language-experience words that appeared in the Johns Revision of the Dolch Basic Sight Vocabulary ranged from 62.03 for Word Group III to 67.00 for Word Group I.

The percentage of the 220 words of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words ranged from 75.00 in Word Group III to 81.82 in Word Group II. The percentage

of the 189 words of the Johns Revision of the Dolch Basic Sight Vocabulary that occurred in each of the four, 4,000-word, groups of language-experience words ranged from 79.37 in Word Group III and Word Group IV to 85.18 in Word Group II. The percentages of the revised Dolch words were greater than the Dolch words by 4.53 in Word Group I, 3.36 in Word Group II, 4.37 in Word Group III, and 2.10 in Word Group IV.

Figure 5 permitted comparison among the percentages of the four, 4,000-word, groups of language-experience words that were the words of the Dolch Basic Sight Vocabulary, the percentage of the 4,000 first reader words published prior to 1941 that were the words of the Dolch Basic Sight Vocabulary, and the percentage of the 4,500 first reader words published prior to 1970 that were the words of the Dolch Basic Sight Vocabulary. The percentage of the Word Group I words was 1.68 greater than the percentage of the first reader words published prior to 1970 and 4.00 less than the percentage of the first reader words published prior to 1941. The percentage of the Word Group II words was 1.95 less than the percentage of the first reader words published prior to 1970 and 5.95 less than the percentage of the first reader words published prior to 1941. The percentage of the Word Group III words was 2.85 less than the percentage of the first reader words published prior to 1970 and 6.85 less than the percentage of the first reader words published prior to 1941. The percentage of the Word Group IV words was .58

greater than the percentage of the first reader words published prior to 1970 and 3.42 less than the first reader words published prior to 1941.

Table 16 presented the 25 most frequently occurring words of the 16,000 language-experience words that were the Dolch Basic Sight Vocabulary with their frequencies and rankings. Included were the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary with the rankings assigned to them by Dolch. Dolch ranked the first and but twenty-fifth. In the language-experience words, the ranked first and but did not appear among the first 25 words. Of was ranked second by Dolch but of and that were tied in the language-experience words, with a rank of 21.5. And was ranked third by Dolch and fourth in the language-experience words. Dolch ranked I twentieth and to fourth. This study ranked I second and to seventh. Dolch ranked a fifth and is eighth. This study ranked a third and is fifth. This study included among the 25 most frequently occurring words 9 words not included by Dolch. Dolch included among the 25 most frequently occurring words 8 words not included in the first 25 words of this study.

The percentages of occurrence of the Dolch Basic Sight Vocabulary ranged from 63.05 in the 4,000 language-experience words dictated by children of low socioeconomic stratum living in an urban community to 68.38 in the 4,000 language-experience words personally written by children of

high socioeconomic stratum living in a suburban community. The percentages of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary ranged from 62.06 in the 4,000 language-experience words dictated by children of low socioeconomic stratum living in an urban community to 67.00 in the 4,000 language-experience words personally written by children of high socioeconomic stratum living in a suburban community. The percentage of occurrence of the Dolch Basic Sight Vocabulary in the 4,000 language-experience words personally written by children of high socioeconomic stratum living in a suburban community was 4.33 points higher than the percentage of occurrence of the Dolch Basic Sight Vocabulary in the 4,000 language-experience words personally written by children of middle socioeconomic stratum living in a metropolitan community. The percentage of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary in the 4,000 language-experience words personally written by children of high socioeconomic stratum living in a suburban community was 4.52 points higher than the percentage of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary in the 4,000 language-experience words personally written by children of middle socioeconomic stratum living in a metropolitan community.

The study concludes with Chapter V which contains these major sections: summary of the study, conclusions, and recommendations. The recommendations concern themselves with practical application and further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of a summary of the study, the conclusions, and recommendations. The summary presents the answers to the specific questions posed in the statement of the problem and the phases through which the study proceeded in answering the questions. The conclusions represent inferences and assumptions drawn from the information presented in answering the questions. The recommendations include suggestions for those people involved in the education of young children and for those people interested in doing research.

Summary

The study determined the frequency with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in the language-experience stories of four samples of first grade children, with 4,000 words being considered from each sample. More specifically, the study provided the answers to the six questions posed in the statement of the problem.

1. With what frequency did the 220 words of the Dolch Basic Sight Vocabulary and the 189 words of the Johns

Revision of the Dolch Basic Sight Vocabulary occur in each of the four, 4,000-word, groups of language-experience words?

As presented in table 11, the total frequency of occurrence of the 220 Dolch words was 2,735 in Word Group I, 2,562 in Word Group II, 2,522 in Word Group III, and 2,663 in Word Group IV with a total of 10,482 in all four word groups. As presented in table 12, the total frequency of occurrence of the 189 revised Dolch words was 2,680 in Word Group I, 2,519 in Word Group II, 2,482 in Word Group III, and 2,564 in Word Group IV with a total of 10,245 in all four word groups.

2. What percentage of each of the four, 4,000-word, groups of language experience words was the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary?

As presented in table 13, the percentage of language-experience words that appeared on the Dolch Basic Sight Vocabulary was 68.38 in Word Group I, 64.05 in Word Group II, 63.05 in Word Group III, and 66.58 in Word Group IV with a percentage of 65.51 in the 16,000 words observed in all four groups. As presented in table 13, the percentage of language-experience words that appeared on the Johns Revision of the Dolch Basic Sight Vocabulary was 67.00 in Word Group I, 62.48 in Word Group II, 62.05 in Word Group III, and 64.30 in Word Group IV with a percentage of 64.03 in the 16,000 words observed in all four groups.

3. What percentage of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary occurred in each of the four, 4,000-word, groups of language-experience words?

As presented in table 14, the percentage of occurrence of the Dolch Basic Sight Vocabulary was 79.54 in Word Group I, 81.82 in Word Group II, 75.00 in Word Group III, and 77.27 in Word Group IV. As presented in table 14, the percentage of occurrence of the Johns Revision of the Dolch Basic Vocabulary was 84.07 in Word Group I, 85.18 in Word Group II, 79.37 in Word Group III, and 79.37 in Word Group IV.

4. How did the frequencies and percentages of each of the four, 4,000-word, groups of language-experience words that were the Dolch Basic Sight Vocabulary compare with the frequencies and percentages of first reader words published (a) prior to 1941 and (b) prior to 1970 that were the Dolch Basic Sight Vocabulary?

As presented in table 15, the frequency of occurrence of the Dolch words in Word Group I was 65 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1941 and 235 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1970. The frequency of occurrence of the Dolch words in Word Group II was 238 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1941 and 408 less than the frequency of

occurrence of the Dolch words in the first reader words published prior to 1970. The frequency of occurrence of the Dolch words in Word Group III was 278 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1941 and 448 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1970. The frequency of occurrence of the Dolch words in Word Group IV was 137 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1941 and 307 less than the frequency of occurrence of the Dolch words in the first reader words published prior to 1970.

As presented in table 5, the percentage of Word Group I words that appeared on the Dolch Basic Sight Vocabulary was 1.62 less than the percentage of the first reader words published prior to 1941 that appeared on the Dolch Basic Sight Vocabulary and 2.38 greater than the percentage of the first reader words published prior to 1970 that appeared on the Dolch Basic Sight Vocabulary. The percentage of Word Group II words that appeared on the Dolch Basic Sight Vocabulary was 5.95 less than the percentage of the first reader words published prior to 1941 that appeared on the Dolch Basic Sight Vocabulary and 1.95 less than the percentage of the first reader words published prior to 1970 that appeared on the Dolch Basic Sight Vocabulary. The percentage of Word Group III words that appeared on the

Dolch Basic Sight Vocabulary was 6.85 less than the percentage of the first reader words published prior to 1941 that appeared on the Dolch Basic Sight Vocabulary and 2.85 less than the percentage of the first reader words published prior to 1970 that appeared on the Dolch Basic Sight Vocabulary. The percentage of Word Group IV words that appeared on the Dolch Basic Sight Vocabulary was 3.42 less than the percentage of the first reader words published prior to 1941 that appeared on the Dolch Basic Sight Word Vocabulary and .58 greater than the percentage of the first reader words published prior to 1970 that appeared on the Dolch Basic Sight Vocabulary.

5. Were the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study the same as the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch?

As observed in table 16, 16 of the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study appeared in the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary. The words were the, I, a, and, is, to, it, in, he, was, are, on, this, that, of, and be. Nine of the most frequently occurring words in this study did not appear in the most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch. The words were my, like, they, would, you, have, can, and got. The words for, with, as, his, at, by, had, not, and but which

Dolch ranked 11, 13, 14, 15, 18, 19, 22, 23, and 25 did not appear in the most frequently occurring words of this study.

6. What was the difference in the percentage of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in the language-experience words generated by first grade children from varying socioeconomic backgrounds?

As observed in table 13 and figure 3, the percentage of occurrence of the Dolch Basic Sight Vocabulary ranged from 63.05 in the language-experience words dictated by children of low socioeconomic stratum living in an urban community to 68.38 in the language-experience words personally written by children of high socioeconomic stratum living in a suburban community. The percentage of occurrence in the words personally written by suburban children of high socioeconomic stratum was 4.33 higher than the percentage of occurrence in the words personally written by metropolitan children of middle socioeconomic stratum, 5.33 higher than the percentage of occurrence in the words dictated by urban children of low socioeconomic stratum, and 1.80 higher than the percentage of occurrence in the words dictated by rural children of low socioeconomic stratum.

As observed in table 13 and figure 3, the percentages of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary ranged from 62.05 in the language-experience words dictated by children of low socioeconomic stratum living in

an urban community to 67.00 in the language-experience words personally written by children of high socioeconomic stratum living in a suburban community. The percentage of occurrence in the words personally written by suburban children of high socioeconomic stratum was 4.52 higher than the percentage of occurrence in the words personally written by metropolitan children of middle socioeconomic stratum, 4.95 higher than the percentage of occurrence in the words dictated by urban children of low socioeconomic stratum, and 2.70 higher than the percentage of occurrence in the words dictated by rural children of low socioeconomic stratum.

To provide the answers to these questions, the seven phases of the study, as presented in table 10, were designed. The two criterion word lists, the four samples of children, and the four word groups were the components of the seven phases.

For forty years, there has been research evidence in support of the Dolch Basic Sight Vocabulary as a viable and useful word list with significance for elementary teachers. In the last few years, research has suggested the need for a more recently compiled basic sight word list. The Johns Revision of the Dolch Basic Sight Vocabulary was offered as a more current list with significance for the teachers of the 1970s.

The data observed in the study were 16,000 language-experience words generated by first grade children attending

public school in four centrally located Oklahoma communities which ranged in population size from 15,159 to 368,377. The four communities represented school populations varying in socioeconomic status from low to high. In each of the four communities, those children generating stories were designated a sample and described as Sample I, Sample II, Sample III, and Sample IV. For Sample I, which was described as "sub-urban," the socioeconomic mean was 58.27, the socioeconomic median was 63, and the socioeconomic stratum was "high." For Sample II, which was described as "metropolitan," the socio-economic mean was 32.88, the socioeconomic median was 32, and the socioeconomic stratum was "middle." For Sample III, which was described as "urban," the socioeconomic mean was 21.00, the socioeconomic median was 24, and the socioeconomic stratum was "low." For Sample IV, which was described as "rural," the socioeconomic mean was 18.48, the socioeconomic median was 19, and the socioeconomic stratum was "low."

A corpus of 4,000 words from the language-experience stories generated by the children in each of the four samples was designated a word group and described as Word Group I, Word Group II, Word Group III, and Word Group IV. The 32 children in Sample I produced 144 language-experience stories. The 28 children in Sample II produced 108 language-experience stories. The 25 children in Sample III produced 111 language-experience stories. The 35 children in Sample IV produced 182 language-experience stories.

The total number of language-experience stories from which the four word groups were obtained was 545, with story length ranging from 4 words to 232 words and mean story length ranging from 22 words to 36.1 words. The personally written stories of Word Group I ranged in length from 7 to 76 words, with a mean story length of 27.8 words. The personally written stories of Word Group II ranged in length from 5 to 193 words, with a mean story length of 36.1 words. The dictated stories of Word Group III ranged in length from 4 to 236 words, with a mean story length of 36.0 words. The dictated stories of Word Group IV ranged in length from 4 to 68 words, with a mean story length of 22.0 words.

Conclusions

For the specific questions posed and answered in the study there are statements of general conclusions.

1. Since the total frequency of occurrence of the Dolch Basic Sight Vocabulary and the total frequency of occurrence of the Johns Revision of the Dolch Basic Sight Vocabulary in the 16,000 language-experience words observed in the study varied by only 237 words, it is concluded that the two vocabulary lists are equally useful. Although variation among the individual basic sight word frequencies does exist, the variation appears to be similar from word group to word group.

2. Since the percentages with which the words of the Dolch Basic Sight Vocabulary and the Johns Revision of

the Dolch Basic Sight Vocabulary occurred in the four, 4,000-word, groups of language-experience words ranged from 63.05 to 68.38 and from 62.05 to 67.00 respectively, it is concluded that the language-experience approach provides sufficient exposure to the basic sight words and fr quent opportunities to practice recognition of them.

3. Since the percentages of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary represented in each of the four, 4,000-word, groups of language-experience words ranged from 75.00 to 81.82 and from 79.37 to 85.18 respectively, it is concluded that the language-experience approach provides an effective means of presenting the basic sight words to first grade children.

4. Since the percentages of occurrence of the Dolch Basic Sight Vocabulary in the four, 4,000-word, groups of language-experience stories produced between 1970 and 1976 by first grade children living in central Oklahoma, ranged from 63.05 to 68.38 and since the percentage of occurrence of the Dolch Basic Sight Vocabulary in the 4,500 first reader words published prior to 1970 was 66.00, it is concluded that the language-experience stories compare favorably with recently published first readers as to frequency of occurrence of the Dolch Basic Sight Vocabulary. Teachers may be assured that the language-experience approach provides, for beginning readers, basic sight word training comparable to that

provided in recently published first readers.

5. The difference in the rankings and the makeup of the list of the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary in this study and the 25 most frequently occurring words of the Dolch Basic Sight Vocabulary as ranked by Dolch suggests that a difference exists between the words used in language-experience stories by first grade children of the 1970s and the words presented to first grade children of the 1930s in first readers.

6. Since the percentages of occurrence ranged from 63.05 to 68.38 for the Dolch Basic Sight Vocabulary and from 62.05 to 67.00 for the Johns Revision of the Dolch Basic Sight Vocabulary in the four word groups, it is concluded that the occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in the language-experience stories of first grade children living in central Oklahoma is influenced neither by socioeconomic strata nor by population size.

Word Groups I and II represent personally written language-experience stories while Word Groups III and IV represent dictated language-experience stories. The similarity in the percentages of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary among the four word groups suggests that the actual form of expression makes little difference as to the frequency of occurrence of basic sight vocabulary.

Recommendations

These recommendations are offered on the basis of the findings of this study and the review of the related literature.

1. In view of the finding that the language-experience words in Word Group I, Word Group II, Word Group III, and Word Group IV which were generated by first grade children compare favorably with recently published first reader words as to frequency of occurrence of the Dolch Basic Sight Vocabulary, and in view of the strengths of the language-experience approach cited in the literature, it is recommended that the language-experience approach be used exclusively, or as a major component, in initial reading instruction for children of low, middle, and high socio-economic strata.

2. In view of the finding that the actual form of expression makes little difference as to the frequency of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary, it is recommended that the first grade teacher choose personally written stories, dictated stories, or a combination of the two forms, whichever most adequately meets the needs of her pupils.

3. In view of the fact that the language-experience words observed in this study were generated only by first grade children living in central Oklahoma, it is recommended that further research be conducted to observe the language-

experience words generated by first grade children living in other geographic locations for the frequency of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary.

4. In view of the fact that this study was limited in scope as to the statistical procedures employed, it is recommended that a similar study be conducted with statistical procedures being applied to test for significance of difference among the various frequencies of occurrence of the Dolch Basic Sight Vocabulary and the Johns Revision of the Dolch Basic Sight Vocabulary in the four groups of language-experience words generated by first grade children.

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APPENDIX A

Personal letter to Dr. Russell G. Stauffer

Personal letter from Dr. Russell G. Stauffer

Personal letter from Dr. Jerry L. Johns

July 1, 1975

Dr. Russell G. Stauffer
Director, The Reading Study Center
University of Delaware
Newark, Delaware 19711

Dear Dr. Stauffer:

I have used a number of your books with success over a period of years. I have found THE LANGUAGE-EXPERIENCE APPROACH TO THE TEACHING OF READING most helpful.

At the present time I am working with the language-experience method of teaching reading. I have used the children's stories included in THE LANGUAGE-EXPERIENCE APPROACH TO THE TEACHING OF READING in classroom presentations and have found them very helpful in demonstrating to teachers the value of the language-experience technique. I would like your permission to make use of these stories in a research project.

Because of my references to your work on many occasions, my doctoral committee chairman, Dr. Richard P. Williams of the University of Oklahoma College of Education, has suggested that I contact you and ask for your help.

I would appreciate receiving information as to how you collected the children's stories. How did you go about selecting these particular stories? Did you choose stories from children from varying backgrounds and if so, what selection criteria were used? From what geographic areas were the children chosen? Were any other factors considered? Was any effort made to select teachers with similar characteristics and teaching styles?

I will be most grateful for any help you may give me.

Yours very truly,

Frances Stephens
Department of Reading

UNIVERSITY OF DELAWARE
Newark, Delaware
19711

The Reading Study Center
Dept. of Curriculum & Instruction
College of Education
Phone: 302-738-2307

September 2, 1975

Ms. Frances Stephens
Department of Reading
Clinical Services in Reading
110 Old North Tower
Central State University
Edmond, Oklahoma 73034

Dear Ms. Stephens:

I am pleased to know that you have found my book on the Language Experience Approach to Reading Instruction helpful. I have had many kind comments about the book. The advantage of the text is that it reflects first hand experiences carefully examined.

In the October 1966 issue of THE READING TEACHER you will find a report of the study done at the first grade level. Some of the selections that I used in my book as illustrations resulted from this study. Also in the READING RESEARCH QUARTERLY for Summer 1969, there is a report of the study extended into third grade. This will give you additional information.

By and large the illustrations I used in my text were chosen because they fit well for the points I wished to make. I had no other motive. If you need further help write to me again.

Sincerely,

Russell G. Stauffer
Director, The Reading Study Center
H. Rodney Sharp Professor of Education

Northern Illinois University
DeKalb, Illinois 60115

College of Education
Reading Clinic
815 753 1416

September 16, 1976

Frances Stephens
Central State University
110 Old North Tower
Edmond, Oklahoma 73034

Dear Frances:

Thank you very much for your recent letter. Your basic question is concerned with ranking words. Needless to say, this is a difficult and inexact endeavor. In my research, I was trying to get a list of high frequency words. Ranks were not considered although they appeared in the primary sources I used in updating the Dolch basic sight vocabulary.

If you want ranks, I would suggest two primary sources: 1) the AHI Word Book; and 2) the Kucera-Francis Corpus (see enclosed article for full bibliographic information). The enclosed article is a further refinement of the Dolch list. Perhaps you will find it useful.

If I can respond to further questions or help you with your study please feel very free to write.

Cordially,

Jerry L. Johns, Ph.D.
Associate Professor

P.S. You know I'm interested in your findings.

JLJ:kb

APPENDIX B

The Dolch Basic Sight Vocabulary

A Revision of the Dolch Basic Sight Vocabulary
as proposed by Jerry L. Johns in 1973

Children's Language Experience Stories

The Dolch Basic Sight Vocabulary

A BASIC SIGHT VOCABULARY OF 220 WORDS, COMPRISING ALL WORDS, EXCEPT NOUNS, COMMON TO THE WORD LIST OF INTERNATIONAL KINDERGARTEN UNION, THE GATES LIST, AND THE WHEELER-HOWELL LIST.

Conjunctions	*its	never	both	two	gave	ran
and	me	no	brown	warm	get	read
as	my	not	*clean	white	give	ride
because	*myself	now	cold	yellow	go	run
but	our	off	*eight		*goes	said
if	she	once	every	Verbs	going	saw
or	that	only	*five	am	got	say
	their	out	four	are	grow	see
Prepositions	them	so	full	ask	had	shall
about	these	soon	funny	ate	has	show
after	they	then	good	be	have	sing
at	this	there	green	been	help	sit
by	*those	today	hot	bring	hold	sleep
down	us	*together	kind	buy	*hurt	*start
for	we	too	*light	call	is	stop
from	*what	up	little	came	jump	take
in	which	very	long	can	keep	tell
into	who	*well	many	carry	know	thank
of	you	when	new	come	laugh	think
on	your	where	old	could	let	*try
over	Adverbs	why	one	cut	like	*use
to	again	yes	*own	did	live	walk
under	*always		pretty	do	look	want
*upon	around	Adjectives	red	does	made	was
with	away	a	right	*done	make	*wash
	*before	all	round	don't	may	went
Pronouns	far	an	*sever	draw	must	were
he	fast	any	*six	drink	open	will
her	first	best	small	eat	*pick	wish
him	here	*better	some	fall	play	work
his	how	big	ten	find	please	would
I	just	black	the	fly	pull	*write
it	much	blue	three	found	put	

Dolch, E. W., "A Basic Sight Vocabulary," The Elementary School Journal, XXXVI (February 1936):456-460.

*The twenty-seven words marked with asterisks were included in only two of the lists.

A REVISION OF THE DOLCH BASIC SIGHT VOCABULARY PROPOSED BY JERRY L. JOHNS IN 1973

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
away
be
because
been
before
best
better
big
black
blue
both
bring
but
by
call
came
can
cold
come
could
cut
did
do
does
done
don't
down
draw
eat
every
far
fast
find
first
five
for
found
four
from
full
gave
get
give
go
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
I
if
in
into
is
it
its
just
keep
kind
know
let
light
like
little
long
look
made
make
many
may
me
much
must
my
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
play
put
ran
read
red
right
round
run
said
saw
say
see
she
show
six
small
so
some
soon
start
stop
take
tell
ten
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
we
well
went
were
what
when
where
which
white
who
why
will
with
work
would
yes
you
your

LANGUAGE EXPERIENCE STORIES

WORD GROUP I

I am in a pack of seeds when they Plant me I will grow and grow and if I don't get no water or light then I won't be a Plant. if they give me some water and light then I'll Be a Plant.

In the ground there Lived A seed named Greg With another seed. and I was growing Wild in the dirt.

I am a flower seed I am in package and I won't be there so long But got out and The dirt and grew.

In the ground there lived a seed named G.K. With some other seeds. They were good lima Bea ns. His family always picked on him. They were oLD oLD Beans and they were pretty and They Were Big.

I am a SeeD Plant needs 1.food
2.air
3.Water
4.light

Someone planted me. I grew and grew until I Was a Plant.

if I were a Seed I would Grow in the Dirt and I would Sprout in the summer

if I was a seed I would grow big as A tree eat food. what if I were a seed I would grow now in summer I LoVe You

I am a Seed my name is missy. I need air water light and food. I will be a flower.

I am a flower I grew with food air water and light inside when I first grow I need food but if a weed is beside me I will die

I am a seed and my Name is Catherine. I was planted and watered and Put in the Sun And I grew and Grew and grew into a big plant. My Mom and Daddy took care of me. And I grew so Big They had to put me outside.

I am a seed My name is Shelby I need water and sunshine on a sunny day I grew into a sun flower than another flower came up it was a tulip I kissed Her

I would Be a seed a flower seed, some one would plant me in the dirt. and then I would grow a root. and then I would Be a flower. MayBe I Could Play like I'm a flower.

If I were a seed I would grow into a BIG! tree. I hope they wood not chop me down I could be a àpple tree.

George Washington's men had a war and the good guys were the Americans that's Washington's men the bad guys were the Englishmen and George Washington won.

One day Laurie went for a ride in her car. And she had a wreck. And her husband came and. He called the Hospital and a ambulance came and. Got her and she was half pregnant. and when they got her at the hospital. She had a baby and. She was. Happy

One day Abraham Lincoln went to New Orleans and he saw a awful thing, the white people made the black people be the slave and the black people and the white people had a war and Abraham Lincoln won the black people.

Marys and Debbys Mother went to the grocery store before they woke up because they were of groceries after they woke up they wondered where she was they waited six hours at last she got home with some groceries the minute she got in the house they put the groceries up the thing they wanted they got it and fixed it and ate it and did not leave anything for their mother.

Mrs, Lovell is pretty. Heidi loves you. the end

I like this school do you I do

I wish that I had a Fish the Fish could jump and Play in the jug and I would call him reb I Love you Mrs. Lovell

A Kitten and Pug Kitten is up a tree pug is trying to get her down But he can not so he goes to get somebody to help and he does

I want a doll I want a ball I am going to go play

My Week-End I dressed my sister in a blanket. I carried her. We fell down on the floor. We started laughing.

Day at School I felt nice. I had some friends. We worked. It was hot and we played outside.

I love school and I love the hard work we have to do.

I once went on a vacation with my Family and me and my Dog. We were fishing and swimming.

My Dog My dog can walk. My dog can see. My dog is good. My dog is big. I like my dog. My dog is very good. I love my dog.

I have a friend. Do you have a friend. My friend has a Cat. do you have a cat. My friend has a dog. my friend has a black and white cat did you like my story

My Bird My bird can fly. My bird is a canary. My bird can see. My bird can walk. My bird can sing. I love my bird! Do you have a bird?

Once there was a tree the tree was tall it Had A Boy the Boy Had A Bed in the tree the tree had a Bird in the tree the tree was sad

I love you mom Do you love me I love you I love you to Dad I love Todd to I love me I love God I love Jesus I love the whole world I love Mrs. Hall Mrs. Lovell

My baby is strong. Very strong. He pushed Me Down. He is strong. I Love Him. He is the strongest baby I know.

I Like I Want to Be friends Will you be our friends I don't no how do you My name is Ted how are you my name is Joe Here Pug Here Pug Ted said I have a dog you want to pet him

A Fish to Take Home. Jan The Fish Will Swim in The Lake

the Cat and The Dog I see a dog I see a cat The Dog is with the Cat so am I I see a funny cat The funny Cat is funny Oh-ho The cat is hurt but I am not I love the cat and I love the Dog The cat is not hurt I thought he was or I thought the dog was hurt But I love them both

When I went too Colorado I saw a mountain lion He took our meat and our ice and our bag And the Baby came with the mother

Jan Kim and Pug. Jan said Pug Kim Com on We are Going to The Zoo Kim said Look at the seals

B-B Gun I shot my B-B Gun It shot! I shot at the target. It hit it

Noon Recess I like to jump rope. I do not like to climb trees. Playing "Swat" is fun. I got sick outside one day. Playtime is good!

Snow I like to play in the cold snow. I throw snowballs in someone's face. I use my sled. Snowmen make me think of Frosty. It is fun to ski. Snow is good to eat.

Swimming I like to swim in my pool, the lake and the Y. I can go off the diving board. Alan likes to go under water. I take my ball with me.

Bathtub Fun I like sitting in the bath tub. It feels warm. I like to fill it full. Take something to play with. It is fun to splash.

I love the Green Feet book it is great I love the Green Feet work book too.

Green Feet It is a good book I like it

Green Feet It is my favorite book. I love it.

I think Green Feet it is very fun I think its pictures I think its stories it is fun

Green Feet I like the book very much Green Feet

Green Feet I like it I can read it very good

Green Feet I like it Green Feet is good for me

The Night Visitor I heard a dog barking. I saw an eye at the window. It was my brother's friend. I hid in my blanket.

Last Night Last night I went to my friend's. We had popcorn. Then we watched t v. We colored and played with toys.

The Records My brother has three records. I was listening to them. I have learned one all the way. The others I will learn. The records are Calypso and The Night Chicago Died.

On The Trail Summer I went on a trail. And it's 10 miles. We found acorns. We found lots of junk. We were going out to eat lunch.

My Dog My dog's name is Snoopy. My sister feeds him and gives him water. We play with him.

A Visit I went up to see my aunt. We saw the parade. And my uncle was in the parade. She gave us lots of shells. She let us do what we wanted.

My teacher I bet she is nice. My teacher is lovely. She gave me a picture of her. I like my teacher. Teacher is pretty. Sometimes she is crummy. Sometimes she is mean. I like my teacher.

My Family Vacation One day my family went to South Padre Island. We were fishing there. We are going to go to lighthouse and see all the fisherman. We are going to look for shells. We will ride on a Sailboat.

The dog is getting a bath. he does not like it. now he is shaking. now the dog is licking the boy.

My puppy is named pepper. he is cute. he loves me and I love him. He is cute and he is sweet. He is really cute.

I love my dog he is a mean dog But I Love him

My friend has a dog. Sometimes he washes his dog. when his dog sees a frog he gets mad. and he his dog outside his dog licks him.

A Brand New Dog One day my Dad came home and he brought me home a dog I named my dog Pug

I like to wash my dog. He does not like it. He splashes water all over me. And I don't like it. Now he is clean. His name is rascal. his name is unfunny name. He licks me. that makes me mad.

Hi my name is Jennifer What is your name I have a dog his name is Sname

Jan and Ted are playing ball at the park. Jan said these goes the ball. Ted said the ball is going to that hole.

Old cat I have a cat I like her I love her My cat is big I can pet her She is good

The Best Game Kim had to stay on the walk. She had no one to play with. I want a game to play, Kim said so she made a game on the walk

Green Feet I like my book. I like Green Feet. It is good. I can read it. I love it can I read it?

I love you Mom Do you love me yes I love you Mom do not love Kellie

I see a man riding a horse away

A man is on a horse in a rodeo. He is going around poles a stick is in them. I like horses very much We have been to a rodeo before it was good. The horse is brown and white. It might be at a rodeo and might noy. do you like horses?

The Mountain The Mountain reminds me of Alaska. I went to Alaska two times once the first time when I was a baby! and when I was six But I am six now to? and it was really fun! Once a fig brown bear tried to eat Uncle Jerry.

The jeep is in the desert. It is lost in the desert.

A man was playing golf and it started to rain and he got out his umbrella

I see children going to school and I see the sun shining I see a girl looking behind her I see a house and a fence and some boys and girls and I see the school and I see a cat and I see a boy with a pencil and I see a porcupine I see a duck and a bridge and a dog and a flag

I saw a lake and some flowers and a waterfall and some trees. and some grass and it was sunny.

A nest is big. A nest has eggs. A nest has a mother. I see a tree with a nest in it. I see a tree with flowers in it! My mother thinks it is pretty! A tree has leaves. I see a bird in the tree! A bird is little. I see a bird.

I saw a picture with a club house and some children and a school. there is also a ladybug. The sun is out! I see a porcupine and there is also some ants. and a flower, a bird, and a teddy bear and a fence a book a kitty cat a duck and a lady walking a dog and a apple

I see some trees and I see some water on the trees I see red on them I see the sky and the sky is blue and it is white I see people in the boat.

I saw a flower grow I wish it wood grow up and be a pretty flower it is a pretty flower I like it do I like it

In London on New Year's Eve they shoot off fire works like sparklers, cracklers, fire crackers and other fire works.

I like ponies. I wish that I had a pony. I can ride a pony. I want a pony.

The wonderful things of nature This has a stem and things that look like balls and these are flowers one red. These are eggs with brown spots. The nest is brown to

do you like to sale on the blue see no

Me and my dad like to ride in a boat and we have ridden in one before.

I am going to my gramma's with my folks and I am having lots and lots of fun

This is a canoe I like canoes I am going to ride one it will be fun I am going to ride with my dad and my brothers and my sister and my mother I hope it will not drown with all of us.

I like a nest it is pretty I like the eggs that come out

I like to go to the city lake and fish in it and I like to ride in boats to! It is fun at the lake.

I like flowers they smell good. and they are pretty. I have a lot of them in back of my house.

I like Holland I wood like to go to it. I like to draw pictures of stars

I like spring flowers so does my mom They are pretty when they are just new I like them when they are red and when they are yellow I like them when they are any color

I like spring flowers they small pretty My sister likes flowers too! So does my mommy and daddy?

Flowers are pretty they grow with food air water and light you have to wait a long time but if they get too much water they will die but there is another way they can die if a weed is beside it it can get all the food from it and the flower will die and the weed will be all that is left

Flowers are pretty they grow with food and water

Look there is two flowers opening they are pretty when they open up I like them I can see the seed they look pretty too they will grow like the other one it will have buds like the other one too.

I like boats. They go in water.

Once upon a time there was a magic land. It was believed that it was London because they could change a mouse into a cat, just in a wink. So they call it Magic Sand Land.

Pretty lakes and I love the mountains they are very pretty I like them very much The town is very large many people live in the town

Boys and girls go to school so they can learn

A umbrella is good. Do you no why I will tell you. a umbrella can be used in lots of different ways Here is one way it can be used a lady has one because it is raining.

Boys and girls go to school They read and draw and then they go home Then they play at home. Then in the morning they dress Then they go to school.

The school is not fun. School is long The teacher is ringing a bell. I like to play ball at school. One of the girls is bringing a play The flag is new. I like school.

School is long. I will be glad when it is out because I will get to go camping.

The children go to school They were happy today They are happy it is someone's birthday you be happy if it was your birthday?

School is nice it is nice because we make things and at show and tell I bring my dog and my fish the children listen to me talk. When I tell about it then after that we line up to go to music and sing songs then we go back and go back to area centers. and after that we go outside to play for a few minutes. Then we go back inside and go home

The children are going to school. See me I am big. I like school. See what I like see to See I can do it! I can read all the time. See I can read to all of you. Like me and see. See me read.

I like school do you. The children are going to school. They are walking.

They are walking because they are going to school. There are boys and girls. They will have fun at school.

Today I rode to school in the school bus. I am going to ride the school bus tomorrow.

Children are walking to school and they are having a great time with the children playing happy

We are having a birthday party it is fun having a birthday party it is so fun that you can pop balloons and eat cake and chew bubble gum

The big town has a ocean to see every day. It is big and wide. It sings its little song and goes to sleep.

I no a place where there is a waterfall. and I no what it is. and I no a waterfall at Camp Classen. There is four of them. in a row. There is trees all around them The water is around the trees.

One day I went to a lake and I got to go swimming. in the background I saw a white thing. We fished to my dad and caught a fish nine feet long and he caught three saw fish.

I do not no this place. But it sure looks wierd with a ocean in the middle. and also it has a lot of stuff! one day a whale came up and Hong Kong Phooey kicked the castle in.

Hon King there is water and matches it is a country with trees there is people and animals like cats and dogs

It is pretty. It has a lot of trees. There is a sound of a plane in the background.

I do not no what the name of the town is but it has a lot of stuff! like the sea and the castles and the moats I bet it has a lot of people and Hong Kong Fooey kicked the castle down. now that was it

If I were a firecracker I would go pop and pop That is what I would do

I like firecrackers and I like the way they look I like it because it is pretty and they are colorful

I love firewords. They make me happy! They are colorful! They are loud but they are pretty to! I like Black Cats! and other things.

Firecrackers are cool because they make pretty pictures and they pop loud.

I like the fourth of July with firewords and sparklers. They are lit and everybody is happy that night and people are screaming.

This is a story about the fourth of July do you like firecrackers

I like the firecrackers because the firecrackers are big and beautiful and bright

If I were a firecracker I wood shoot up to the air so fast that I wood never come down and I wood come down on the next fourth of July

Firewords are going off at fourth of July night. It is rather nice. They light up the sky. They do it over water so if some are hot they won't start a fire. It is nice on July fourth. You can look out your window it will be so beautiful you won't believe your eyes.

Fireworks Fireworks are fun you always have firewords on July fourth. The Fourth of July is the time for fireworks. Some firewords are dangerous.

Once when I saw a firecracker it was the prettiest of all. I never saw the prettiest thing in my whole life. It looked like a rocket go up in the sky and I sure did like that firecracker

Smokey the Bear likes to put out fires. He likes to make things look prettier and he likes to make people happy. Most of all he likes for the grass to look green and the people look happy.

Once I saw a mad dog and then he was a sad dog and then he was a happy dog. The boy's name was Chris and the dog's name was Spots

I am a seed I grow in dirt I need water air light food when I grow I will Be a tulip Mom can

I am a seed I am growing I am Debbie G. I am growing big. and Things is the the end to Mrs. Lovell. By Debbie Grunt Love Love Love Love Love Love Love Love

I am a bean I am not a girl But I am a Boy I am a Big bean I am smart in the dirT I like the garden

I'm a plant I will grow. My Name is sunflower

I am a little Seed my name is Branch I will be Planted today and I will grow and grow and grow and that is my story.

What a plant needs Plants need food air water and light To grow if it does not Have These Things it will dry up

I am a seed I am going to be Planted in a garden. I will grow into a watermelon and there is going to be turnips and onions and tomatoes and peas and carrots and yellow bean's and green beans

my name is Dristy I am a bean seeD so I won't be there very long I am going fast and I will Be happy I will taste good.

Smokey Bear smells some smoke he thinks it is a fire he went home to get a bucket to put out the fire with. He got the bucket and he poured the bucket of water on another bear.

I saw a fire but it was not a fire it was a bear smoking a pipe.

The bear is trying to put out a fire. He tries and tries to put out the fire But

WORD GROUP II

Frank the Helicopter was a helicopter but he did not know he was. The day he was bought he saw many like him.

Frank made many friends. He made friends with an airplane named Allen, a jet named Jane, and a helicopter named Harry.

About a week later Frank's pilot brought him into the hangar.

Frank's pilot fixed his engine to where it would work very well. And shined him up real pretty for the fight the next day.

The next day Frank went on his flight. He had three people inside him.

Soon he started to run out of gas. Then he began to fall. He fell into the ocean not far from land.

Suddenly he started to sink. The people began to swim.

Soon they got to shore. They told what had happened. And what of Frank? Why he is still at the bottom of the ocean.

This is nice today. I will have to come down. Oh cool. Next time Mary Poppins flies a kite with her friends. Good-by.

Piglet said ow ow ow.

Look at my kite. Now I will go and get my ma. Here mother. Oh boy I got my kite back.

It was a hot day. The temperature was 85 to 95. It was still winter. It is the hottest weather we have had in Oklahoma.

Easter is coming. Easter is coming. What a happy day. I am so happy that I can't say. I want Easter to come today.

Easter is fun. It is when Jesus rose from the death. I no why they call a day good Friday. Because it is when the people killed Jesus. I am going to get a new purse when Easter comes and dress when Easter comes to. I like Easter because we get eggs and chocolate rabbits. They are good. My dress is going to be pink. I am going to my grandmama's house for Easter.

My dress is yellow and white. I like it. It is pretty. It has a white collar. It has ruffles.

Once upon a time there was a fashion show. A girl her name is Barbie. She lives there. She has fancy dress. She is lovely I think. She has a boy friend namesd Cino.

My new dress is pretty. My mother said it is pretty so I guess it is pretty. It is white all over and its got flowers in the middle.

Never get a kite out of a wire. You will burn yourself won't you? Yes you will. So never never do that. Ok? Ok.

Rabbit Hill. Oh father said little Georgie. Now folks are moving into the big house. Oh dear my son. Your grandfather will have to help us. You will have to go get your grandfather. His mother cried and cried. But watch out for dogs said father. I will father. Oh I'm glad said georgie that the poodle on west was tied to the gate. I better watch out for the terrier. Oh here he comes. I better run. Oh dear the dead Mans brook blocks the road. I'll jump. I've made up a song. Oh how good it is to see you georgie. Now what do you what? Come on grandfather. Oh grandfather here you are. I wonder what they have in that box. It's a statue of us with food. I didn't do any help.

Rin Tin Tin and Rusty One time there was a boy. His name was Rusty and his dogs name was Rin Tin Tin. Rin Tin Tin was a brown dog.

Mighty Mouse was one of the heroes when he fought some foxes.

Jerry was asleep. Tom snuck some cheese. Jerry was still asleep. Tom snuck back to his hole.

One day David's Father said David it is time to go play basketball. David said Ok Father. David played the lions. The tigers won. David got the ribbon and the Fathers like David.

Me and my daddy plays basketball. We just practice. My daddy gets more baskets than I do.

Here sorch where are you? It is time to eat. Here I am What do you want Beetle said the sorch. It is time to eat. I am going on a diet. Then I will just go eat.

I see one. Good. I see another one. Good. I see one. You're out. I have three. You win them. I got four. I got nine.

Help help me. Get me out. Save me. Good good. Help help.

The airplane blasted off. The airplane saw the sun. Then the airplane saw the cloud. Then the airplane landed.

In Viet Nam they are fighting with the Communists. 5,000 Viet Congs got child from the Americans. From my uncle and his friends in Viet Nam.

Today is a snowy day. Bet it is slick and dangerous. You must not throw snowballs.

Communists said we have to say that our ship was in their water. Then we can have our ship back.

Our ship was blown. We are getting our men back. We are getting more men killed.

Our ship was blown up. The Americans blew our ship.

George Washington lived in Mount Vernon. In 1730 his brother died and Mount Vernon was George Washington's. About three months and George Washington married Martha.

One day my mama made me to new dress one was blue one was brown. I like my new dress.

My dress. Today I am going too school to take my dress to show. My dress. Oh Oh. My dress ripped. My dress is green and it was white laces.

Snoopy said Help Help Charlie Brown. Help Help me. Come to me Charlie Brown. Come to me Snoopy. Lucy said Help Help get off get off Snoopy.

Jack and the Beanstalk One day Jack said Mother I am going to sell the cow said Jack the beans were magic.

United States. Our state is trying to win the medal. For a little while we tried hard to win the medal. But we are trying to.

Where is my cat? There he is now. I like you.

Yesterday all the mothers and fathers went to vote. Do you no how many children are in your classroom? Are there 37, 33, 40 or 29? Do you no what they voted? They voted no because they thought that they thought they had enough money but they did not. The schools didn't have enough. Every time your mothers and fathers go to the store they give the

man that is there to extra pennies. They go to the poor people the pennies go there. Only if one of the pennies could go to the schools we would have more money to buy things like paper, pencils and things like that.

Look at the policeman. He caught a robber. The robber looked like a robber.

The Mexicans fill egg shells with paper and if they see a boy or girls they like they crack it on their head. And at Christmas they fill something with candies and I think the Mexicans like to crack things.

Barbara and Midge are sisters and so is Skipper. She has a father just like you. One day Skipper's friends came over their names were Cindy and Linda. And Skipper played with them and then Midge's friends came over. And Midge played with them.

My doll's name is Susie Cute. She is a very fine doll. You feed her and she wets. She has a bottle and a rattle. You press her and her arms go up.

I had a birthday. I got a real telescope. And a gun too. And a Beetle Baby. And a missle track. I got a camper. I got a boat.

My sister got a Susie Q and I got a Susie Q. My sister got doll diapers. My sister got some socks. And I got some socks. My sister got two dollars.

Me and my Mother and my Father and my sister and my brother kept a baby girl named Jennifer. She is real cute. She can walk but can't talk. She can ride on my play horse.

My dog had puppies. They are only one week old and the eyes are open on the puppies.

My dog's name is Bossy. He has grown a lot. He was very little when he was a baby. He has grown a lot.

We took our Physical Fitness tests. I got all mine right. So did Jimmy, Rick, Cindy, Janet, Lewis, Brenda, Dan, and Sandra.

The baseball field have three base and a home base too. One man has to hit the ball and run.

Football is a pretty good game. It is a dangerous game. It can break your leg. It will hurt.

When you play basket ball you throw the ball in the basket. Then when it comes down you catch it and throw it again.

Do you like my hat no? Do you like my hat no? Do you like my hat no? Do you like my hat a little bit? Do you like my hat a little bit. Do you like my hat and my car yes? Do you like my hat yes.

Ten is in the lead. Six is just starting up. Six is just catching up. Six is passing up. Six had to get some gas. Six has won.

Hello do you like my hat I do not good-by good-by. Hello do you like my hat I do not Good-by good-by. Hello do you like my hat I do not good-by good-by. Hello do you like my hat I do like your hat do you like my hat I do like your hat.

I am Rick. I am David. I am Tony. I am Don. We all like Rick and David and Tony and Don.

Mrs. Quinin gets the award for being the best principal in seven states. And if your principal is good your school is good. I no Mrs. Quinin will be the very best principal.

Ranger Eight was a satellite that American scientists fired at the moon. After it had orbited the earth for eight minutes if was fired at the moon. Its course was adjusted so it would hit the moon at the Sea of Tranquility. This was a perfect shot. Before crashing into the moon, television cameras took nearly 7,000 pictures.

I have a doll. My doll moves her head when I turn her knob now. I will write her picture right now.

One sunny day Cinderella was sitting down. Her cruel stepmother said Cinderella Cinderella. They were going to the ball. Cinderella had to work in the house. One day the prince came to her house. She peaked out the door. The king and the Queen was giving a ball. The step sisters went. That night her fairy godmother came. She did her magic and they lived happily ever after.

This is a story about 12 O'clock High. The Americans fight. Look at the Americans fight. See the Germans. The Americans help us. See the Americans help us. Look at the Americans.

Molecules are almost in everything. Like water. Water is good for you but when you put ice on your sidewalk it will melt and it turns into water.

The golf man. The golf man is strong. He can hit the golf ball. He has to be strong. I like to watch him play golf. He likes to play golf.

I saw the voting machine. I went with my teacher. My teacher voted when she went into the machine. And then she came out of the machine. And they they let me vote, and then Mrs. Scott came out. We hope the Mothers and Fathers vote for the money.

On Jury Duty. Last week my Mother went on jury duty. And my Mother went with a lady who her husband was one one of the government. And then my Father voted for Rogers. And every day my Mother went for two weeks.

Last week when Friday was here the neighbor across the street had a robbery. A portable camera was stolen. But I don't know what else was stolen.

My baby brother pushes himself up and tries to turn himself over. I never saw him turn himself over.

My father had a wreck. A woman crashed into the back side of the car. It hurt our babysitter a little.

My Daddy is in the hospital. Every day I go and see him. I see him because he's been in the hospital three weeks. I love him.

Yesterday my little brother got into a Robin's nest and he did get pecked and pecked. He said I will never go back to that nest again.

My aunt is going to have a baby. And I think it is going to be a girl.

Last year my father gave me a little pick dog. And he was very fluffy. It may be pink and it may be fluffy, but it is not a dog that you play with.

My mother took my pet too the petshop. This lady put my pet in the cage until she was finished with the other dog.

My new dress is red and white checked. And my other new dress is all red and white.

I have a pretty dress. My mother has a pretty dress. I like my dress and my mother likes her dress too.

My new dress is yellow and white and green and gold. The yellow in my dress are little suns. The green in my

dress are leaves. The gold in my dress is just a collar. The white is just scattered. It is a very pretty dress. It is a sleaveless dress.

My dress came from my Aunt Mildred. She come over to give to me. It is a pretty dress.

Do you know what is good manners? Yes. When a grown up comes in we stand up. When are teachers talking you be quiet.

The Ghost and Mr. Chicken was funny. Because it had Barney was in it. And that was why it was so funny. Now I will tell you the story about the ghost and Mr. Chicken. One night it was raining. Odus was walking down the street when he saw a old old house. But it looked like a castle. But it was a house. And Odus walked right by the house and bang on the head. He fell right down on the sidewalk. A piece of wood hit him on the head when he walked by the house. And a lady was screaming and holleriig because Odus was her husband. One night Barney had to sleep in the spook house where Odus got hit on the head. And he spent the night their. And something was going strange in the next morning Barney went to a picnic and he saw his girl friend and ate with her. And they all said that Barney was a heroe because he spent the night in the haunted house that he spent the night at. And at the end Barney got married.

Here is our friend Winnie-The Pooh. He loves to eat honey especially at Rabbit's house. He eats honey to much to get out of the door. Then Christopher and Piglet and Eeyore came and all of Rabbit's friends and relations. Then tug and pull on Pooh's out side of him. Where are you going, Winnie-The-Pooh? Home for supper, honey of course.

To become a good citizen you work good. You listen good. You have to have nice manners. Each Friday we elect four good children. The one that gets the most votes goes on the moon.

Bat Man and Robin are strong and they do things good but sometimes they get caught.

The batter was up to bat. He hit a home run. It was over pitcher's mound. The man caught it with his glove. They caught it.

Once I was having a game and we one the game. The score was 5 to 4. We one and it was close. They almost beat us but we beat them.

The Tigers are winning. Mr. Brooks is up for bats. He made a home run. I never saw nothing like it. Now the Bears are winning. The Tigers are speeding up. But the Bears are ahead. The Bears won.

Look Jane See Dick. Dick can swing. He can swing. Up He can swing down.

Once upon a time there was a wise old king, he had a big castle he had some guards one day the king said It is time for war. Because the enemy's king planned war on them so they got the cannon out then lighted it. Boom! out went the ball and I suspect they won the war.

I know why we give thanks. We give thanks for our family and I will tell you why. We like to be at home with mother and daddy. We feel safe with them there. Daddy is big and strong. He works for us. He hugs me and I laugh inside. Mother is soft and warm. We help each other work. I take her hand and I am not afraid. My name is Jack Renfro.

Sally said look at the cat it is a yellow cat Billy said Look at the pig that is not a pig Billy that is a hippopotamus Sally Said Look at the Pony. that is a pretty Pony I like it Sally Said Look at that animal it has to tails. Dick Said Sally that is not a animal with two tails it is a elephant Billy said Look at the zoo rabbit Sally laughed and said that can't be a zoo rabbit you are funny it can't Be Dick Said Sally is right soon they all went home they had fun at home to

Pooh was walking in the woods he saw Eeyore. Hello Eeyore, said Pooh. What are you doing. Eeyore said nothing. He walked away. Then Pooh saw Rabbit. Hello Rabbit. Rabbit said nothing. Then Pooh saw Piglet. He said hello. Pig said nothing. But all at once everybody came out and said surprise. Its your birthday. Pooh they all said.

The Chickenpox that came to life. One day I had Chickenpox. I was in bed. I was Looking at the tv. My chickenpox jumped off my face and hopped around.

We like to touch. We touch. We like what we touch. We like to touch and find out things. We like to touch things.

The mean Tiger Tigers live in the jungles. Tigers have a long tail Tigers are black and yellow. Tigers growl like this, row-ow-ow. Some tigers are nice and some Tigers are mean. I would like to have a baby little tiger for a pet. Then I can play with it. Would you like to have a baby tiger for a pet.

Dick said? Jane let's ask father if we can have two boxes? Ok we will ask father if we can have them. father said yes. We will scare Sally said Dick? First they put a face on them. Then Sally came along. Sally was frightened then they came out from the boxes. then Sally said ? why did you do that. We thought that you wood think . We were real. But you are not.

Once upon a time in a nursery rhyme three little men got lost. Like you and me they could not agree on the ocean they wood cross one east another south one said north or west. Now rub dub dub three men in a tub

I saw a leaf it had holes in it. It was brown and Red. Then I saw teeny tiny bugs on it. I picked it up and put it in a jar. Then the next day the bugs were gone. Then I put my hand in the jar and turned the leaf over. There were the bugs.

There was flying fish and he flew past four fish. The fish were embarrassed. The four fish got wings. The fish wobbled on the ground. They tried to fly but could not. The flying fish laughed.

One day Sally said I do not want to go to the park father. I want to go for a walk father. Father said ok but do not get off this block now. Sally said father I am going right now. When she got got there she said come on Puff we will go home now. She Looked up the street and down the street to find her house. But she could not find her house then She saw a man. The man said you do not look happy. The man said what is your name. Sally said my name is Sally. The man said what is your last name. Sally said my last name is Sally to. The man said are you lost. Sally said I am not lost. Sally said to the man look at Puff he will show me where to go home we will follow him home. So the man and Sally followed him home. Then Mother went out and tried to find Sally. Then Mother saw Sally, Puff and the man. Mother said oh Sally why did you go out like this. Sally said father said I could.

One day I went to my daddy's fire station. It was his day on. There were big fire trucks Daddy cheated because he had a color t v. And we also went to my friend's place. It was bigger place. It was interesting too.

Summer is almost here. It is just a month till summer. I love summer because you can go swimming. Summer is a lovely time. The birds come back. Such a beautiful time.

Once there was a little donkey. He wanted to know when his birthday was. then Pooh came he said what is the matter. said Pooh Well I don't know when my birthday is. so that is why I am not happy. said Eeyore Why Today is your birthday. oh boy said Eeyore I can't wait said Eeyore

There is a turtle Whose name is Myrtle. his eyes are Blue. His shell is Green. And he likes you.

I have a cat. his Name is Matt He plays With other cats He plays with the Hat. He acts like a Rat. Why does he act like that I do not like that I should not like that

Walt Disney was a very old man. He made funny stories. He wrote stories about mickey mouse and Donald Duck too. but I like those to the most.

Betsy Ross was the first to make the American flag. One day she was making a cover for a chair. Three men came to the door. She sat down her sewing. And went to the door. George Washington and Colonel george Ross, and Robert Morris. George Washington Had a picture of a Flag and went to Betsy Ross and told he to. Make a flag just like that and then they left. All night she was working on a flag after She got finished She went to bed and went to sleep. In the Morning When she woke up there was a knock on the door She went to the door and there was George Washington and Colonel george Ross, They liked the Flag. It was the pretties Flag they had ever seen. It was a big flag they

Winnie-the-Pooh meets Gopher. Winnie-the-Pooh lived in the forest under a big sign. It said Mr. Saunder's and another sign that said that knock and on the bottom it said ring also. One morning Pooh Bear was doing his exercises. His clock chimed. Pooh said to himself now what does that mean said Pooh with most hungry voice. Then he said oh yes and went into

WORD GROUP III

I want to be a hippopotamus so I can get in water. I would swim and get in the water and play.

I want to be an elephant. They can yell with their trunk. I would eat peanuts. I would walk around and when someone came to kill me I would run.

I want to be a turkey. He is swinging his gobbler. I want to be a turkey so I can smell flowers and look up at the clouds.

I want to be a turtle so I can play outside all the time. I would smell the flowers and eat the flowers. I like to eat green beans salad and fish.

I want to be a cat just because they are nice. My grandmother got one. I would eat cat food and drink milk. I would run around and play and lick people.

I want to be a cat so I can go meow. I would eat cat food and drink milk.

I would be a horse. I could take people to town and out in the country. I could eat hay and let little kids ride on my back. I could go down to the pond and take a bath. I could run and jump in the sun.

I want to be a pig. I like to live in a pen. I like to be wild. I like to be fed. I would eat corn.

I want to be a bat. I would fly.

I would be a butterfly. I would fly outside to play. I would fly in the trees and play.

I want to be a cat. I like to chase mice. I would play with ropes and grass.

I would be a monkey. I would climb stuff. After school I climb things. I like to sleep with my play monkey but it falls out of my bed.

I want to be a cat because I like baby kittens. He gets to drink milk and I like milk. He gets to sleep by the fire every night. I like how soft baby kittens are.

I can see. I use my eyes.

I can hear. I use my ears.

I can taste. I use my tongue.

I can smell. I use my nose.

I can feel. I use my skin.

Rickie and me. We are going to the swings.

My big brother named David. Darrell is my other big brother.

I made my cousin's family.

Mama is Inez. My dad has a big head. His name is Brother McDowell. Garlan is my name.

Tracy's family. My mama. Joey the baby. My dad. Marcy and here I am.

Gerald's family lives in a trailer. There is green grass all around.

I heard an airplane that was up in the sky. It went "m m m m m."

I heard a locust in a tree and a jet plane.

I heard a car and a jet and a dog barking.

I heard a car on the road and a locust.

I heard a locust singing up in a tree.

I heard a truck that sounds like a motorcycle.

I heard a car that was going "choo, choo, choo."

I heard some people talking in the other rooms in the schoolhouse.

I heard the shoes of the kids on the ground.

I heard some birds in the park where we walked. It was a real park.

I heard cars on the road.

I heard a car going "rrrmmm."

I heard a bird so I will draw a blue bird in a cage.

I heard a striped locust.

My pet Blondie was born bob-tailed.

Sheba is a German shepherd.

My dog is named Winnie-the-Pooh but we call him "Winnie."

The dogs are inside the doghouses.

My dog is Tippy. She ate a rat and she died.

My dog is Bouzer. We have to chain him up or he will dig out.

My mother dog has three babies.

I would like to have rabbit for a pet.

We live on a beautiful green planet. It is surrounded by air. Without air to breathe, we could live for only a few minutes. Our earth is in real trouble! Our air, water, and land are being polluted.

Pollution is dirt. Dirty water. Dirty air. Dirty food. Dirty land.

Pollution hurts people. Pollution hurts animals. Pollution hurts fish. Pollution hurts plants. Pollution hurts birds. Pollution hurts the earth. Pollution hurts water.

Pollution hurts all living things.

We can clean up trash. Don't burn things. Don't drive your car so much. Don't smoke cigarettes. Be careful what you put in water. Do all you can to our country beautiful.

I liked Old Yeller fighting the wolf. This is the meat the dog got.

Yeller chased a rabbit. There is the house. The little boy rode Yeller. The big boy shot Yeller.

The boy slept in a corn patch and chased the "coons."

I made the movie place and the house and the dog.

That is the house they were sleeping in - here is where the dog is. Here's the fence got tore down.

This is the dog. There's the kid. This is the little puppy.

This is the water the boy and dog were in. This is the gun and here is the mother.

Old Yeller fought a big bear. The puppy helped fight the bear.

The little boy rode the dog. The big boy threw rocks at Yeller. The little boy said, "Don't hit my dog," and he threw rocks at the big boy.

They built a big fire. Here is the house. They put Yeller in a cage. Then they shot him.

The pigs were hurting the boy. Old Yeller fought them. Then he chased racoons out of the corn. The boy had to shoot Yeller because he was sick.

The house had a fire place. A girl gave the boy a puppy. The boy shot Old Yeller. Some hogs hurt the boy. The little boy rode the dog for a horse.

The dog was mad. The big boy shot him. A girl gave him a puppy. The puppy stole some meat. The boy and girl buried Yeller under rocks. The Daddy brought the big boy a horse and the little boy some Indian feathers.

Old Yeller is chasing a rabbit.

That is the house and the water. Here's the corn.

The dog fought the pig. The boys are in the house in a bed. This is the water where the boy played.

I liked the puppy and the big dog and pigs.

This is the water that the boy and Old Yeller splashed in. It has rocks around it.

The boy shot the wolf and Yeller got from under the wolf. Then the boy shot Yeller.

This is the dog and the kid in the water and the ground and the sun.

Here's the sky and clouds and the house. The little boy opened the gate. The big boy shot Yeller. Here's a mountain.

This is the house where the boys lived. Yeller is in a cage.

The little boy unlocked Old Yeller's cage when he was mad. They had to shoot Yeller.

This is Old Yeller when he was mad. The boy fell when he roped a pig. Yeller was in a cave when he was hurt.

One day Mrs. Phillips brought a big jewelry box full of beautiful jewelry. She brought some army medals too. We had a good time talking about the jewelry and putting it on.

Gol! I like this tie. My mama has one like it. This is red, white and blue like the flag.

That's a choker necklace. It doesn't choke me though. Maybe just a little bit.

Teacher, can I put this on? I think I can fix this. Teacher, I got this necklace fixed. See it. It makes a circle.

You can find things like these at a jewelry store. My cousin has one of these rings. It's a high school ring.

Look at this Christmas tree pin. You'd wear this at Christmas holidays. Girls wear this.

Mrs. Phillips, didn't I give you this necklace at Christmas?

When I get eight Amy is going to pierce my ears then I can wear this kind of earrings. I like these earrings because they shine and sparkle like diamonds.

I have never seen one of these before. It looks like an Indian necklace. It's made out of beads.

Isn't there any boys stuff in there? My mama almost has a ring like this but the deelie whockers aren't like this.

I got a tie. A lady would wear these ties. I like this red, white and blue tie best of all.

This is a man's ring with a red diamond. It has numbers on it, too. It's called a classring.

Oh. Look at this! It's a Christmas tree pin. You wear this at Christmas.

I have holes in my ears so I can wear this earring. Look I'm all dressed for a party.

I want to be a gypsy like Richard. Look, now I look like a gypsy. This is a mother's ring and each stone is for one of your kids.

Hey, here is a girl's deal. Teacher, you got one of these, don't you? Ladies wear these.

What color are buttons? Some buttons are red. Some buttons are blue. Some buttons are yellow. Some buttons are green. Some buttons are orange. Some buttons are pink. Some buttons are purple. Some buttons are brown.

EACH STUDENT CONTRIBUTED A SENTENCE OR TWO TO THE FOLLOWING CLASS BOOKS:

I'm going to get all the white buttons. I have 31. Buttons, let's pour them all out. Do we make something out of them? This one looks like candy. I'm going to get the pink ones. I've got 12. I'm going to make a girl with my buttons. I've got 23 red buttons. I'm going to spell my name. Teresa is my sisters name. I'm going to write that. I'm going to write my name with white buttons. This is shaped round and it is colored pink. Can I take these pink buttons apart? I've got the brown and the black. I'm collecting all of them. I made a "G" with my buttons. Red, white, black, blue, brown, pink. I've got a whole bunch of buttons. I want all the white buttons. There are just a few green ones. I choose the black buttons. I've got 23. That is a shirt button because my Daddy's got one. I'm hunting for green buttons. There are only 7 green ones.

I know the bus driver. His name is Eugene. Look, Teacher, I found a leaf. I've been here before. That is a peacock, look at the feathers. The bear is sitting down. A baby leopard was in the last cage. See that bird with a long beak. It is cold out here. Look at that deer. Can you feed them owls? Oh, Teacher, there is a little turkey in there. I like the peacocks, the bear and the ducks. I saw a squirrel and he was going up a tree. I got stuck in the mud. I found a lilly pod. Can we walk across the bridge? I won't get on. I'll help you, Teacher.

She is riding the firetruck. It got burned up. A building and they going to put out the fire. The fire is burning up the house. My eggs on fire. Like it's on fire. It's going to put out the house. That is the fire. My little baby is on fire. Fireworks hit the house. Teacher,

my house is on fire. That is a fire. Firetruck, you know, water hose. When your daddy wants you to jump out the window - jump out.

Pumpkins. You got them two pumpkins at the fruitstand. Some seeds and some things like that. Are we going to eat it? No, it don't have juice. You have to put it in the oven and bake it. There is a patch by the street. You can make a pumpkin pie and pumpkin cake. Cut it and eat the pumpkin pies. You can put it on a porch or something. It has to have eyes and mouth. They don't grow under the ground. You're supposed to cut it like this. I know where you get them - Safeway. I would cut a hole and fit it on my head. They grow the same as watermelons. I hate it with peanuts.

I learned about the tunnel. I liked the elevator ride. I liked the place where they drink coffee. The bank keeps money in a vault. We went up high steps. We went under a tunnel to the Drive-In-Bank. I saw safe deposit boxes and the night depository. I liked the whole bank. We saw the room where they rest. I liked the vault and the microphone that they talked to the people with. I liked the bank where the people do not have to get out of their cars. We learned many things at the bank.

Siamese Cats Mrs. Houser, our teacher, brought her Siamese mama cat and four kittens to school. We played with them. When did the cat have the kittens? They are Siamese cats. There are four kittens and the mother cat. This one is friendly. They are the same color. Mine is shaking. She has blue eyes. They scratch. The mama cat is in the box. They are having a good time. They scratch and they hang on your clothes. They have sharp teeth. He scratched me once. He wants his mother. I have two kittens. I am going to name one Greshon. I'm not touching that cat. He's trying to scratch me. Do they bite? Lay down. He may scratch. I'm scared of him. Look here, Teacher, I have two kittens. Teacher, look at the mama's eyes. They are big and brown. Teacher, I don't like cats. That one went in the closet. Teacher, can I get two kittens? Now I have three. This one scratched me. That one is going to sleep. We all really enjoyed the Siamese cats Mrs. Houser brought.

I Am Thankful I am thankful...for our clothes, mothers and dads...for my clothes, my mother and my little baby brother... for my food and clothes...for my mommy, daddy, and my sisters... for my food, toys, clothes, and school...for my clothes, toys, brand new boots, fire hat, home and two dogs...my dogs are Dusty and Cindy...for my brothers, my whole family, my house, yard, school, and my teacher...for my puppy, my mama and daddy, my brothers and sisters, my auntie, furniture, my

teacher and my room...for my little baby sister, my momma, my daddy, and my house...for my food, my clothes and my family...for my food, my house, my family and my cats and dogs...for my home, my family, my food and my clothes..for my food, my clothes, my house, my family and my cats...for my grandma, my grandpa, my aunt, my bed, my school, my food, my uncles, and my papers and pencils..for books, Pilgrims, my family and food...for my B-B gun, my horse, my bicycle and my clothes...for my horse, my family and my puppy...for my poodle, my playhouse, my family, my school, my swings and my playground...for my swing set, my home, my clothes, my food, my school and church...for my church, my school, my food, my clothes, and my family.

What We Know About Indians Ya-ta-hay. Houses are made from straw and mud. A necklace from bones. Some Indians live in Oklahoma. Navaho's wear silver and turquois. They ate cereal. They made cornmeal by rolling a rock over it. They eat buffalo, corn and bears. They make spears to hunt animals. We are trying to save the buffalo. Indians dig water out of the ground. They make clothes out of hides. A baby is called a papoose. Necklace of bear claws. They have to be quiet to get a deer. They teach their baby not to cry. Made dolls from straw. They sew with buffalo guts. They have to have a house called a teepee. Arrows to protect themselves from enemies. They make a circle and then they sing. Indians wore big hats to keep the sun out. They live in a teepee. They been killing deer and carving out the bones to eat with. Indian jewelry is made of beads.

Snowmen The sun came out and he melted. Was ball of snow, was a happy snow until he melted. The mean old man shut him in. He went skating on the ice. He was on a train. Santa brought him to the North Pole. He was and had buttons on him, a hat, a tie, and snowboots. He melted in a flower plant. Don't know about Frosty. A real snowman. Got a little pipe. The rabbit ran away with the hat. When they kids put a black hat on him he was alive. He got on a train and sat on some ice cream. He started dancing around. He went down to the village. He melted in that house. He can walk. He came alive. He went North.

Our Trip to the Zoo I saw a big fat snake. It was a python. I liked the giraffes and the zebras. I liked the elephant and the peacock. I had a good time at the zoo. I saw some zebras. I liked the elephants. I liked the peacocks. I liked the snakes. I liked the zoo. It was the first time for me. I saw some snakes. The zebras and giraffes walked around. We saw some snakes. We fed some seals. We saw the elephants. We walked a long way. We bought some some fish. We ate our lunch in the park. I liked the elephants. The

monkeys swang on a string. We saw some oxen. I had fun. The monkeys were on a big old ship. We fed the seals. I saw some tadpoles in the water. The kangeroos were in a field. The bears were in their cages. The gorillas were in a cage. I liked the seals the best. I liked the zebras, buffalos, and the deer. I liked the snakes, kangeroos, and the buffalo. I liked the seals, giraffes and the hippopotamus. I liked the tiger. I liked the elephants, It was fun. I saw a giraffe. We fed the seals. I liked the elephants. Deer, and I saw a hippopotamus. I saw a monkey.

My Fair Book We saw some pigs, cows and donkeys. I liked the cows best. The fair trip was fun.The pig got out and Debbie was scared. We saw the cows. The cows were tied up. I liked the pigs, horses, little lamb, baby calf and the bull.The pig got out of the pen. I saw a big cow and a baby one. The pig got out. There some lambs. We looked at animals. We looked at food. We looked at horses. We looked at pigs. We looked at cows. I liked the big cows. The pig went to sleep. I liked the bulls. We saw some horses. I liked it when the pig got out. I saw a pig that was in the gate. I liked the horse and pigs at the fair. I saw a cow and a horse. I liked it when we saw the horse and we fed it hay. We went to see the highway patrol boat. They had a barn for the animals. I liked the cows and the baby calf. I liked the fair. The pig got away and the kids started screaming.

Our Rhyming Book Tea Is the drink for me. Safety rules, you know. Go slow. Hi, sky As you fly by. The cat Wore the hat. The cat Sat on the hat. The bright yellow I a bright fellow. A doe Will go Fast! I went to Winnie-the-Pooh. Milk comes from a cow Then and now. Scat, cat. Go chase a rat.

If I Could Be An Animal I would be An elephant...so I can get things when they are high...An alligator so I can swim in the water...A dog...so I could eat bones and stuff... A bear so I can scare people...A stallion so I can run wild on the prarie...A giraffe...so I can be bigger...A gorilla... so I can eat bananas...A horse so people can ride...A fox so I can eat a rabbit...A zebra so I can run from people shooting at me...A race horse so I can race...A bird so I can fly over houses...A horse because I like horses...A skunk so I can stink people out...A sheep so I can suck on a bottle.

To The Moon and Back...They blasted off. They flew in a space ship. The rocket is the motor. There is no water on the moon. They landed on the moon. They found a big crater that I don't remember what it was called. They stuck another flag in the moon. They looked for rocks. They

splashed down. I watched it. We saw it on that t v. After they splashed down, the parachutes came out. They took the men in the basket and took them up in the helicopter. The astronauts were in some kind of a trailor. They could have caught a disease. They will put the rocks in a museum. The splashdown was the most exciting part. I'd like to go on a spaceship and my mama would go with me. We saw one once and we got in it. I want to go in the spaceship and eat.

To The Moon And Back The rocket is leaving the earth and going to the moon. Two space ship blasting off into space. Many rockets are blasting off. This is the earth. The water is blue. The Apollo 14 is going to the moon. The rocket is going up to the moon. This is the moon. This is a rocket blast-off. This is a spaceman going to the moon in the dark. The rocket is going to the moon. There are two astronauts. This is the Apollo 14 on its way to the moon. That's the rocket and that's the moon with the flag on it. The rocket is gonna go up and land on the moon. The rocket is approaching the moon. The astronauts are getting the flag ready to plant on the moon. The flag already on the moon was left during the first moon landing. This is a picture of an astronaut and the Apollo 14 approaching the moon There is a flag on the moon that was left by the first men who landed there. The Apollo 14 is almost to the moon. The astronaut is going to walk on it. This is the Apollo 14 on its way to the moon. This is the Apollo 14 on its way to the moon. The space men will get out and walk on the moon. This the Apollo 14 off in outer space. That is the moon and there are people on it. This is the moon. This is the moon with space all around it. This is the moon. It is blue and white. There is the moon. These things follow the moon. This is a space ship. The astronauts put our flag on the moon. That's the moon and the rocket. There's a flag on the moon. A rocket and the moon.

Talking Mural How far do we walk? And in what direction? We go four blocks and three blocks and two blocks. That's nine blocks. Look at all the litter. Maybe we can do something about that. Let's get sacks at the store and pick up litter on the way back. What will we buy at the store? The

WORD GROUP IV

My Three Wishes My first wish is to be a doctor because they are good to us. My second wish is to have plenty of food. My third wish is to help the other children that are suffering and feed them.

My Three Wishes My first wish is to love God. My second wish is to have a new home. My third wish is to have health.

My Three Wishes My first wish is to have my mother to have a new refrigerator. My second wish is to have my father to have a lawn mower. My third wish is for me and my sister to have a new Barbie Doll.

My Three Wishes My first wish is to have Christmas. My second wish is for my mother to have a new car. My third wish is to get my grandpa a new coffee pot.

My Three Wishes My first wish is to have good food. My second wish is to have nice clothes. My third wish is to have good homes.

My Three Wishes My first wish is to have a choo-choo train. My second wish is to have good health. My third wish is to have a bicycle.

I am Frosty the Snowman. I like the boys and girls that looks at me because I am lonely sometimes and sometimes I'm not lonely because the boys and girls are around.

I am Frosty the Snowman and I like to be Frosty the Snowman because I like children to play with me and I like to be Frosty the Snowman because I like to let the cars come by me.

I am Frosty the Snowman.I feel good all the time and I also like to be a snowman.I feel good when they make me.

I am Frosty the Snowman. I like to be happy. I like my eyes so I can see cars pass by. I like all of the boys and girls.

I am Frosty the Snowman. I mean a lot to all the boys and girls. I like when the children like me. I like them.

I am Frosty the Snowman. I like my nose. Also I like my eyes because I like to see and I like my arms to pick up flags. And I like my feet so I can work. And my ears so I can hear. And the way the boys and girls build me.

I am Frosty the Snowman. I like to make snowballs. I like girls and boys to look at me.

I am Frosty the Snowman. And I like Frosty the Snowman. He is happy. I like my eyes and my nose and ears and my mouth.

If I were a bird I would fly up in a tree and I would fly over the school building and see Miss Dorman.

If I were a kite I would fly on a windy day. I would fly out of the yard. Someone would have to hold my string for me. I would see birds, airplanes, bats, and jets. I think I would feel funny being a kite.

If I were a kite I would see planes, birds, and trees. I think I would be going around in circles. I would go high up in the sky. I would be feeling like a kite.

If I were a kite I could see the sky and the clouds, the ground and the houses. I would feel very glad because I would be high up in the air and could see everything.

If I were a kite I would see clouds, rain and thunder. I would only fly when it was windy. I would have to be very careful so I would not get torn because then I couldn't fly any more.

If I were a kite I would fly on windy days. I would have a string tied on me. A little boy would have hold of the string. I would come from the store.

If I were a kite I would fly and go to the park. I would go in a tree. I would go down a chimney. I would go to the store I'd go to the farm.

If I were a bird, I would fly down to a tree. I would sit in a chair until Christmas.

If I were a kite I would fly up high in the air. I might get hung on a telephone wire. On windy spring days, I would go for a flight. I would see boys and houses and water.

If I were a kite I would fly home. I would see the sky and the ground and feel very light. My mama would help me fly.

If I were a kite, I would be scared. I would look down and be shaking. I would be wanting to get down.

If I were a kite I would see birds and some big tall trees, and some people. I would feel sad because I could only fly on windy days.

If I were a kite I would fly high in the sky. It would be windy. I might get stuck on a barbed wire fence. My dad would put me together and take me out to fly.

If I were a kite I'd fly outside on a string. I would see another kite, and some yards, houses, grass, and people.

If I would a kite, I would fly in the air. I would go over houses and go down chimneys. I would go down and pick Steven up and take him for a ride. I'd let someone fly me on windy days.

If I were a kite I would see things. I would see cows, bulls, horses, cats, dogs, and pigs. I would see the air. I would be scared. I would see trees, reindeer, and stocking caps, lights at school.

Once a long long time ago a dangerous monster lived. He was so tall that he could make his foot be a house. But he hated boys and girls but he loved to eat all of them. Babies too

This is a mitten. Here is a mitten all puffed up.

This is a three foot monster. He hated boys and girls.

This is a sled when Santa was delivering all the presents. The children were snuggled all in their beds. When Santa was gone the children were opening their presents.

This is a monster. He lives in a star house with a bat and a vampire. They suck blood. Everybody hates them, even Big Foot. He steels Christmas trees.

This is a hotrod. A hotrod once pulled a tow truck out of the water.

This is a broken Chimney. I have a broken chimney. I like to go down it. I do not like Christmas but I like sleeping in tents.

This is my mother. I love my mother because she loves me but I love her to.

This is a dog dressed up. I have a dog that dressed up.

This is Black Beauty and his life. His life is very pleasant. His friend in the next stall is named Mary Lace.

This is Black Beauty. He is the most beautiful horse you've ever seen. Why don't you ride him?

This is a hotrod. It goes all over the place and this car talks and it bumps people around.

This is a sleigh that Santa built. The sleigh crashed and Santa could not get through.

This is a nice face. This face is like people. It is on a tray.

This is a hot rod. It goes all over the place and talks and bumps people.

This is a angel. She is a good angel. And I wish that I could see her. Her name is Lee Ann.

This is a scary ghost. A scary ghost scares people. He lives in a haunted house.

This is a man. This man is a funny man.

This is a horse. A horse had a nice Christmas.

This is a ghost. He is a scary ghost.

This is a jaws. This is a dangerous jaws. He swims in the ocean.

I like Christmas because it is God's birthday.

I like Christmas because I like presents and it is fun.

The Christmas Rudolph Got Lost Rudolph got lost in the snow. Santa found him.

On the Christmas that Rudolph got lost in the fog, Santa found him. Rudolph is safe now.

It was Christmas day and Rudoph was lost and Santa could not go without Rudolph.

The Christmas Rudolph Got Lost Rudolph got lost in the snow. He got hurt. He found his way back home.

Once upon a time Rudolph got lost. His father went looking for him. Rudolph did not know he was in danger by a big snow monster.

It was Christmas Eve and Rudolph was in the toy box. Then he heard Santa calling "Roll." He got out of the toy box.

I went to play in the snow and I made a snowman. I called his name Frosty the Snowman and he came alive. We went for a walk.

Once upon a time on Christmas day Rudolph got lost in the snow flakes. Santa found him.

"It is snowing," said Santa, "but I don't feel good so I cannot go out this Christmas. So I just can't ride good so I cannot go."

Once upon a time Rudolph got lost in the snow when he had snow on his nose. Then his dad found him. They were happy.

I want a pig and a go cat and have a nice trip.

I want a Kissy Baby. I want a Barbie town house.

I want a minibike and a pig and my grandpa because he died. When you come in my house don't be noisy.

I want a bag of candy. I've been very good and I got a note from you, Santa.

How are you and how is Rudolph? I want a baby brother for Christmas. I have been a very good girl.

The Christmas Rudolph got lost Santa went to look for him. Santa could not find him so he went back to the north pole. He said to Mrs. Santa, "I cannot find Rudolph. Where could he be? I wish he had not gone in the woods.

I've been good and I want a minibike and a cowboy watch. How are you?

"It is snowing," said Santa, "And I cannot find Rudolph. I cannot find him anywhere. I cannot find him in the barn. Not anywhere," said Santa. "I want him so he can guide my sleigh tonight."

Rudolph got lost in the snow. Rudolph's father went after him.

I want a Kissy Baby and a Barbie. I am doing very good.

I want a Baby That-A-Way and a bean bag and a Happy Baby for Christmas.

Once upon a time there was a man and he lived on a ship. A bunch of sharks came charging at him and they almost crashed into a man with a yellow sailboat.

These people they took three boxes of strawberries and ate them. They got a stomach ache.

This is the six million dollar man and the man that watches him. He is going to make him jump over sand castles. I am going to make him jump over people.

The skunk is telling a story about the little Christmas tree. A little girl moved into the farm house and the little animals all ran away before he was finished and the girl was in a wheelchair.

This is a boy named Timmy. He went to the store and he bought a balloon. It flew away and then he had to jump. He couldn't reach the balloon. Then he went to his mother. He asked his mother if his balloon flew away.

This is about a boy named Johnny and he dropped his bear and got a balloon.

This is a story about the sky. The stars are at the top of the sky. A little suitcase is flying around the sky.

The snowman is walking in the red snow. He melted.

The helicopter is going to work on some trees. There is a tall fence to keep the horses from knocking down the snowman.

The snowman is walking to town. He is going to buy some groceries for his kids. The cowboy is going hunting for a deer. The tower is pumping oil. The oil is for the cars.

The rocket is blasting off. The people are walking into the rocket. They are taking some food and going up into the sky.

This is black water. This is my boat. The circles are my apples. The purple is my popscicle. The brown makes me smell clean.

This is a girl. She is walking to the store to buy food.

Once upon a time a little boy was walking in wet grass and then he went in his house. He got a drink of water.

This is about Red Riding Hood. The wolf went to her house and the wolf threw her out of her house. Then he got in her clothes and got in her bed.

Me and my boyfriend and Twinkle the purple star and Twinkle's friend and the Buffalo and the stove and the Stove Top Stuffing and popcorn and potatoes. Popcorn is popping. Stove Top Stuffing is cooking. Me and my boyfriend have gone out to dinner. Ray Johnson is my boyfriend.

I am Frosty the Snowman.

I am Frosty the Snowman.

I am Frosty the Snowman. I like Frosty because it is fun to play in the snow. I like Frosty. The snowman is always happy. I like the children's snowman that they made.

My Three Wishes My first wish is to have a present. My second wish is bicycle. My third wish is three hundred dollars.

My Three Wishes My first wish is to first praise HIS NAME. My second wish is a bicycle. My third wish is a Santa.

My Three Wishes My first wish is to get Mom a new home. My second wish is a new car. My third wish is a new coat.

My Three Wishes My first wish is to have a nice house. My second wish is to have clothes. My third wish is to have my mom and dad forever.

My Three Wishes My first wish is to mother. My second wish is new clothes and a doll. My third wish is a new home.

My Three Wishes My first wish is a car. My second wish is 6,000 dollars. My third wish is to believe in God.

My Three Wishes My first wish is to have a choo-choo. My second wish is a new coat. My third wish is marry CHR.

I am Frosty the Snowman. I like my eyes because they can see the boys and girls. I like my hat. It is magic.

I am Frosty the Snowman. If I were Frosty I would feel happy. I would like the children look at me. I like to be a snowman.

I am Frosty the Snowman. I like children and I like to be a snowman. I like boys and girls.

I like Santa and his reindeer. I want a sled and a karate man and tosscross and the Six Million Dollar Man.

I want a bike.

I want a big bike. I want a toy car. My name is Tony.

I want a bike and a Baby Tenderlove.

I want Santa to bring me a bike and a Baby Tinderlove and lots of toys and a hat and a red dish and a reindeer and a doll and a boy dog and some books and a car.

I want a Bick and a Easybake oven. A baby that you squeeze her hand.

I want a three-speed bike.

I want a stuffed cat.

I want a Bick.

I want a Bic and I want a sleigh.

I want a three-speed bike.

I want Santa's reindee.

I am thankful that I live in America. I am thankful for my mother and father. I am thankful that I live in a warm house.

When I grow up I would like to be a nurse. A nurse does a lot of work. A nurse helps people get well. Nurses work in hospitals.

If I was the smartest person in the world I would be the coach of the Oklahoma Sooners. I would teach the players to do the wishbone. I would teach the players strong defence. We would always beat Oklahoma State.

Once there were some people who lived in a shoe. There were six kids and I bet the kids passed out because of the foot odor.

When I grow up I want to be a nurse. I can make people well. And I will give people shots. And I can help people feel good again.

My name is David Treib. I am seven years old. My birthday is August 9. I go to Woodlawn School. I live with my mom and dad. They are nice and I love them very much. My dad is a patrolman and my mom is a housewife.

If I were Superman, I would smack a rocket and a building. I'd fly in the sky. Superman strikes again.

A family is living in a shoehouse. Now the family are safe inside inside the shoehouse. The family like Shoehouse because it is way out in the country. There are nineteen children in Shoehouse. It is dark inside Shoehouse but they don't care. It is crowded but they have to live. It has a chimney and a good maid to cook for them. They like her very much.

I am thankful for my mom and dad. I am thankful for America.

When I grow up I am going to be a teacher because I like to teach my brother how to count.

I like to open presents. I like to hear stories about Jesus. I like to have dinner.

When I grow up I want to be a policeman. Because I'll get to ride in a police car and I'll get to help boys and girls.

If I Could Be the Teacher If I could be the teacher I would be nice and if they were good they get a surprise. And if they were bad they would not get a thing. And they would be sad.

If I had ten dollars I would buy an oilwell. I would drill for oil. I would make a lot of money. We would drill many places. I would dinamite some places and then we would make an oilwell.

Once there was a little man that could not talk. He was only thirty-five years old. And he was little. Everybody would laugh at him. He could not read. And he had a wife named Suzy. He got bigger and bigger and nobody laughed at him again.

If I Had Ten Dollars If I had ten dollars I would buy an old fashioned airplane and I would fly all over the town. It would be an army plane. It would have a meshing gear on it.

The Shoehouse Some people live in a sho. They use candles because it is so dark. They have five children. Every day the mother got home from the store she said, "Supper time. Come in now." Then they kissed their mother and went to bed. When they wake up I will come and play with them.

The Shoehouse In the shoehouse there lived an old woman and six kids and a dad and a baby. They lived happily together. Santa Claus came to see the family. He gave them toys and the old woman had a kiss on the temple.

The Shoehouse The shoehouse is my house. I live in the shoehouse with my mother, my dad, my brother and my dogs. Our house is safe. It is dark but that does not matter.

The Shoehouse I am glad that I don't live in that house. I think it would be very sad. It would not be fun.

The Shoehouse The shoehouse is properly put into place. It must be warm all locked up tight. The little old women has eighteen children. They love it. The house is messy and crowded but it very, very, very safe.

What Christmas Means to me What Christmas means to me is fun and joy of people. Being together with my family and my grandma and grandpa. Having happiness in my heart and being with other people.

What Christmas Means to Me. Christmas is Jesus's birthday. I am glad that Jesus came to earth. We would not be alive if Jesus was not born. I am thankful that Jesus gave us food. I am glad Jesus was a nice guy.

I play with my friends. I have a dog. I go bowling. I go to Woodlawn School. I am seven years old and my birthday is January 26.

We are glad that Mark is back. We are glad that he does not have mumps any more. He is sad that he has to come back to school.

Gordon went to Disneyland Tuesday of Spring Vacation. Katie saw her three sisters. Monica got to go to the candy store. Cleta went to see some birds at the zoo.

Eric got a miniature emgine made in England. Monica is going skiing on Christmas. Jack and Patty think it is cloudy and cold.

It is raining very hard. The clouds are black. The wind has been blowing very hard. A cold front is coming in.

There was a big, big snow Sunday and Sunday night. None of us were in school yesterday. We stayed home.

Wallace went to T. G. and Y. last night. He bought a little gold fish. He has hundreds of fish in his aquarium.

It snowed yesterday. We noticed it at school. John likes the snow. Monica eats snow ice cream. Jack builds snowmen.

We will celebrate Halloween on Saturday. It is really on Sunday. Monica planted pumpkin seeds and brought us a pumpkin.

Sunday Freddie will give Mama Betty a pretty necklace. Linn made a Mother's day card for Mrs. Alle. Wanda will get something for her mother.

Fred, Glenn, Cleta, and Beckie will sing in a recital Friday night. They will go to the church on a bus. They will have refreshments after they sing.

Linn has two dogs in California. Their names are Minute and Rags. Katie will live with her mother this summer and let her hair grow long.

Wesley and his brother raced cars last night. Glenn may get to visit his mother and daddy this weekend. We hope he has fun.

Cleta saw a woodpecker at the zoo. Wanda hid Easter eggs at home. Leah has a real bunny rabbit. His name is Polka Dot.

Wanda had five stitches in her eye. An ashtray fell off the table and hit her eye. When Monica was going to get her plate, she tripped and sprained her arm.

We have two new friends in our class. They are Becky and Freddie. Freddie is Roy's brother. Becky is Linn's sister. We are glad to have them.

This is the ship Santa Clause is gonna bring me.

This is my Christmas tree.

My mother and daddy and me and Tommy Too are in the park.

This is my aunt and my Christmas tree.

This is a Kool-Aid smile. I made it for my Mama.

This is my Christmas tree. This is my dolls.

This is Santa Claus clinbing down the chimlee.

This is my Christmas presents.

Christmas evenimg is tomorrow.

This is my Christmas tree.

This is my Christmas tree.

This is Santa Claus with his bag of toys.

This is my Christmas tree and my presents.

This is my Christmas tree and my new bike.

These are my Christmas presents.

This is my Christmas tree.

That's my Christmas tree.

That is a weeble under the Christmas tree.