

**AN EXAMINATION OF THE PROGRESS IN READING SKILLS  
of  
EIGHT SELECTED PUPILS BETWEEN GRADE I AND GRADE IV**

**AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
OF DANBURY STATE COLLEGE**

**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE**

**by  
Joanne Meyers Baldauf  
May 1967**

This thesis is a close-range study of eight selected students in grade two. Through the use of standardized tests, personal observations, individual discussions, revelations of background information, and follow-up studies, the reader will be able to see the child in action in grade two and recognize this as a point of focus in a range of reading development which extends from kindergarten through fourth grade.

The major area of concern in this thesis is the progress of eight selected students in reading skill development, which includes the related fields of language development, reading comprehension, vocabulary development, phonetic skills, spelling, creative expression and related content areas.

The total number of students in the classroom situation were exposed as nearly as possible to the same type of reading stimuli, instruction, skill development, and test procedures in grade two. During the two-year study these selected eight were in no way singled out for special attention and were never aware that they or the class were involved in this project.

After an evaluation of the data compiled during this study, it was found that in general those patterns which evolved in the primary grades continued into the intermediate grades with little or no noticeable change. Those students

with a reading oriented background acquired skills and habits of proficiency which aided them in the mastery oriented intermediate program. Those students whose acquired skills and habits of proficiency were non-reading oriented evidenced a less smooth transition into the more difficult and highly specialized subject areas. Study skills and habits in the area of reading formed at the elementary level are the foundation for future progress or failure in the educational system.