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**A DEDUCTIVE APPROACH TO BEGINNING READING  
in  
THE RIDGEFIELD, CONNECTICUT, PUBLIC SCHOOLS**

**AN ABSTRACT OF  
A THESIS  
PRESENTED TO THE GRADUATE FACULTY  
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The primary purpose of this study was to evaluate the reactions and varying degrees of success of first grade children in a class subjected to a deductive approach in teaching beginning reading. Students who scored low on the Metropolitan Readiness Test were compared with those who scored average or above. The children involved in this study were in a first grade class at Farmingville School in Ridgefield, Connecticut. The study covered the first five months of a first grade reading program. The children were evaluated by diagnostic tests to show the individual progress of each child in beginning reading skills taught stressing deductive methods.

The aim of this study was to employ instructional procedures which were different from those found in many regular first grade reading programs. Variations of deductive methods and reasoning are stressed as approaches to teaching reading skills.

Chapter I explains inductive and deductive methods for attacking new words encountered in beginning reading. In general, it is an introduction to the action study and describes the community, school, overview of the class, and the type of child which provided the background for the study.

Chapter II reviews some current literature relative to teaching of beginning reading. The most popular reading

programs being used in the schools of this community are discussed.

Chapter III describes the development of general teaching principles to be followed in a deductive approach and outlines materials used in the action study. Specific methods for teaching reading skills are discussed in detail. Since reading is an intricate part of the language arts program, handwriting, language activities, and spelling were correlated in lesson plans to enrich beginning reading. The use of a taping station by the children to review beginning reading skills is described.

Chapter IV presents some observations and results from tests given to the study group of children. Both published and teacher constructed tests were used to measure and evaluate the children's progress.

Chapter V lists conclusions and recommendations about the effectiveness of the deductive approach to reading in summary form.

The deductive approach of teaching reading was especially helpful in this study to those children having a limited ability to generalize the various phonetic elements for word attack skills in reading. As a result of using this approach, they were able to achieve success along with those children who could more readily make generalizations.