Kindergartner’s Oral Responses to Stories Either Told or Read to Them

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KINDERGARTNERS' ORAL RESPONSES TO
STORIES EITHER TOLD OR READ TO THEM

THESIS

Submitted to the Graduate Committee of the Department of the Education and Human Development State University of New York College at Brockport in partial fulfillment of the requirements for the degree of Masters of Science in Education

By

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August 1991
ABSTRACT

The purpose of the study was to determine if there was a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to when a story was told orally, without a book (storytelling). The subjects of this study were 42 kindergarten students attending an urban school district in Western New York. The students listened to a story read aloud from a book. They then retold the story to an adult. The retellings were recorded. The same students listened to another story told orally, by an experienced storyteller. They also retold the story.

The appropriate oral language level was selected as a result of the Early Prevention of School Failure screening, which was administered in September of the school year. The strengths and needs for receptive and expressive language were examined to determine relationships between the differences in the children's retelling of the stories.

There was a statistically significant difference favoring the retelling of a story told orally compared to a story read aloud when measured by quantity of words generated in the retelling. The results showed those children identified with below average needs in expressive and receptive language areas were better able to retell the story told orally, without a book.
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Chapter I
Statement of the Problem

Purpose

The purpose of this study was to determine if there was a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to a story told orally, without a book (storytelling).

Need for the Study

Humans are social creatures and reading is a social experience. Without others there would be no need for language, be it speaking, writing, or reading (Trelease, 1989).

As linguists point out, no one can teach a child to speak by locking him in a room filled with tape recordings. He or she needs to interact with others in order to find meaning. Skill sheets, workbooks, basal readers and flash cards are not enough. To convey meaning, students need to share the meaning and flavor of real stories.

Educators recognize that young children who have stories read to them develop more sophisticated language structures, accumulate more background information, and have more interest in learning to read (Bower, 1976; Chomsky, 1972; Cohen, 1968; Durkin, 1966).

Another way for children to experience real stories is through storytelling. Storytelling, properly done, creates a
relaxed, restful feeling. It establishes a happy relationship between teller and listener, drawing people closer to one another. This rapport carries over into other areas. The storyteller works with words. The sound of words and the way an author puts words together to form a rhythmic pattern please the ear and evoke a physical response from the young children.

Storytelling encourages the art of listening. Children experience the whole of a piece of literature, uninterrupted by questions or discussions. Listening to stories prepares children for reading on their own. They come to associate the symbols on the page with the words they are hearing. If the stories they hear are worth listening to, they are eager to learn the key that unlocks the symbols. They also learn to follow events in sequence, a prerequisite of reading comprehension.

Storytelling is a uniquely powerful way of providing children with enhancing mental images. Passed along from person to person in a natural, easygoing manner, the magic of stories frees the imagination and stretches ones' capacity for feeling joy and sorrow, sympathy and hope.

Storytelling allows children to sample the delights of language and encourages them to perceive reading as a pleasurable experience, not a painful or boring one.

Questions

1. Is there a statistically significant difference in the quantity of words generated by kindergartners retelling a
story when read to them from a book (read aloud) as compared to when a story is told orally, without a book (story-telling)?

2. Do specific needs and strengths in receptive and expressive language have a relationship on the child's retelling of a story?

Limitations of the Study

The taping of the retelling was completed by three different individuals (parent, classroom teacher, and reading teacher). There was a time difference between the children hearing the stories and their retelling of the stories.

Summary

The study determined if there was a difference in the quantity of words generated by kindergartners retelling a story when read to them from a book as compared to when a story was told orally. Also, the study examined whether specific needs and strengths in receptive and expressive language have relationship to a child's ability to retell a story.
Chapter II

Review of the Literature

Purpose

The purpose of this study was to determine if there was a statistically significant difference in the quantity of words generated by kindergartners retelling a story when read to them from a book compared to when a story is told orally without a book.

Reading Aloud to Children

In a time when electronic information is at one's fingertips, when satellites bring the world's wonders and excitement into the nation's living rooms, why read to children?

The initial reasons for reading to children are the same reasons for talking to children: to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire in a personal manner, not impersonally with a machine.

Another reason for reading to children is the established fact that regular reading aloud strengthens a child's reading, writing, and speaking skills (Trelease, 1989). When children have been read to, they enter school with larger vocabularies, longer attention spans and greater understandings of books and print. Consequently they have the fewest difficulties in learning to read (Durkin, 1966).

Language development is affected by reading aloud to young children. In one study reading aloud was started as
early as thirteen months of age. The results showed differences in infant speech favoring the experimental group, after only five months of treatment (Irwin, 1960).

Researchers have found a positive correlation between being read to at home and the level of language development of young children (Burroughs, 1972; Chomsky, 1972). Early readers are almost all read to by their parents or someone else in the home (Clark, 1976; Durkin, 1966; Manning and Manning, 1984; Teale, 1978).

The importance of reading aloud to young children has been established, not only in this country, but in other countries. Sakamoto (1975) reported that in Japan many children read at home at age four, as a result of parents reading aloud to their preschoolers.

Holdaway (1979) studied the environment and practices of parents reading to their children. He concluded that children found oral reading enjoyable and that it was useful for future reading development.

Smith (1978) and Clay (1979) suggest that, through having stories read aloud to them, children learn that print is meaningful and that written language is different from oral language. Children also learn certain features of written language through listening.

Ginsburg's study (Mann, 1984) revealed that working mothers and homemakers spent an average of one minute a day, including weekends, reading to their children. The report indicated that fathers spend even less time than mothers;
fathers in homes where mothers work spent no more than a minute a day reading to children and no time if mothers did not work outside the home.

The value of reading aloud is evident to reading authorities and to many parents. It not only contributes to positive family life, it contributes to children's reading attitudes and reading skills. The study clearly indicated that parents who have developed the habit of reading aloud to their children are aware of its many values. Such a finding should give increased impetus to parent education programs. At least some parents have heard the literacy message and have made the necessary effort to provide their children with the important reading aloud experience.

According to Himmelweit and Swif (1976), in a study with elementary grade children, and Morrow (1983), in a study of kindergartners, families of children who show a voluntary interest in books were more likely to be small in number and have parents with college education or graduate degree.

Results of an investigation by Morrow (1983) demonstrated that parents with children who showed an early voluntary interest in books were reading models for their children since they read often in their leisure time. They read novels, magazines, newspapers, and work-related materials. Parents with children who were not interested in books, if they read at all, tended to read only newspapers and work-related materials. A distinction emerged: newspapers and work-related materials were read by all, but
novels and magazines which are linked more closely with recreation and voluntary choice were read more often by parents of children who showed an early interest in books. Other characteristics of homes where children were voluntary readers became evident. There were more books found in these homes, and in many rooms, such as the child's bedroom, the playroom, and the kitchen. Parents of voluntary readers took their children to the library often and read to them daily as well. These homes also enforced television rules which monitored the amount of T.V. viewing allowed and selective viewing habits. (Whitehead, Capey, and Maddren, 1975).

A study by Morrow (1983) found that young children who demonstrated a voluntary interest in books spent their playtime at home writing and drawing with paper and crayons, whereas children who showed a low interest preferred playing outdoors and with toys and trucks. Children with high interest in books tended to look at books more often than the children with low interest. Most high interest children watched no more than two hours of television a day, whereas those less interested children watched more than two hours a day.

In Morrow's study (1983) kindergarten children demonstrating a voluntary interest in books were rated by their teachers as displaying high performance in fine motor control, social, and emotional maturity, work habits, and general school achievement. Empirical research by Morrow (1982) and Morrow and Weinstein (1982 and 1984) has reported
on specific activities in nursery school through third grade classrooms in recreational programs that resulted in children increased use of literature. The results of their studies indicated that reading to children daily was of ultimate importance.

Investigations of the effects of reading aloud to children on a regular basis have shown significant increases in quantity of vocabulary growth, knowledge of word meanings, visual decoding and motor encoding (Bailey, 1970; Cohen, 1968; Porter, 1970).

Economically disadvantaged pupils scored higher on vocal encoding than did control groups of both disadvantaged and non disadvantaged children who had not been exposed to a systematic program of reading aloud (Bailey, 1970). For classes rated lowest in academic achievement, significantly higher scores were also seen in vocabulary usage by the group that was read aloud to daily (Cohen, 1968).

Both the regularity of exposure to the treatment of hearing literature read aloud and the length of time that the treatment is applied are the keys to producing the desired effect in higher reading performance. In many studies in which significant increases were noted, the frequency of reading to children was stressed. For example, second graders were read to every day of the school year (Cohen, 1968).

First graders participated in a library resource program which consisted of reading to children and storytelling
activities for an hour a day, five days per week for twelve weeks, for a total of sixty hours participation in the project (Bailey, 1970).

Younger children may benefit from being read to more than older children. In one study, reading achievement scores for all children increased significantly after a program of reading aloud to the students. The fourth graders' reading achievement scores were more greatly affected than scores of fifth and sixth graders (Porter, 1970). This possibly indicates that the younger the pupil, the more of an effect reading aloud bears upon the child's needs in reading.

In another study, a group of students learned to read at age four, while participating in a preschool language arts program. They were exposed to a program of reading aloud, the development of a small sight vocabulary, and letter and numeral naming (Durkin, 1974-75). The results demonstrated that hearing literature read can affect reading interest and the quality of a child's language development.

In an attempt to determine appropriate story content for beginning reading instruction, reading interest and literature preferences of three, four, and five-year old children were studied by Mason and Blanton (1971). One important finding of the study was that, after the children learned to read, they were more eager to read for themselves the books which had been read aloud to them or books of the same type, than other books.
Mason and Blanton say, "Apparently, exposure to good story increases one's desire to read it for themselves" (p. 796). Porter (1970) found that reading aloud to fourth, fifth, and sixth graders affected their reading interests as well as their comprehension achievement.

Why is it that some children enjoy reading while others do not read, having a strong dislike for reading? To obtain some possible indications of factors involved, 223 college students were surveyed to determine what factors they recall that affected their reading habits when they were younger. They were asked what if any factors "turned them off" or "turned them on" to reading in school and in the home. The answers were tabulated and categorized. Many of the students knew specific incidents or factors that turned them off or turned them on to reading. Oral reading by elementary teachers on a regular basis was a major factor that caused children to want to read.

The study also showed that if parents read to children this also caused a positive affect in encouraging them to read. When parents read what the subject was interested in, it was even more helpful. Reading to children appeared to be very effective from a very young age, up through the elementary school.

**Storytelling**

Hearing stories told gives children practice in visualization. As children listen they create the scenes, the action, the characters in their mind's eye. The ability
to visualize and fantasize, is the basis of creative imagination. It also appears to have a positive effect on social and cognitive development (Baker & Greene, 1977).

"The storyteller is given the opportunity to help children retain or recover their sense of wonder. The most ordinary things become objects of fascination for young children." (Donze, 1985 p. 19).

Summary

Reading aloud, telling stories and having children retell what they have heard, has proven to be very beneficial in a variety of ways: There has been improvement in language development, in vocabulary knowledge and reading comprehension. There has been an expansion in language ability when children are involved in oral activities and a positive effect on social and cognitive development. Enormous growth has been shown in the confidence of young learners with task that involve reading, writing and talking.
Chapter III
The Research Design

Purpose

The purpose of this study was to determine if there was a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to a story told orally, without a book (storytelling).

Questions

1. Is there a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to a story told orally, without a book (storytelling)?

2. Do specific needs and strengths in receptive and expressive language have a relationship to children's retelling of a story?

Methodology

Subjects

The subjects of this study were 50 kindergarten children from three classrooms in an urban school district in Western New York.

Materials

The materials used in this study were trade books, Sody Sallyratus by Richard Chase, which was told orally, without a book and Mrs. Bubble's Baby by Margaret Mahy, which
was read aloud, with a book. These books were recommendations by librarian, Margaret Clarke. They were compatible in length, characters, repetition, and rhythmic flow of story language.

The Early Prevention School Failure Screening (EPSF) was developed to assess maturational levels of auditory, visual, and visual-motor as well as to assess the child's experiences and adjustments. The appropriate oral language level was selected. The strengths and needs for receptive and expressive language were examined to determine relationships between children's retelling. For further details on program see Appendix B.

Procedure

The children listened to the story, *Sody Sallyratus*, told orally without a book, in groups of no more than 25. It was told by librarian and storyteller, Margaret Clarke. The children then individually retold the story to the researcher, reading teacher or parent. The retellings were tape recorded. The same two groups of children listened to the story, *Mrs. Bubble's Baby*, read aloud from a book. It was also read by librarian and storyteller, Margaret Clarke. The children then retold the story as before to the same adults.

Analysis of Data

Each taped response was typed out and the number of words were counted. A comparison of the means for the oral
and read aloud retellings was made. The results from the EPSF screening, which was given in September of the school year, was gathered. This was used to determine what needs children had in receptive and expressive language. The needs were grouped and percentages compared.

Summary

Forty-two kindergarten children listened to two stories, one told orally (without a book) and another read aloud to them (with a book). The children retold the stories in their own words. The retellings were tape recorded.
Chapter IV
Analysis of Data

Purpose

The purpose of this study was to determine if there was a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to a story told orally, without a book (storytelling).

Findings and Interpretations

Question One. Is there a statistically significant difference in the quantity of words generated by kindergartners when retelling a story read to them from a book (read aloud) as compared to a story told orally, without a book (storytelling)? The difference between the oral and read aloud means was compared with a $t$ test. The results are shown in Table 1.

Table 1
Mean and $t$ Test Difference Between Oral Telling and Read Aloud

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>DF</th>
<th>STANDARD DEVIATION</th>
<th>CALCULATED $t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL TELLING</td>
<td>204.71</td>
<td>2.02</td>
<td>164.76</td>
<td>6.44</td>
</tr>
<tr>
<td>(STORYTELLING)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READ ALOUD</td>
<td>49.50</td>
<td>2.02</td>
<td>44.62</td>
<td></td>
</tr>
</tbody>
</table>

$t$ crit (41), $a < .05 = 2.010$

A calculated $t$ score of 6.44 was the result of the analysis. Since the critical value of $t$ with 41 degrees of freedom at
the 95% confidence level is 2.010, the null hypothesis must be rejected, concluding that there was a statistically significant difference between the retelling of a story told orally compared to a story read aloud. The children generated more words to retell the story told oral, without a book. The mean score for the oral retelling was 204.71 whereas the mean score for the read aloud retelling was 49.50.

Question Two. Do specific needs and strengths in receptive and expressive language have a relationship on the retelling of the stories?

A determination of the children's need and strengths in receptive and expressive language was a result of the Early Prevention of School Failure (EPSF) screening completed in September of the school year.

Table 2
Early Intervention Evaluation of Scores

<table>
<thead>
<tr>
<th>RECEPTIVE LANGUAGE</th>
<th>EXPRESSIVE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderate Strength</strong></td>
<td><strong>P.P.V.T. - 7 to 11 Months Above C.A.</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>P.P.V.T. - Within 1 year Range 6 months above C.A. Range 6 months below C.A.</strong></td>
</tr>
<tr>
<td><strong>Moderate Need</strong></td>
<td><strong>P.P.V.T. - 7 to 9 months below</strong></td>
</tr>
<tr>
<td><strong>Considerable Need</strong></td>
<td><strong>P.P.V.T. - 10 months or</strong></td>
</tr>
</tbody>
</table>
There were 8 children whose EPSF screening results showed a considerable need. Eighty-eight percent of these children were better able to retell the story told orally. Twelve percent of the children were better able to retell the story read aloud.

There were 14 children whose EPSF screening results showed an average need. Among these, seventy-seven percent were better able to retell the story told orally. Twenty-three percent of the children were better able to retell the story that was read aloud.

There were 20 children whose EPSF screening results showed a moderate need. Ninety percent of these children were better able to retell the story told orally. Ten percent of the children were better able to retell the story that was read aloud.

There was only one child who showed a moderate strength. This child was better able to retell the story told orally.

Regardless of the expressive and receptive language needs of the children the majority of them were better able to retell the story told orally.
Chapter V

Conclusions and Implications

Conclusions

The storyteller works with words, the way an author does, putting them together to form a rhythmic pattern. It pleases the ear and evokes a physical response from young children. The response the researcher observed were children very relaxed and attentively listening to the story told orally. The book may have been a distractor when the story was read aloud. The children were listening to the storyteller's words only and trying to comprehend, whereas with the story read from a book, the children had to listen to the teller's words, view the pictures, the print, and comprehend.

Those students identified with below average needs in expressive and receptive language areas were better able to retell the story told orally, without a book. The researcher observed the children identified as having considerable needs in the language areas listening more intently than those with average needs.

The children made comments regarding the patterns of language in the story which showed their awareness of the story content.

Classroom Implications

An oral storytelling program could be beneficial to any reading curriculum at the elementary school level.
Storytelling is a sharing experience, and enjoying a story together creates a common experience. When properly done, storytelling can create a relaxed, restful feeling. It can establish a happy relationship between teller and listener, drawing them closer to one another, adult to child or child to child. This rapport can be carried over into other areas.

A storyteller or stories can be a pleasant way of leading children to books. By telling a story from a collection and saying more stories can be found in the book - the storyteller introduces books as a course of pleasure.

Storytelling can encourage listening. Listening to stories can prepare children for reading on their own. If the stories they hear are worth listening to, they may be eager to learn the key that unlocks the sound symbol relationship. They can also learn to follow events in sequence, which is one prerequisite of reading comprehension.

The storyteller can see his audience and can keep an intimate, harmonious relationship with them. The machine does not stop to wait for a laugh; it cannot stop to answer a question; it cannot smile at an excited child. Children are inspired to read more and better books because of the ideas gained from hearing stories told.

Children aren't born with literary taste; it has to be developed. The stories they hear are of greatest importance to their future appreciation of literature.

Storytelling can be an effective mean of forming the
habit of concentration, and fixed attention is something many classroom teachers try to obtain.

**Implications for Research**

Further investigations into orally told stories relationship to retelling and language development could include the following:

1. Measuring the interest in books or stories told orally. How often do children re-read these stories?
2. The Retelling Procedure has been developed and implemented for grades 5 and 7 and grades 3 and 4. A Retelling Procedure could be developed for K through 2.
3. Further studies on the relationship of storytelling to children's ability to sequentially retell a story.
4. Studies comparing differences in the scenes created by children listening to stories told orally.
5. Studies looking into improvements in comprehension after storytelling sessions compared to read aloud sessions.
Appendix A

Storytelling

Storytelling is the oldest form of education. Cultures throughout the world have always told stories as a way of passing down their beliefs, traditions, and history to future generations.

There is evidence to support many theories about the origins of storytelling:

1. That it grew out of the playful, self-entertainment needs of humans.

2. That it satisfied the need to explain the surrounding physical world.

3. That it came about because of an intrinsic religious need in humans to honor or propitiate the supernatural force(s) believed to be present in the world.

4. That it evolved from the human need to communicate experience to other humans.

5. That it fulfilled an aesthetic need for beauty, regularity, and form through expressive language and music.

6. That it stemmed from the desire to record the actions or qualities of ancestors, in the hope that this would give them a kind of immortality (Pellowski, 1977).

Storytelling is sharing experiences. When we tell, we show our willingness to be vulnerable, to expose our deepest feelings, our values.

Children find pleasure in the way an author uses words to create mood, to evoke response, to create images that please the eye.

The storyteller has the pleasant responsibility of leading children to books. By making the connection between
books and storytelling - by telling a story from a collection and saying more stories can be found in the book - the storyteller introduces books as a source of pleasure throughout life.

The storyteller can see his audience can keep an intimate, harmonious relationship with them. A machine does not stop to wait for a laugh; it cannot stop to answer a question; it cannot smile at an excited child or an interested adult.

People, children, or adults respond to the personal touch more than they do the machines. Many people are inspired to read more and better books because of the ideas gained from hearing stories told.

The most important value of storytelling, regardless of the age of a person to whom the story is told, is pleasure. Not only should it give pleasure to the listener, it should also give pleasure to the teller. It increases the number of words that the child recognizes with understanding. This makes it easier for children to grasp words as ideas when he begins to read. Another advantage is that it makes children want to be able to read. They want to do it themselves so they can have a story any time, not just when someone wants to tell a story (Webb, 1957).

Children are not born with literacy taste, it has to be developed. The stories upon which they feed are of the greatest importance to their future appreciation of literature. The great difference between telling and reading
is that the teller is free; the reader is bound. The book in hand, or the wording of it in the mind, binds the reader.

The storyteller is bound by nothing; he or she stands or sits, free to watch his or her audience, free to follow or lead every changing mood; free to use body, eyes, voice, as aids in expression. The storyteller's mind is unbound, because he or she lets the story unfold in the words of the moment, being so full of what he or she has to say. A story told is more spontaneous than one read however well read.

When children hear the words "tell me a story" they are being offered a magic opportunity. The specific educational and social benefits of storytelling include:

- building the children's sensitivity to various forms of syntax, diction and rhetoric;
- helping children to recognize patterns in language and in human experience;
- stimulating children's overall powers of creativity;
- providing children with problem solving and decision making exercises;
- strengthening the children's capacity to form objective, rational, and practical evaluation;
- assisting children to develop skills in dialogue and cooperative interpersonal behavior;
- familiarizing children with the symbols, artifacts, and traditions that characterize the cultural heritage;
- introducing children to the symbols, artifacts, and traditions that characterize the cultural heritage of others with whom he or she share a world (Mcquire, 1985 p. 13).

Most important of all, a storytelling session is a
delightful social exchange. It not only unites teller and listener, but also links both of them to the universe (Mcquire, 1985).
Early Prevention of School Failure

Early Prevention of School Failure is a nationally validated diffusion network program designed to prevent school failure through early identification of 4 to 6 year old children's developmental skills and learning style. The program includes a screening battery which is administered by a professional team. The purpose of the screening is to determine the developmental levels of modality skills needed for reading and writing success. Both the screening and curriculum are available in English, Spanish, Cambodian, Laotian, and Vietnamese.

The following screening procedure was developed to assess maturational levels of auditory, visual, visual-motor, and motor synthesis as well as to assess the child's experiences and adjustments. These measures are appropriate to use with 4 to 6 year old children. The screening battery provides information in developmental ranges. The screening results can be compared to the chronological age of each child.

The testing instruments include:

PEABODY PICTURE VOCABULARY TEST (PPVT)

It provides an estimate of an individual's receptive vocabulary. The test is administered individually to each child. Four different pictures of familiar objects are presented; the examiner names one and the child points to the
picture named. Results are recorded as an age equivalent score.

PRESCHOOL LANGUAGE SCALE (PLS)

This is designed to sample five integrated conceptual and experimental areas of language development:

- Visual - Vocal Integration
- Vocabulary
- Auditory Response
- Integrative Auditory Memory
- Discriminative Visual-Auditory Memory

The examiner individually instructs the child in each task. Results are recorded on a point scale. Norms for individual subtests are provided as per chronological age.

DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (VMI)

This gives the staff an approximation of visual motor abilities for prognosis of possible writing and reading problems. The child copies scaled drawings. Results are recorded in developmental age.

REVISED MOTOR ACTIVITY SCALE (MAS)

This is used for evaluating a child's body awareness, manual dexterity and body control. Perceptual-motor skills are one part of a child's nonverbal development and involves both awareness of objects and information through the senses and the ability to perform coordinated movements. The scale is individually given evaluating such skills as balancing, rhythm, directionality, body image fine and gross movement,
bilateral activities and dominance. Results are recorded on a point scale.

HOUSE-TREE-PERSON TEST (H-T-P)

This is used to assess visual-motor skills. The H-T-P confirms visual-motor ability, but it also has more memory loaded. Each child is asked to draw separately a house, tree, and person. The good enough scoring of the person provides a developmental score.

The test used in the Early Prevention of School Failure Screening Battery were selected because they provide information about the child's development in the modality areas of language, auditory, visual, fine, and gross motor.

Children who score two or more years above their chronological age are noted as having considerable strength in that modality area. Children with a one year discrepancy between their developmental score on the screening battery instruments and their chronological age have a moderate need for additional modality instructions.

A two-year discrepancy between developmental and chronological age indicates that there is a considerable need for additional practice.
Appendix C

"Sody Sallyraytus"

in

Grandfather Tales

by

Richard Chase, collector and reteller

One time there was an old woman and an old man and a little girl and a little boy—and a pet squirrel sittin' up on the fireboard. And one day the old woman wanted to bake some biscuits but she didn't have no sody, so she sent the little boy off to the store for some sody sallyraytus. The little boy he went trottin' on down the road singin', "Sody, sody, sody sallyraytus!" Trotted across the bridge and on to the store and got the sody sallyraytus, and started trottin' on back.

Got to the bridge and started across and an old bear stuck his head out from under it, says:

"I'LL EAT YOU UP—YOU AND YOUR SODY SALLYRAYTUS!"

So he swallowed the little boy—him and his sody sallyraytus.

The old woman and the old man and the little girl and the pet squirrel they waited and they waited for the little boy, but he didn't come and didn't come, so fin'ly the old woman sent the little girl after the little boy. She skipped down the road and skipped across the bridge and on to the store, and the storekeeper told her the little boy had already been there and gone. So she started skippin' back, and when she got to the bridge the old bear stuck his head out—

"I EAT A LITTLE BOY, HIM AND HIS SODY SALLYRAYTUS, AND I'LL EAT YOU TOO!"

So he swallowed her down.

The old woman and the old man and the pet squirrel they waited and waited but the little girl didn't come and didn't come, so the old woman sent the old man after the little boy and the little girl. He walked on down the road, walked across the bridge—Karump! Karump! Karump!—and walked on till he came to the store, and the storekeeper told him the little boy and the little girl had already been there and gone.

"They must 'a stopped somewhere 'side the road to play."

So the old man he started walkin' on back. Got to the bridge—

"I EAT A LITTLE BOY, HIM AND HIS SODY SALLYRAYTUS, AND I EAT A LITTLE GIRL—AND I'LL EAT YOU, TOO!"

And the old bear reached and grabbed the old man and swallowed him.
Well, the old woman and the pet squirrel they waited and waited but the old man didn’t come and didn’t come. So the old woman she put out a-hunchety-hunchin’ down the road, crossed the bridge, got to the store, and the storekeeper told her, says, “That boy’s already done been here and gone — him and the little girl and the old man, too.”

So the old woman she went hunchin’ on back — a-hunchety-hunchety-hunch. Got to the bridge —

“I EAT A LITTLE BOY, HIM AND HIS SODY SALLYRAYTUS, AND I EAT A LITTLE GIRL, AND I EAT AN OLD MAN — AND I’LL EAT YOU, TOO!”

Reached out and grabbed her, and swallowed her up.

Well, the pet squirrel he waited and he waited and he waited, and he went to runnin’ back and forth up there on the fireboard, and he was gettin’ hungrier and hungrier; so fin’ly he jumped down on the table, jumped off on the bench and jumped to the floor. Shook his tail out behind him and out the door and down the road, just a-friskin’. Scattered across the bridge and on in the store. R’ared up on his hindquarters and looked for the storekeeper, squarked a time or two, and when the storekeeper looked and saw him, the pet squirrel raised up on his tiptoes and asked him had he seen anything of the little boy or the little girl or the old man or the old woman.

“Law, yes! They all done already been here and gone. Surely they ain’t all done stopped ‘side the road to play.”

So the pet squirrel he stretched his tail out behind him and frisked out the door. Frisked on over the bridge —

“I EAT A LITTLE BOY, HIM AND HIS SODY SALLYRAYTUS, AND I EAT A LITTLE GIRL, AND I EAT AN OLD MAN, AND I EAT AN OLD WOMAN — AND I’LL EAT YOU, TOO!”

The little pet squirrel he stuck his tail straight up in the air and just chittered, but time the old bear made for him he was already scratchin’ halfway up a tree. The old bear he went clamberin’ up to get him. The squirrel got way out on a limb, and the old bear started out the limb after him. The squirrel he jumped and caught in the next tree.

“HUMPFF! IF YOU CAN MAKE IT WITH YOUR LITTLE LEGS, I KNOW I CAN MAKE IT WITH MY BIG ‘UNS!”

And the old bear tried to jump — didn’t quite make it. Down he went and when he hit the ground he split wide open.

The old woman stepped out, and the old man he stepped out, and the little girl jumped out, and the little boy jumped out. And the old woman says, “Where’s my sody sallyraytus?”

“Here,” says the little boy, and he handed it to her.
So they went on back to the house and the pet squirrel
he scooted on ahead of 'em, cloomb back up on the fireboard
and curled his tail over his back, and watched the old woman
till she took the biscuits out the oven. So then she broke
him off a chunk and blew on it till it wasn't too hot, and
handed it up to him. And he took it in his forepaws and
turned it over and over and nibbled on it — and when he eat
it up he leaned down and chittered for some more. And he
was so hungry the old woman had to hand him chunks till he'd
eat two whole biscuits.
Mrs Bubble's Baby
by Margaret Mahy
drawings by
Diane Perham
Mrs Bubble's Baby
by Margaret Mahy
drawings by
Diane Perham

Ready to Read
Mrs Bubble had a teeny tiny baby.  
For breakfast, he ate a crumb of bread,  
and drank a drop of milk.  
All the other babies in the street  
ate a slice of bread,  
and drank a bottle of milk.  

"Very well!" said Mrs Bubble.  
"I will take my baby to Doctor Fixer."
Doctor Fixer was not an ordinary doctor. She looked at Mrs Bubble’s baby and said, "Take your baby home. Sit him in the middle of the table. You must dance around him, playing on these magic bagpipes. Then you must sing this song to him:

"Blow, little bagpipes. Blow, blow, blow! Grow, little baby. Grow, grow, grow!"
“Thank you, thank you, dear Doctor Fixer,” cried Mrs Bubble.

“But, Mrs Bubble, listen carefully. Only play the magic bagpipes and sing the song once. That will be quite enough.”

Mrs Bubble took her baby home. She sat him on the table. She danced around the table, playing the magic bagpipes.
Then she sang:

"Blow, little bagpipes. Blow, blow, blow!
Grow, little baby. Grow, grow, grow!"
The baby grew and grew.
"Dinner!" he said. "Dinner!"
He ate a whole slice of bread,
and drank a whole bottle of milk.

"He's bigger, but not big enough," said Mrs Bubble.
She danced around the table,
playing the magic bagpipes.
Then she sang:
"Blow, little bagpipes. Blow, blow, blow!
Grow, little baby. Grow, grow, grow!"
"My baby must be the biggest in town," said Mrs Bubble. She danced around the table, playing the magic bagpipes. Then she sang:

"Blow, little bagpipes. Blow, blow, blow! Grow, little baby. Grow, grow, grow!"
The baby grew even bigger. "Dinner!" he said. "Dinner!"
He ate a whole loaf of bread, and drank four bottles of milk.
The baby grew and grew and grew.
"Dinner!" he cried.
"Dinner! Dinner!"
He ate ten oranges, nine bananas,
eight apples, seven sausages, six pears,
five loaves of bread, four eggs,
three cakes, two puddings,
and a big pot of porridge.
Then he drank a bucket of milk.

"That's big enough," said Mrs Bubble.
But the baby kept on growing.
The table broke,
but the baby kept on growing.
The baby grew up to the ceiling,
but still he kept on growing.
The baby grew through the ceiling,
but still he kept on growing.
The baby grew until his head
came out through the roof.
Then he stopped growing.
"Dinner!" he shouted.
"Dinner! Dinner! Dinner!"
Everybody stopped.
Everybody stared.
"It's a balloon," said the butcher.

"It's a bun," said the baker.

"It's a great big baby,"
said the Plunket nurse.
"Bless me!
It's the biggest baby in town!"
Through the air, on her vacuum cleaner, came Doctor Fixer.
"Mrs Bubble, Mrs Bubble, I see you're in a lot of trouble."
Doctor Fixer perched on the roof beside the baby.
She opened her doctor's bag, and brought out a magic fiddle.
She danced backwards around the baby, playing her fiddle.
As she danced, she sang:

"A little, little tune on my fiddle dee dee,
A song for a baby who is wee, wee, wee!"
The baby grew smaller.
His head came down through the roof.
Doctor Fixer played her fiddle dee dee again.
She sang once more:

"A little, little tune on my fiddle dee dee,
A song for a baby who is wee, wee, wee!"

The baby grew all the way down
to its proper size.

Doctor Fixer looked at Mrs Bubble sternly.
"Magic is like medicine," she said.
"Too much is bad for you."
Then she danced and she pranced
and away flew she,
with her vacuum cleaner and her bagpipes,
and her fiddle dee dee.
Mrs Bubble did not care.
Her baby was the proper size at last.
For his tea that night,
he ate a slice of bread,
and drank a bottle of milk.
Appendix E
Retelling of Average Language Need Child

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<td>School</td>
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The boy went to the store he ask for some sody the man gave him the sody and he walked along the bridge up popped an old bear the bear said I'm a eat you up so he picked him up and he swallowed him down the whole and the squirrel went to the store and said did you see a boy he said yeh he asked me for some sody and he walked home so he walked across the bridge and up popped the old bear I'm a eat you up I ate a little boy I'm a eat you too he swallowed her down the whole the squirrel and the old man the little girl waited and waited and waited until the old man walk across the bridge and he asked the store keeper did you see a old lady and a little boy yeh the boy went to get some sody they were playing the old man walked out of the store and he walked across the bridge up popped the old bear I ate little boy I ate old lady and I'll ate you too so the old bear swallowed him down the whole the little girl and the squirrel waited and waited and waited then the little girl walked across the bridge and she ask the housekeeper did you see a little boy a old lady and old man yeh they can't be all playing the little girl walked across the bridge and up popped the old bear and he said I ate a little boy I ate a old lady I ate old man and I'll eat you too. So the old bear swallowed her down the whole the little squirrel he waited and he waited and he jumped up to the table he wiggled his tail and he frisky out the door he went on to the street and he said have you seen a little girl and a little boy he said yeh they can't all be playing the squirrel went across the bridge and up popped the old bear he said I ate a little boy him and his sody I ate a little girl I ate a old lady I ate a old man I'm a eat you too so the squirrel climbed up the tree jumped the branch he leaped over to the other tree if you can do it with your little legs I can do it with my biggies so the bear leaped over and he fell down and out came all the people that got ate and they walked home the little boy gave the old lady the sody.

Summary: Language Continuum. Check appropriate oral language level.

| I | Labeling |
| II | Basic Structures (sentences) |
| III | Expanded Structures |
| IV | Connected Structures |
| V | Simple, Concrete |
| VI | Complex, Abstract |
| VII | Combined Development |

Date: ____________

I = Instruction P = Proficient

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My baby is the littlest in the town. I'll go to Miss Dr. Fixer. Miss Dr. Fixer I need my baby to be bigger, sing around the table, and he'll grow and grow and grow and grow, and she went home, sing around the table, and sing around the table again and again. The baby ate five loaf of bread and four bottles of milk, and her baby got bigger and bigger and bigger and all the people came around the house and they said, oh then Mr. Fixer they saw her in the air and the baby got littler and littler and littler and littler. Miss Bubbles baby had a bottle.

Total Words: 105

Summary: Language Continuum. Check appropriate oral language level.

I ______ Labeling
II ______ Basic Structures (sentences)
III ______ Expanded Structures
IV ______ Connected Structures
V ______ Simple, Concrete
VI ______ Complex, Abstract
VII ______ Combined Development

I = Instruction  P = Proficient

Date: ____________________

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Retelling of Considerable Language Need Child

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The little down the hill to get something to eat then he went back down the hill then the old bear popped up then he said I'm gonna eat you up. Then they waited and waited and waited he didn't come then the old man went down the hill and asked him did he see a little boy and little girl he said yeh then he went back cross the hill then the bear popped back up then he said I'm gonna eat you up then the old lady went then her asked had he seen 2 kids a old man yes then her went back towards the bridge then the big bear popped up then he ate him then the squirrel waited and waited then he pull up his tail went off the table went off the chair and jumped on the floor then he went up the hill then the bear came then the bear ate the squirrel up then he jumped to a other side of a tree then he jumped to another tree then the bear fell down then they came out then the old man the little boy and the girl and the old lady then they went back home the old lady cooked biscuits then they eat and he ate another one.

Total Words 219

Summary: Language Continuum. Check appropriate oral language level.

I. ______ Labeling
II. ______ Basic Structures (sentences)
III. ______ Expanded Structures
IV. ______ Connected Structures
V. ______ Simple, Concrete
VI. ______ Complex, Abstract
VII. ______ Combined Development

I = Instruction
P = Proficient
Mrs. Bubbles baby grewed bigger and bigger and bigger he cried dinner dinner dinner and he ate a slice of bread and a bottle of milk.
Retelling of Moderate Language Need Child

Record Form

(Check one) Pictures: Park ________ Zoo ________ School ________ Home ________

Student's Name ____________ Grade K Age ________

School ________ Administered By ________
Years/Months

One day the old lady was gonna make some baking soda to bake some biscuits. She asked the little boy then he sang on a bridge baking soda, baking soda then when he got there he had asked for the baking soda and old bear came and he said I'm gonna eat you up and then he got him and stuck him in his mouth, and they waited and waited and waited but he didn't show up then he asked the girl was waiting the old lady was waiting and the old man was waiting then they asked the girl can they go she sung the song then she went up the hill and then she had went to the store he said I ate the boy up not I'm gonna eat you up then he struck him then the old man the old lady and the squirrel was waiting then he didn't show up so the old man went so the old man trips trips trips he got to the store he said he had got the baking soda and we across the bridge then the old bear came I'm gonna eat you up and they was waiting for hours and hours and hours but he didn't show up so the old lady went and then thump thump thump she went to the store and got the baking soda and the old bear was there the old bear came popped up and he said I ate the boy with the baking soda up and I ate the girl and I ate the old man and now I'm gonna eat you up then the squirrel waited for hours and hours and he had got the baking soda and he said did you see the old lady and old man a boy and a girl they probably stopped down the hill playing then he got the baking soda then the bear popped up then he went on the tree and the branch and he can do that and then they went on another tree and then he splat and out came the boy the old lady the old man and the girl.

Total Words 366

Summary: Language Continuum. Check appropriate oral language level.

I. __________ Labeling
II. __________ Basic Structures (sentences)
III. __________ Expanded Structures
IV. __________ Connected Structures
V. __________ Simple, Concrete
VI. __________ Complex, Abstract
VII. __________ Combined Development

I = Instruction P = Proficient

Date: ________

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Mrs. Bubbles had a tiny baby and the people on the street they ate a slice of bread and a bottle of milk and Mrs. Bubbles went to the doctor the doctor and she said you dance around the table and she would get bigger and she said now my baby is bigger now she danced around it again and she said dance around again she danced around it again and it got bigger and bigger until it got up to the ceiling and people came to see it the bakery said it's a balloon and the lady said it's a baby and the doctor said I see you have trouble here and she fixed the bay she danced around and danced around until he got little then when she left no babies is bigger it be smaller.

Total Words 131

Summary: Language Continuum. Check appropriate oral language level.

I = Instruction  P = Proficient
## Appendix F

### Oral and Read Aloud Retelling

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## Appendix G

### E.P.S.F. Screening Results and Retelling

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REFERENCES


