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Criteria for Evaluating a Good Reading Program for Grades Five through Eight from Research and Literature as They Apply to Battle Ground, Washington

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CRITERIA FOR EVALUATING A GOOD READING PROGRAM
FOR GRADES FIVE THROUGH EIGHT FROM RESEARCH AND
LITERATURE AS THEY APPLY TO BATTLE GROUND,
WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by
Charles D. Strunk
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CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

I. THE PROBLEM

Statement of the problem. The purpose of this study is to develop criteria that will help Battle Ground schools in planning their fifth through eighth grade reading program.

It is now being proposed that the schools of Battle Ground change from six year elementary schools, a three year junior high, and a three year senior high to four year elementary schools, four year upper elementary schools, and a four year high school. It appears to this writer that this would be an excellent time to initiate a change in the reading program of grades five through eight in the schools of Battle Ground, Washington.

Method of the study. The method of the study is a survey of the current literature related to reading instruction in the upper grades, and a study of the setting, Battle Ground, Washington, for clues to operational problems related to the development of a modern reading program in the target grades in Battle Ground.

Importance and limitations of the problem. In this paper no attempt will be made to present the "how" of teach-

ing reading. The purpose is to develop criteria that will help the Battle Ground schools plan the reading program in grades five through eight. Any material that relates to the "how" is included for background purposes.

II. IMPORTANCE OF THE STUDY

"Reading is now recognized as a most important medium of learning, thinking, and solving problems in all areas of human concern." (10:3) Reading can be and should be made a technic of greatest utility in the most subtle types of that learning--thinking, discriminating, reasoning, judging, evaluating, and problem solving--in social studies, science, language, arithmetic, indeed, in all areas in which principles and ideas are involved. This signifies that reading can no longer be regarded as a number of simple skills which are taught once, and, for all purposes, in a few formal reading lessons. Gates states, "Reading is a complex array of learning procedures which must be developed for in the process of effective learning in all daily activities in and out of the school." (10:3)

The ability to read is essential for learning in every field of knowledge, and the child who reads poorly is handicapped in almost all school subjects. This lack of reading ability causes the learner to fall farther behind each year, and frustration and maladjustment go hand in hand with his repeated failures. The importance of a good reading foundation and the continued development of reading skills for the

success in school can hardly be overemphasized. "In the modern world, the ability to read is as important for vocational success and personal enjoyment in adult life as for progress in school." (9:120-121)

The American public has probably never been as concerned about reading and how to teach it as it is today. One hardly can pick up a newspaper or periodical without finding an article on the subject, or attend a conference without hearing a report on how to unlock the "reading lock-step". A number of attempts are underway to find practical solutions to the problems of content and method in the school's reading program.

With all this in mind we now turn and look at the situation in Battle Ground. The planning is now developing for a change from a six year elementary, three year junior and a senior high to a four year primary, a five through eight group and a four year high school. With the change in grade grouping, this will be an ideal time to consider changes in the curriculum if they are needed. This study was undertaken to develop a guide list of criteria to aid in examining the Battle Ground reading program.

Chapter II of this study is a review of the literature related to a good reading program, and especially as it will relate to five through eight in Battle Ground, Washington.

Chapter III presents a list of criteria to assist in developing this program, and is drawn from material presented

in Chapter II. These criteria can then be used to review the present program, and to serve as a basis for improvement.

In the final chapter the summary and recommendations for further action are presented.

III. THE SETTING

The Battle Ground School District is a First Class District in Clark County, Washington. The town of Battle Ground is located fifteen miles northeast of Vancouver, Washington. It is a small town of approximately one thousand, but the Battle Ground School District is one of the largest consolidated districts in Washington, covering over two hundred square miles. The numerous consolidations which have made the present school district were started in 1908.

The total enrollment in the Battle Ground schools is nearly three thousand. The senior high school, junior high school, and central elementary schools plus the proposed new building that will house grades five through eight are located on a large campus in Battle Ground. The senior high enrollment is about seven hundred fifty students, junior high enrollment approximately seven hundred fifty students, and central elementary near six hundred fifty students. Glenwood Heights Elementary School is nearing the six hundred sixty mark in enrollment. It is also the site of a proposed five through eight building and is located seven miles south of Battle Ground. The Amboy Elementary School has almost three hundred students,

and is located fifteen miles northeast of Battle Ground. The full-time certified employees could number as many as one hundred thirty this year. The Battle Ground School District serves as two non-high school districts in its high school service area. The combined enrollment of these two non-high school districts is over five hundred twenty students.

Battle Ground High School has, in addition to the more basic departments, departments in vocal and instrumental music, vocational agriculture, shop (including automotive, machine, general, wood, and farm shop), home economics, art, and commercial. Four years of mathematics are offered in the senior high school, five years each of science and five of foreign languages; there are three part-time counselors in the senior high school and two part-time counselors in the junior high school. The senior high school has a full-time librarian, as does the junior high school. District 119, Battle Ground, has, for several years, had Special Education programs for the mentally retarded in the elementary and junior high grades. The high school has a drop-out rate very near the state average of 16.5 per cent. (18:7) (The ability to read and school drop-outs are directly related.) (18:3-10) About 52 per cent of the 1963 graduates from the high school in Battle Ground went on to higher institutions of learning. The greater percentage of the graduates go to Clark College, which is located in Vancouver, Washington.

The Battle Ground schools for many years have had active curriculum committees working continually for the improvement

of instruction. There is also a Lay Advisory Council, whose members represent all areas of the school district, and are elected by the voters at the time school directors are elected.

The community as a whole supports its school. A bond election or special levy has never failed to pass by a large majority.

IV. THE READING PROGRAM IN BATTLE GROUND

Each classroom has several basic series of readers with grade levels corresponding to the needs of the pupils. A pupil never gets the same reader two years in a row even though he may not be in a book of higher ability. In Central Elementary the pupils are grouped by ability for reading. Thus, each of four or five teachers per grade has a group with the ability ranges narrowed. Workbooks related to each basic series are used. There are also dictionaries, encyclopedias, reference books, science and social studies books on various levels in each classroom. Classroom periodicals such as the "Junior Scholastic" or "Weekly Readers" are used. Magazines and free materials are also used. Teacher and pupil-made materials are used to add a personal dimension to reading. Films, filmstrips and tachistoscope material and SRA Reading Laboratories make it possible for a classroom teacher to provide a variety of reading experiences.

Standardized test scores are recorded yearly. Some comments written by the teachers are included in the comprehensive records.

Teachers may follow the textbooks exactly or they may deviate to fit the needs of a particular group.

Each school has a library, and each school classroom has a library. The Clark County Library located on the campus in Battle Ground is also available. Schools not in Battle Ground use the Clark County Bookmobile. Reading classes are approximately fifty minutes per day. The junior high reading program varies from the program in grades five and six, in that reading is only taught half a year.

V. DEFINITION OF TERMS USED

1. Content subject, Subject, Subject-Matter. These all have the same meaning as they are used interchangeably. They refer to the various areas of learning or disciplines in school.

2. Developmental program. A program concerned with growth of reading habits, skills, and attitudes needed for living in a modern society.

3. First Class district. A first class school district has a population in excess of ten thousand. Also, it controls and accounts for monies rather than use the county auditor.

4. Gifted children. Those children that are placed above a level which will separate a class to form a top group. The criterion score will vary from 115-120 I.Q. on a standardized group mental abilities test.

5. Informal inventory test. Informal inventory tests appraise the level of competence on a particular task without reference to what others do.

6. Intermediate level. Intermediate level includes grades 4, 5, and 6.

7. Joplin plan. The Joplin plan refers to an intermediate grade reading plan in Joplin, Missouri, which the children during reading time go to different teachers according to the ability of the pupils.

8. Junior high. Junior high includes grades 7, 8, and 9.

9. Low group. Children working up to their ability, but still at a slower pace than is normal for their grade.

10. Reading materials. Materials are anything used to develop reading or to be read. Examples: films, magazines, and books.

11. Remedial child. A child whose school performance is below potential ability.

12. Sequential development. Sequential development means following in a logical order from simple to complex.

13. Standardized test. Standardized tests are rated scores based on national or regional norms.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

I. THE NEED FOR READING

The vast amount of new knowledge in various fields of learning has brought with it the demand for both children and adults to read better today than in days gone by. According to Gates,

A half century ago when the average family had relatively little reading matter at hand, ability to read in a limited variety of ways and at a slow pace was fairly adequate. Such limited skill today would be inadequate to meet the demands of many jobs, not to mention the need to keep pace with the stream for new developments, ideas, and problems which pour daily from the press. (10:4-5)

II. THE PLACE OF READING IN THE CURRICULUM

Wheeler believes that reading should be taught as a separate subject and in connection with the teaching of the content subjects.

As a subject...to be taught on the upper-grade level nothing exceeds it in importance; as a means to an end in the subject-matter fields it is equally important, for if a pupil cannot read, he cannot learn subject matter. (21:19)

Reading in the content field needs special skills for each subject, grade level, and textbook. (14:Part II) These

skills should be developed by each teacher to fit his class and their needs. (14:176)

The kinds of reading abilities developed in school depend not merely on how reading is taught as such, in a separate reading period, but also upon the character of the school program as a whole. Gates aptly writes:

What the pupil does in all areas of learning depends in great measure on how the development of his reading abilities is guided in all his daily activities. Hence the dictum: Every teacher, a teacher of reading. (10:6)

III. SKILLS AND ABILITIES NEEDED

It is generally known that there are over one hundred fifty skills and abilities to be developed in grades five through eight. Most of the reading skills and abilities taught in the junior high are the same as those taught in the intermediate grades. It is all a matter of degree of proficiency. Some of the skills should be mastered, others require practice, while some are only incidental experiences. (14:101-111) Thus, all material presented in "III. SKILLS AND ABILITIES NEEDED" applies to grades five through eight.

Intermediate level. Heilman presents a list of the reading procedures that should be emphasized at the intermediate level.

1. Review, reteach, or teach all skills emphasized at the primary level which the child has not mastered.
2. Continuously expand sight vocabulary.

3. Expand word attack skills (phonics and syllabication).
4. Develop study skills:
 - a. Dictionary skills.
 - b. Use of reference materials, development of independent work habits.
 - c. Facility in using index, table of contents, appendix, glossary, maps, and charts.
5. Expand concepts in content areas:
 - a. Development of ability for critical reading.
 - b. Development of skill in evaluating what is read, perceiving relationships, and drawing inferences.
6. Cultivate social understandings through reading:
 - a. Understanding one's immediate environment and its relation to the past.
 - b. Understanding other people, countries, and cultures.
7. Increase rate of comprehension:
 - a. Development of different rates of reading for different materials and different purposes.
 - b. Development of ability to scan material for specific information.
8. Encourage recreational reading for:
 - a. Pleasure.
 - b. Growth toward maturity.
 - c. Personal adjustment. (12:253-254)

Junior High. Strang adds a sketch of the sequential development of reading in the junior high:

A sketch of the sequential development of reading during the junior high years is truly sketchy because it consists largely of reviewing and developing further the skills and attitudes that were initiated in earlier years: word recognition, analysis, and meaning; basic vocabulary study; understanding of phrase,

sentence, and paragraph structure; organization and interpretation of ideas while reading; appreciation of literature; specific study skills; and an appropriate approach to different kinds of reading material. During these years special emphasis should be given to the development of the technical vocabulary and concepts of new subjects; greater expertness in word analysis, reference reading, and interpretation; a higher quality of reading interests and tastes; greater flexibility in approach to different kinds of material; and more effective study habits. (14:97)

The special skills needed by junior high school students that the Bonds would add includes: Reading for speed, skimming and locating information, reading to note details, following directions, forming sensory impressions, predicting outcomes, and having the ability to read critically. (4:99)

To these lists should be added: The listening skills; the reading of functional material such as newspapers, magazines, catalogs, and telephone books; good individual work habits, skills, and attitudes. The developmental need, growth of reading habits, skills, and attitudes necessary for life in a modern society, of the child must be met and his stock of concepts expanded. These are the basic reading procedures to be further debated and developed during the school years, and in fact, throughout life.

Clifford answers the question, "Why carry out a definite program in junior high reading?"

At least four valid reasons are: (1) all upper grade students need some help in developing specific reading skills; (2) there are general reading abilities which profit from direct instruction; (3) the average reading of adults in the United States is still only around the middle and upper elementary school level, which indicates that more effort needs

to be spent in adequate teaching of reading; and (4) reading habits and tastes of young people may be improved through sound instruction. (20:428)

The place of oral reading. Oral reading rates special mention because it is frequently misused. It is a skill where training is aimed at improving enunciation, phrasing, and emphasis. Oral reading can be used for sharing or in literature if it is carefully selected and well prepared. For the most part, oral reading should be taught in connection with silent reading. According to Wheeler, only an occasional lesson--not more than one out of eight or ten lessons should be devoted to oral reading, then only if it is preceded by silent reading. (21:11) Oral reading should have a purpose such as an appraisal of word recognition and comprehension skills.

Book reports. Russell does not follow the traditional line on book reports. He states:

Short book reports are one method of stimulating desirable reading habits and tastes. There is a considerable danger that book reports may become a certain bore and a tedious duty. They must be short and used only occasionally. Written reports must be of a simple form, giving space only to items such as (a) author, (b) title, (c) publisher and date, (d) type of content, and (e) why I liked or disliked the book. Oral book reports also must be short. They may be given under these five headings and should never reveal all the plot of a story. Through reports a teacher may encourage self-evaluation of a pupil's reading. (15:403)

Other questions that are much better than a long summary of the story are these: Did you like any one character? Why did you like him? Which character would you like to have been? Were there any animals or pets in the story?

Allotted time for reading. There is no such thing as a typical time schedule for reading. Although the state of Washington does suggest one hour and twenty minutes per day for the language arts, this generally allows 45-60 minutes per day for reading instruction. (19:12)

IV. ORGANIZATION PRACTICES

Single vs. multidimensional proposals. A major reading controversy is found in the varied proposals for improving the reading instruction. They range from one-dimensional solutions to multidimensional proposals calling for flexible methods and varied materials to be adapted to the backgrounds and learning styles of individual pupils.

According to Fraser:

When the range of proposals is examined together with their sources, an interesting comparison emerges. Most of one-dimensional proposals for solving problems of reading instruction are advanced by persons whose background and experience lie outside the field of reading instruction. In contrast, most reading specialists hold the view that effective teaching of reading depends on an analysis of the many factors and processes that are involved in the learning to read. They call for a many-sided program of reading instruction based on this analysis. (9:122)

The Educational Testing Service is convinced that there is no one best book, nor one best method, that is so superior to all others as to render it imperative for school systems to adopt exclusively that one book and method as constituting the entire reading program. (7:16-17 cited by 9:123)

The choice of a new reading series depends upon the purpose for which it will be used. These purposes could be put together to form criteria for judging a series of books. A sample appears in the Appendix A.

Each classroom should have several basic series of the readers with grade levels corresponding to the needs of the pupils. Workbooks related to the basic series should be available. Not all pupils will need or profit from their use. There also is a need for dictionaries, encyclopedias, reference books, science, social studies and arithmetic books on various levels. Classroom periodicals such as "Junior Scholastic" or "Weekly Reader" provide another dimension to the reading selection. Newspapers, magazines, catalogs, phone books and free material help to broaden the kinds of reading. Teacher and pupil-made materials add a personal touch to reading. Films, film strips, tachistoscope material and graded material like SRA Reading Laboratories added to all the other material make it possible for a classroom to provide a variety of reading experiences.

(15:156-166)

Individualized instruction. The question of individualized vs. group instruction in the elementary school reading program has not led to much controversy in the past. It is currently receiving widespread attention, however, by reading and curriculum specialists. Evidence of individual differences in reading ability has long been widely accepted in principle,

although practices for taking care of these differences have lagged behind the approved theories.

The three underlying principles of individualized reading are: (a) seeking; (b) self-selection of books on pupil's level; (c) pacing (at pupil's own pace). The teacher is the counselor and, as well as using individual conferences, guides the class as a whole during the sharing and evaluation periods. Some advantages of individualized reading instruction are high motivation and the close teacher-pupil relationship. Pupils read more, have access to many more books and may form life-long habits of good reading. The stigma of the caste system which is sometimes felt in the "low group" is removed. This program demands unusual quality, an ability that ordinary teachers may not have in planning, record keeping, and the conducting of a complex program for thirty or more individuals. These are qualities an ordinary teacher may not have. Another problem is the teacher's inability to have sufficient conferences with each pupil and, hence, failure to develop systematic sequences of skills for each pupil.

Experts in individualized reading agree that it is not something to be taken lightly or gone into frivolously. They warn the teacher not to rush headlong into individualized teaching of reading. The teacher should study carefully its purpose and observe its techniques in action. He must know in detail most aspects of reading methodology. (11:47-50)

Total class approach. There are times when all forms of organization use the whole class as a group, as exemplified when teaching a poem for appreciation or choral reading, reading the class a story, reading in the content area, sharing periods, films, and television programs.

Team teaching. This might be called a modified Joplin Plan or reading in Central Elementary School, Battle Ground, Washington. Team teaching is a new pattern which breaks the room barriers of the same grade. Here, teachers of adjoining or connecting classrooms plan their work cooperatively and take the responsibility for teaching the superior, the slow or the average. The author has noted that pupils become accustomed to having a homeroom teacher and a reading teacher and do not feel so strange as in a vertical plan that takes students away from their social groups. Parents generally like team teaching and children look forward to the change of teachers. The slow learner at his own rate can be more relaxed and cheerful when learning, while the fast learner can progress at a rapid pace.

Grouping in the classroom. Grouping in the classroom continues to be a popular method of organization in the self-contained classroom. There may be two, three or four groups or multi-groups with pupil teaching or monitors. These groups can be relatively permanent, only temporary, or for a special needs.

It seems that a reading program should provide for several different kinds of class grouping. The answer to grouping lies in not defending a method of organization; but rather to combine the best of the various kinds of organizations into a better and more effective whole. (15:497-501)

V. INDIVIDUAL DIFFERENCES

Remedial Instruction. There is much research indicating that the causes of poor reading are complex, vary for each child, and include factors in their environment outside of school. (9:140)

Nevertheless, most reading specialists believe that the need for remedial instruction can be reduced by improved instruction but never completely eliminated. This improved instruction is basically a developmental, well-balanced reading program as in all grades.

If the school is to help all children read as effectively as possible, corrective and remedial help must be made available to pupils who need it. (9:141)

Gifted program. The educators' main concern here should be to identify the gifted children early in their schooling; provide enriched, challenging learning situations; and aid their development of independence. (2:38) The instructional reading program should be a curriculum designed to go beyond enriched, learning situations and extend the learners ability.

VI. THE TEACHER OF READING

Research indicates that while a wholesome relationship between teacher and pupil is of utmost importance, the child needs more than a feeling of confidence and security. "He needs expert, specific, and individual guidance and instruction in the teaching technics of reading combined with the quiet serenity of the good teacher." (10:8)

Teachers need training in meeting the individual needs of children. Mary Austin's studies as cited by Clymer have revealed inadequacies in both pre-service and in-service preparation of elementary teachers to meet individual differences. Upper grade teachers undoubtedly receive less help than their primary grade counterparts. (6:30)

The teacher is effective, according to Larrick, only if she casts off the shackles of inflexible grouping; grouping without purpose that is clear to the child; lifeless, stereotyped reading materials; suffocation of individual tastes and interests; segregation of reading for work from reading for the pleasure; and relegating the joy of reading to that realm outside of school. (8:156)

Gray states, "Specific provision should be made for preparation of content teachers in the field of reading." (8:22)

A chart showing twenty-six levels of differentiation by Betts (3:726-727) is in the Appendix B.

VII. TESTS AND EVALUATION

Standardized tests rate a class, school, or an individual's performance as compared with national or regional norms. By

contrast, an informal inventory appraises the individual's level of competence on a particular task without reference to the performance of others. It is designed to determine how well the individual can perform the task. The informal inventory will be constantly used in schools where morale is high and teachers are on their toes, appraising the success of their instruction and trying to improve it. (16:22)

The good program in reading is best measured by the extent to which children develop independence in each reading ability, judgment in the choice of appropriate materials, and appreciation for reading as a source both of pleasure and information. These abilities cannot be measured objectively; their evaluation is not a standardized test score, but rather, "the amount and quality of the materials children read." (15: 362-363)

Good evaluation depends upon the teacher's observation of the individual student, his interests, needs and abilities. It includes some standardized testing; frequent informal tests, interviews with pupils, parents, and librarians; oral tests to diagnose mechanical errors, carefully prepared continuous and comprehensive records of the type and extent of the child's reading; and evidence of the use of reading as a tool in the content areas. The teacher of reading must have knowledge of a wide variety of testing and evaluating technics. (5:16)

VIII. BOOK SELECTIONS

A typical child actually reads a maximum of about five hundred books between seven and fourteen years. If he averages more than a book a week in what is the 'best' period of his life for recreational reading, this is all he can manage. Under such circumstances he simply cannot afford the commonplace. Parents, teachers, and the child himself must see that he has access to the best books in these years when his reading habits and tastes are taking shape. (15:362)

Although interest in reading has many social and personal values, surveys of the reading habits of children and adults reveal that these values are being realized by comparatively few people.

Schools can develop programs which gain recognition even with substandard facilities and, in some cases, with no school libraries at all. However, these schools must have good classroom collections and have good public facilities upon which they can rely. (13:849)

In teacher planning for rotating classroom collections, and for individual guidance in book selection, the bibliographies found in Appendix C could be useful.

Russell feels elementary schools have not yet realized the possibilities in the use of paperbacks and the mass-produced juvenile book. (15:435) A very useful list of thirty seven paperback publishers and a college preparatory reading list that includes many books suitable for students in grades five through eight has been compiled by Weiss and are listed in Appendix D. (20:459-463)

IX. SUMMARY

The following assumptions about reading are based on a summary of the literature reviewed:

1. The average adult in the United States reads at about the fifth or sixth grade level.
2. Reading should be taught as a subject and also be taught in subject-matter classes in grades five through eight.
3. Children begin to acquire reading skills in the first four grades that need to be developed on through the eighth grade (and beyond).
4. Children need expert guidance and instruction in the technics of reading because what a pupil does in all the areas of learning depends on how well he reads.
5. Some reading skills should be mastered, others require practice, while still others are only incidental experiences; but, all students through the ninth grade need some help in developing specific reading skills.
6. Oral reading is a skill that should not be taught more than one lesson in about ten. Oral reading should be for a specific purpose and the student should always be allowed to read silently first.
7. Generally, 45-60 minutes a day should be allotted to reading.
8. A good reading program provides several levels of grouping.
9. The popular method of grouping for instruction is two, three or four groups within one classroom.

10. Individualized instruction is receiving widespread attention by reading specialists. Teachers need to study the individualized instruction methods and technics before teaching pupils on an individual basis.

11. Corrective and remedial help must be available to pupils who need it.

12. The reading program for gifted children should go beyond enriched learning situations by extending the learner's ability.

13. Standardized rating tests a class, school, or an individual's performance with national or regional norms.

14. The informal tests determine how well the individual can do a task and are used by teachers to appraise the success of their reading instruction.

15. Good evaluation also includes carefully prepared, continuous and comprehensive records showing the type and the extent of the child's reading.

16. A good program in reading is best measured by the extent children develop independence in reading and can not be measured objectively.

17. Good reading programs need to have school or public libraries available and have good classroom collections of reading material.

18. Paperback books can be the major part of a classroom library.

19. Reading series should be chosen to meet the purposes for which it will be used. Classrooms should have wide

varieties of reading materials to augment the reading series and to better the reading program.

CHAPTER III

CRITERIA FOR A READING PROGRAM IN GRADES FIVE THROUGH EIGHT

From the review of research and literature in Chapter II, the following criteria for planning a reading program for the Battle Ground schools, grades five through eight, have been formulated. These criteria were developed to help Battle Ground schools plan a reading program in grades five through eight. With the coming change from an elementary and junior high to a five through eight program, it seems an ideal time to consider changes in the reading program if they are needed.

In the parentheses following each criterion will be found the source or sources for the statements.

1. Reading should be taught as a subject in grades five through eight. (10:6 and 21:19)
2. The reading program should be developmental because:
 - A. Reading abilities develop gradually over the years and can not be taught adequately in the first four grades. (14:101-111)
 - B. What the pupil does in all areas of learning depends upon his reading abilities. (10:6)
 - C. Reading ability has a definite relationship to how well students are adjusted to school. Thus

the ability to read and the school drop-out rate are directly related. (18:3-10)

- D. Reading requires different abilities for different situations. (17:97)
- E. New reading abilities need to be taught to most children. (15:234)

3. Reading should be taught in conjunction with all content subjects. (10:6 and 21:19)

- A. Reading in the content field should have special skills developed for each grade level, textbook, and subject. (14:Part II)
- B. The reading skills should be developed by each teacher to fit the needs of his class. (14:176)

4. All students through the ninth grade need some help in developing specific reading skills. Some reading skills should be mastered, others require practice, while some are only incidental experiences. (14:101-111) Because of the numerous procedures, skills, and abilities presented in the literature, only a summary is presented here. All students need:

- A. Abilities necessary for experiences with a wide variety of reading materials.
- B. Ability to determine the quality of reading materials or critical reading.
- C. Word recognition skills.
- D. Skill in getting meaning from what they read.
- E. Skill in adapting reading rate to purpose.

- F. Skill in understanding or comprehension.
- G. Skill in reading for temporary or permanent use.
- H. Oral reading.

5. Generally 45-60 minutes per school day should be allotted to the reading program. (19:12)

6. There should be a special instructional program:

A. For remedial students. (9:140)

B. Designed for the gifted student or top group.
(2:38)

7. Classroom libraries, good school libraries, and good public libraries should be available for student use. (13:849)
Paperbacks may form the major portion of the classroom library.
(15:43)

8. Teachers should depend on many factors and processes to teach the learners to read. (10:122)

9. Teachers should know how to adapt procedures to the needs of individual children. (15:497-501)

A. Generally this is done by grouping children within the classroom. (15:497-501)

B. Individualized instruction is receiving wide-spread attention by reading specialists; but, teachers need to study individualized instruction methods and techniques before teaching pupils on an individual basis. (11:47-50)

10. Teachers should know the purpose and appropriate use of a wide variety of testing and evaluating techniques. (5:15-18)

- A. Standardized reading tests. (16:22)
- B. Informal inventory tests that:
 - a. Appraise instruction. (16:22)
 - b. Show where the reading programs can be improved. (16:22)
- C. Comprehensive records of the type and extent of each child's reading (5:16) because the amount and quality of materials children read cannot be materials measured objectively. (15:362-363)

11. Teachers should appraise the reading program to get evidence of pupils:

- A. Increasing independence in reading habits and abilities. (15:256)
- B. Growth in fundamental reading skills and abilities developed in criteria number three of this paper.
- C. Increasing abilities to fulfill the reading demands made by the content subjects. (10:5)

12. A good reading program should provide a wide variety of reading materials to augment the reading series. (15:156-166)

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to develop criteria that will help Battle Ground schools plan their fifth through eighth grade reading program.

The method of the study was a survey of the current literature related to reading instruction in the upper grades, and a study of the setting, the Schools of Battle Ground, Washington for clues to operational problems related to the development of a modern reading program in the target grades in Battle Ground.

In view of what is known about Battle Ground and its schools; and in light of what is known about good reading programs, the following recommendations are made for the schools in Battle Ground:

1. More emphasis should be placed on reading as a subject in grades seven and eight.
2. All teachers, no matter what subject they teach, should teach all reading skills pertaining to their classes.
3. A reading program directed specifically at the potential drop-out might reduce the problem in Battle Ground even more than is now the case.
4. Each teacher should appraise himself and his teaching methods in view of established criteria.

5. A comparison study should be made to determine how Central Elementary School students under team teaching compare with those in classes where grouping is within the classroom.

6. In-service or extension classes connected with meeting the individual needs of the child, team teaching, or individualized instruction should be held in Battle Ground.

7. The comprehensive reading records about each child should include more information about the type and extent of his reading.

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15. Russel, David H. Children Learn to Read. Boston: Ginn and Company, 1961. 612 pp.
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19. Washington (State). Temporary Guide for the Elementary School Curriculum. Instructional Service Bulletin No. 15, Office of the Superintendent of Public Instruction State of Washington, 1944. 170 pp.
20. Weiss, M. Jerry, Reading in the Secondary Schools. New York, 1961. 463 pp.
21. Wheeler, Arville. The Teaching of Reading, Section III: Reading in the Intermediate and Upper Grades. Arthur C. Croft Publications: New London, Connecticut, 1959. 31 pp.

A P P E N D I X

APPENDIX A

CRITERIA FOR JUDGING READING SERIES

I. Authors

Are they recognized as reading authorities?

II. Philosophy

A. Does the series make reading an integral part of a rich program of curriculum experiences?

B. Does the series provide for continuous and well-rounded growth in basic reading habits and skills?

C. Does the series seek to develop deep and permanent interests in reading?

III. Content

A. Are the books organized by unit themes?

B. Are themes well adapted to interests of children?

C. Are themes varied and worthwhile?

D. Is there a wide choice of material?

E. Is there a good balance of story material?

1. Modern : old favorites

2. Realistic : fanciful

3. Humorous : serious

4. Informative : fictional

F. Does the book include poetry?

G. Are the stories well written, lively, and appealing?

- H. Will the stories present ideas and develop attitudes of good citizenship and character?
- I. Will the stories give pleasure to others when read orally?
- J. Do the books have glossaries?

IV. Readability

- A. Vocabulary--Is it carefully controlled to insure:
 - 1. Total number of new words appropriate to each level?
 - 2. Introduction of new words at a rate which is appropriate?
 - 3. Adequate repetition?
 - 4. Occasional plateaus?
- B. Sentence and paragraph structure
 - 1. Sentence length and structure adjusted to the reading level.
 - 2. Paragraph length and structure adjusted to the reading level.
- C. Story--length adjusted to average ability and the reading lesson.

V. Teaching

- A. Does the manual present a complete program of:
 - 1. Phonics
 - 2. Skills
 - 3. Meaning
 - 4. Organization of skills
 - 5. Integration of language arts?
- B. Does program stress readiness?
- C. Does program provide for individual differences?
- D. Does program provide for slow and superior groups?
- E. Does program provide for silent as well as oral reading?

- F. Does program give the child a feeling of progress?
- G. Does the program help the child develop critical appraisal?

VI. Other Aids

A. Manual

1. Is there a bibliography?
2. Are there suggestions for wide reading on all levels of reading ability?
3. Does the manual follow the text and workbook consistently?
4. Does the manual outline questions for guided reading?

B. Workbook

1. Is there one for every level?
2. Does it develop and extend word building?
3. Is the workbook suitable for each child to use independently?
4. Does the workbook provide meaningful exercises?
5. Are there good tests in the workbook?
6. Is checking easy?

C. Picture, word, phrase cards

D. Big book introduction

VII. Physical Features

A. Type

1. Size
2. Clearness

B. Page Layout

C. Illustrations

1. Appealing
2. Well arranged
3. Artistic

D. Paper--durable

E. Binding

F. Glossary

APPENDIX B

LEVELS OF DIFFERENTIATION

LOW LEVEL

1. Basic principle: Education is the addition and accumulation of knowledge
2. Preparing the pupil
3. Subject matter
4. Averages
5. Drills
6. Memorization
7. Passive reception
8. Conning textbooks and lessons
9. Teacher, a drillmaster
10. Reciting-to-teacher
11. Teacher domination
12. Teacher dictation of learning goals
13. Regimented teaching procedures
14. Achievement appraisal in terms of class average

HIGH LEVEL

1. Basic principle: Education is a developmental process
2. Unfolding of potentialities
3. Individual development
4. Variations
5. Expression activities
6. Experience
7. Active problem solving
8. Proposing problems and seeking solutions
9. Teacher, a guide
10. Sharing experiences
11. Pupil participation
12. Teacher-pupil co-operation
13. Teaching procedures differentiated in terms of pupil aptitudes
14. Achievement appraisal in terms of capacity

- | | |
|---|--|
| 15. Frustration | 15. Readiness |
| 16. Knowledge and discipline | 16. Development |
| 17. Grade placement | 17. Systematic sequence |
| 18. Mass Instruction | 18. Differentiated guidance |
| 19. Quantitative home reports | 19. Qualitative home reports |
| 20. Largely vicarious experiences | 20. Vicarious and direct experiences |
| 21. Compartmentalization of subject matter | 21. Integration of learning activities |
| 22. Correction | 22. Prevention |
| 23. Molding from without: imposition | 23. Self-determining growth from within |
| 24. Reading, a subject | 24. Reading, a process of evaluation |
| 25. Reading, a set of isolated skills | 25. Reading, a facet of language |
| 26. Reading, primarily a problem of word recognition. | 26. Reading, primarily a problem of semantics. |

APPENDIX C

BOOK SELECTION BIBLIOGRAPHY

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2. Reading Ladders for Human Relations (revised and enlarged edition). Margaret M. Heaton, Helen B. Lewis. American Council on Education, Room 110, 1785 Massachusetts Avenue, N.W., Washington 6, D.C. 1955.
3. Your Reading: A Book List for Junior High School. National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois.
4. Basic Book Collection for Elementary Grades. The Seventh Edition. Compiled by Miriam S. Mathes. Chicago: American Library Association. (paper)
5. Best Books for Children. Fifth Edition. Compiled by Patricia H. Allen. New York: R. R. Bowker Co. (paper)
6. Children's Catalog. Tenth Edition. New York: H. W. Wilson Co., 1961 with Supplements.
7. Character Formation Through Books: A Bibliography. Compiled by Clara J. Kirchner (revised and enlarged edition). The Catholic University of America Press, Washington 17, D. C., 1952.
8. Gateways to Readable Books. Compiled by Ruth Strang, et al. New York: H. W. Wilson Co., 1952.

APPENDIX D

DIRECTORY OF PAPERBOUND PUBLISHERS

1. Anchor Books, 575 Madison Avenue, New York 22, New York.
2. Compass Books, 625 Madison Avenue, New York 22, New York.
3. Bantam Books, Inc., 271 Madison Avenue, New York 16, New York.
4. Dolphin Books, 575 Madison Avenue, New York 22, New York.
5. Riverside Editions, 2 Park Avenue, Boston 7, Massachusetts.
6. Washington Square Press, Inc., 630 Fifth Avenue, New York 20, New York.
7. Dell Publishing Company, Inc., 750 Third Avenue, New York 17, New York.
8. Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, New York.
9. Universal Library, 1107 Broadway, New York 10, New York.
10. Modern Library College Editions, 457 Madison Avenue, New York 22, New York.
11. Pocket Books, Inc., 630 Fifth Avenue, New York 20, New York.
12. Oxford University Press, Inc., 417 Fifth Avenue, New York 16, New York.
13. Penguin Books, Inc., 3300 Clipper Mill Road, Baltimore 11, Maryland.
14. New American Library of World Literature, Inc., 501 Madison Avenue, New York 22, New York.
15. Premier Books, 67 West 44th Street, New York 36, New York.
16. Ace Books, 23 West 47th Street, New York 36, New York.

17. St. Martin's Library, 103 Park Avenue, New York 17, New York.
18. Barron's Educational Series, Inc., 343 Great Neck Road, Great Neck, New York.
19. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 16, New York.
20. Dutton Everyman Paperbacks, 300 Park Avenue, South, New York.
21. Viking Paperbound Portables, 625 Madison Avenue, New York 22, New York.
22. American Century Series, 104 Fifth Avenue, New York 22, New York.
23. Vintage Books, Inc., 457 Madison Avenue, New York 22, New York.
24. Hafner Library of World Classics, 31 East 10th Street, New York 3, New York.
25. Popular Library, Inc., 355 Lexington Avenue, New York 17, New York.
26. Pyramid Books, 444 Madison Avenue, New York 22, New York.
27. Avon Book Division, 959 Eighth Avenue, New York 19, New York.
28. W. W. Norton and Company, Inc., 55 Fifth Avenue, New York 3, New York.
29. Crest Books, 67 West 44th Street, New York 36, New York.
30. Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.
31. American Heritage Series, 153 West 72nd Street, New York 23, New York.
32. University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois.
33. Galaxy Books, 417 Fifth Avenue, New York 16, New York.
34. Harper Torchbooks, 49 East 33rd Street, New York 16, New York.

35. Permabooks, 630 Fifth Avenue, New York 20, New York.
36. Harvest Books, 750 Third Avenue, New York 17, New York.
37. Dramabooks, 104 Fifth Avenue, New York 11, New York.

APPENDIX E

COLLEGE PREPARATORY READING LIST

The number or numbers following the title correspond to the appropriate number given each publisher of paperbacks and appear in the directory at the end of the list.

Adams	The Henry Adams Reader (1)
Anderson	Winesburg, Ohio (2)
Austen	Emma (3;4;5)
Austen	Pride and Prejudice (4;5;6;7;8;9;10)
Austen	Sense and Sensibility (4;7;10)
Benet	Stephen Vincent Benet: Selected Poetry and Prose (8)
Blackmore	Lorna Doone (11)
Boswell	Life of Samuel Johnson (7(abr.);16)
Bowen	Yankee from Olympus (3)
Bronte	Jane Eyre (4;5;8;10;11;13;14)
Bronte	Wuthering Heights (4;5;6;8;10;13;14)
Buck	The Good Earth (11)
Bunyan	Pilgrim's Progress (8;11)
Butler	The Way of All Flesh (4;6;8;10;14;15)
Byrd	Alone (16)
Byrne	Messer Marco Polo (6)
Carroll	Alice's Adventures in Wonderland (4;6;14; 17)
Carson	The Sea Around Us (14)
Cervantes	Don Quixote (10;11(abr.);13;14(abr.);18)
Chaucer	Canterbury Tales (6;8;13;18;19)
Chute	Ben Jonson of Westminster (2)
Chute	Chaucer of England (20)
Chute	Shakespeare of London (20)
Clemens	A Connecticut Yankee in King Arthur's Court (6;22)
Clemens	Huckleberry Finn (4;5;6;7;8;13;14;21)
Clemens	Life on the Mississippi (3;22)
Clemens	Tom Sawyer (4;6;13;14)
Conrad	Heart of Darkness (7;14;23)
Conrad	Lord Jim (3;5;8)
Conrad	The Nigger of the Narcissus (7;23)
Conrad	Victory (1)

Cooper	Last of the Mohicans (4;5;6)
Cooper	The Spy (4;24)
Cousteau	The Silent World (11)
Crane	The Red Badge of Courage (4;5;6;7;8;10;14)
Cronin	The Citadel (3)
Cronin	Keys to the Kingdom (3)
Curie	Madame Curie (11)
Day	Life with Father (11)
Defoe	Moll Flanders (4;5;8;10;11)
Defoe	Robinson Crusoe (4;11)
De Kruif	Microbe Hunters (11)
Dickens	David Copperfield (5;7(abr.);11)
Dickens	Great Expectations (4;6;8)
Dickens	Oliver Twist (4;11)
Dickens	Pickwick Papers (6)
Dickens	Tale of Two Cities (4;6;10;14)
Dostoevski	The Brothers Karamazov (7(abr.);10;13;14; 23)
Dostoevski	Crime and Punishment (3;7;9;13)
Douglas	The Robe (11)
Doyle	Sherlock Holmes (4;13;25)
Dreiser	American Tragedy (7)
Dumas	The Three Musketeers (13;26)
Edmonds	Drums Along the Mohawk (3)
Eliot	Adam Bede (4;8;11)
Eliot	Middlemarch (5)
Eliot	Silas Marner (4;6;7;14)
Fast	Citizen Tom Paine (3)
Ferber	Cimarron (3)
Ferber	So Big (27)
Fielding	Joseph Andrews (3;4;8;10;28)
Fielding	Tom Jones (10;23;29)
Fitzgerald	The Great Gatsby (30)
Franklin	Autobiography (4;5;6;8;10;13)
Gaskell	Cranford (4)
Goldsmith	The Vicar of Wakefield (4;11)
Guthrie	The Big Sky (11)
Hardy	Far From the Madding Crowd (4;8;15;17)
Hardy	The Mayor of Casterbridge (4;8;10;11;17)
Hardy	The Return of the Native (4;6;8;14;17)
Hardy	Tess of the d'Urbervilles (4;5;6;10;17)
Hawthorne	The House of the Seven Gables (4;6;7;8)
Hawthorne	Scarlet Letter (4;5;6;7;8;10;14;21)
Hemingway	For Whom the Bell Tolls (30)
Hemingway	The Sun Also Rises (30)
Hilton	Lost Horizon (11)
Homer	Odyssey (10;13;14;33)
Homer	The Iliad (3;10;13;14;28(shortened version); 32)
Howells	The Rise of Silas Lapham (4;5;8;10)
Hudson	Green Mansions (3;9)
Huxley	Brave New World (3)

James	The American (7;8;9)
James	Daisy Miller (7;9)
James	The Portrait of a Lady (5;10)
James	The Turn of the Screw (7)
Joyce	Portrait of the Artist as a Young Man (2)
Kipling	Captains Courageous (3)
Kipling	Kim (7)
Koestler	Darkness at Noon (14)
Lawrence	Sons and Lovers (2;14)
Lewis	Dodsworth (7)
London	Call of the Wild (11;14)
Marquand	The Late George Apley (9;11)
Marquand	H. M. Pulham, Esq. (3)
Marquand	Point of No Return (3)
Maugham	Of Human Bondage (11(abr.);14)
Melville	Billy Budd (3;20;21)
Melville	Moby Dick (4;5;7;8;10;11(abr.);14)
Melville	Omoo (4)
Melville	Typee (3;20;21)
Meredith	The Ordeal of Richard Feverel (10)
Monsarrat	The Cruel Sea (11)
Nordhoff and Hall	Men Against the Sea (11)
Nordhoff and Hall	Mutiny on the Bounty (11)
Parkman	The Oregon Trail (14)
Paton	Cry the Beloved Country (30)
Pepys	Diary (34(abr.))
Poe	Tales (4;5;6;7;8;10;14;21)
Reade	Cloister and the Hearth (6)
Remarque	All Quiet on the Western Front (29)
Sandburg	Abraham Lincoln (7)
Scott	Ivanhoe (4;6)
Scott	Quentin Durward (4)
Sienkiewicz	Quo Vadis (3)
Steinbeck	Grapes of Wrath (2)
Steinbeck	Of Mice and Men (3;21)
Stevenson	Kidnapped (4;6;7;13;14)
Stevenson	Treasure Island (4;6;13)
Swift	Gulliver's Travels (4;5;6;8;10;14;21)
Tarkington	The Magnificent Ambersons (22;27)
Tarkington	Seventeen (3)
Thackeray	Henry Esmond (4;10)
Thackeray	Vanity Fair (8;10;11;23)
Thoreau	Walden (4;5;8;10;14;21)
Tolstoi	Anna Karenina (3;13)
Trollope	Barchester Towers (3;4;8;10)
Voltaire	Candide (3;13;19;20)
Wells	The History of Mr. Polly (5)
Wharton	Ethan Frome (30)
Wilder	Bridge of San Luis Rey (6)
Wister	The Virginian (11;25)
Wolfe	Look Homeward Angel (30)
Wren	Beau Geste (35)