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# Developmental Reading at the Secondary Level

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# DEVELOPMENTAL READING AT THE SECONDARY LEVEL

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# CHAPTER I

## THE PROBLEM AND DEFINITIONS OF TERMS USED

At no previous time in the history of our country has such a high premium been placed on the comprehension of the printed word.

The ability to read proficiently becomes more important as the volume and complexity of printed materials increase. Because the reading needs change with human development, it is necessary to continuously strive for better and faster comprehension of the printed word and to develop skillful reading techniques.

## I. THE PROBLEM

Statement of the problem. The purpose of this study is threefold: (1) to describe the details of the functions of the special reading program at Wenatchee High School, Wenatchee, Washington, (2) to identify the rationale for establishing and maintaining the program, and (3) to evaluate the program extensively and critically. This research is more descriptive and evaluative than experimental, although the reading program itself, at the time of its inception, was somewhat unique and innovative.

Importance of the study. Since much learning takes place by reading and since reading is a common part of all

school curriculums, a student with poor reading ability will have a difficult time achieving success in the subject matter areas. The abundance of research as reported by Loren Grissom (14:2) gives evidence that from one-fourth to one-third of the students in a given high school class may be academically handicapped, even crippled, by deficient reading skills. In support of this evidence, Blair (3:4) estimates that twenty to thirty per cent of the pupils in high school have serious reading difficulties.

An almost equal quantity of evidence has disclosed that most of these young people can make substantial gains if given special instruction in reading. Nevertheless, secondary schools have been slow in assuming what seems a clear-cut responsibility to assist young people who are required by law to complete work for which they lack the proper skills. Encouraging, though, is the discernible increase in efforts to provide not only corrective work for poor readers, but also developmental work for capable readers who are performing below their potential, especially those planning college work.

If the fore-going evidence can be accepted as true in these instances, it could be assumed that Wenatchee High School was no different and had approximately the same percentage of students in need of reading instruction. This fact, then, coupled with the growing concern of the

administration and faculty regarding the low level of achievement by some students with high potential as indicated by the testing program, the number of students failing courses, and the number of students dropping out of school before they graduate, partly because of inadequate reading ability, prompted this particular study.

Finally, it is assumed that there is a persistent need for a re-examination of on-going programs and the establishing of additional improved programs. Hence it was that a special reading program, hereafter designated as the Wenatchee (Washington) Senior High School Developmental Reading Course, was established in the fall of 1960. This is the program that will be described and evaluated.

Limitations of the study. The data of this study are based on the initial and terminal test scores of 1207 students who were the sophomores of the 1963, 1964, and 1965 classes of Wenatchee Senior High School. These students were representative of the socio-economic community and were of varying levels of ability, with certain differences unique to a multi-faceted small Washington community (16,736 population) with the title "Apple Capital of the World.

Procedure. Since the program was established on an experimental basis, it was necessary to analyze critically the results achieved by the Developmental Reading Course at Wenatchee High School. To accomplish this, two forms of the Survey Section of the Diagnostic Reading Test were given, one at the beginning of instruction and the other at the termination of instruction. The resulting scores were critically analyzed to establish any gains or losses made by the students.

A check list of the characteristics of the course was made and compared with other reading programs in operation in order to establish the soundness of the program.

## II. DEFINITIONS OF TERMS USED

It is necessary that some of the terms used in this study be defined as to their specific connotation to prevent any possible misunderstanding.

Developmental reading. For the purposes of this study Developmental Reading is considered as systematic, sequential reading instruction and practice to modify, reinforce, or stabilize reading skills not mastered and to learn the use of new skills.

Remedial reading. Remedial reading is usually associated with instruction which attempts to remedy a

condition which it is believed can be remedied. The remedial student's reading achievement falls significantly below his ability.

Retarded reader. The causes of retardation vary from student to student. In this study when reference is made to a retarded reader, it refers to a student who for some reason or other has (1) failed to develop a particular reading skill, (2) failed to develop the basic reading skills, or (3) has some inhibiting factors which have caused a deficiency in the reading skills.

## III. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the paper is divided into three chapters. In Chapter II the writer will review literature of a similar nature which deals with these three main ideas: the rationale for establishing a high school reading program for the development of specific reading techniques useful to the student in the application of the study skill, a listing of the characteristics of successful reading programs, the relationship of effective reading and study skills in the content field.

Chapter III will give a detailed description of the reading-study skills program as developed at Wenatchee Senior High School, and the methods and materials used in

the program. In the latter part of this chapter the characteristics of the writer's program will be listed and compared with the characteristics of other reading programs as listed by Margaret J. Early in Chapter II. Related statistical information will be analyzed and arranged according to the instructional groupings of low, average, and high ability students. Charts will accompany the information.

Chapter IV will summarize the study, state any conclusions that may be drawn, and make warranted recommendations.

# CHAPTER II

## REVIEW OF THE LITERATURE

For a number of years the leaders in the field of education have warned teachers and administrators to place greater emphasis on reading. Since World War II there has been an increasing volume of literature and an increasing sense of urgency in the reading field. Attention has been directed toward school systems, both public and private, and wide scale investigations have been made with regard to the effectiveness of our curriculum. The critical area in education has always been, and today is, reading.

Because of the increased awareness of the importance of reading, this review of literature will report on some of the research which relates to the need for a reading program at the secondary level, the characteristics of high school programs, and the relationship of effective reading and study skills in the content field.

### I. NEED FOR A READING PROGRAM AT THE SECONDARY LEVEL

The relationship of reading ability to scholastic success at the secondary level is not disputed by authorities in the field of education; teachers and students alike are aware of it. "An awareness of the reading problems of our young people and attempts to remedy these

problems are a tribute to, rather than an indictment of, American educational policies" (12:14). Educators are also aware that the learning to read process should not stop but should continue into and through the student's secondary education. The evidence now at hand is sufficiently inclusive to show that significant improvement can be made in academic achievements in most of the content areas through carefully planned guidance in reading.

It seems then that there can be no question as to the rationale for reading instruction at the secondary level if we accept the following findings of various reading authorities.

Emphasis on education by the Federal Government has focused considerable national attention on disabled high school readers through recent federal and state programs aimed at helping solve the problems of unemployed and unemployable young people. Estimates of the number of secondary students who are handicapped by a lack of basic skills in reading range as high as twenty-five per cent across the nation, and even higher in some metropolitan areas (5:66).

The findings of the NSSE in their 1960 research state that 15% of our adult population have not attained functional literacy, when defined as the equivalent of fourth grade reading ability, and from twenty-five to

thirty per cent when placed at the sixth grade level. These findings imply that this country still faces a huge problem in promoting functional literacy among many elements of our adult population (15:109).

The establishment of reading programs by our colleges and universities to meet the needs of the incoming freshmen is evidence of the fact that high schools are not adequately teaching the essential skills needed for college work. In many cases the student's formal reading instruction ceased when he left the elementary school. Fortenberry, a Reading Specialist at Southeastern Louisiana College, feels that this must be changed. He believes that high schools must take a sharp look at their academic programs and alter the curricula to include reading instruction (13:36).

Some investigations show that our present school populace is reading as well as or better than its predecessors. However, administrators and teachers take no pride in an "as well as" situation when they know that far too many young people in school today are not reading as well as they might. The preceding statement is substantiated by statistics compiled in a 1955 survey made by Bernard E. Donavon, Chairman of the New York City School Board. The plight of these young people who are reading below their potentials is a matter of deep concern to

schools, teachers, and parents.

It seems there can be no question as to the need for reading instruction at the secondary level if we accept the preceding evidence as reliable and valid.

## II. THE CHARACTERISTICS OF SUCCESSFUL SECONDARY SCHOOL READING PROGRAMS

The type of program developed in any given school depends upon the administrative organization and the needs of students. However, there are certain guiding principles which are usually followed. The four basic principles suggested by Earle W. Wiltse are:

1. The reading program in the modern school should facilitate continuous growth from the kindergarten through the twelfth grade.

2. There should be a systematic program for professional stimulation, study, and teacher growth.

3. A well-rounded school improvement program requires the provision of an abundance of reading materials.

4. School administration should attempt to speed up the acceptance and use of the findings of research in reading. (38:38-40)

If the reading program is not a whole school effort, kindergarten through the twelfth grade, these principles can be adjusted to function within the framework of a particular area of instruction. An improvement program

at the secondary level may provide a Developmental Reading Course with three types of reading classes being offered. These classes would include Accelerated Reading, Reading Improvement, and an English-Reading combination.

Accelerated reading. Accelerated reading is a program geared to the college bound which emphasizes spelling improvement, reading for a purpose, reading for main ideas and details, comprehension, critical and analytical reading, word recognition and structure analysis, flexibility, and vocabulary development (13:36). Stanchfield calls these accelerated groups "Power Reading Classes" which are planned for students of above average ability who are reading at or above their grade level and who wish to improve their skills of comprehension, critical thinking, retention, and speed.

Reading improvement. A second type of program would be a Reading Improvement class designed for students of average or above-average intelligence who are one to two years retarded in reading. Such basic areas as building vocabulary, assimilating and remembering what is read, locating and organizing information, interpreting what is read, increasing reading speed, and reading for enjoyment are stressed (33:305).

English-reading skills. The third type would be a remedial type program, called English-Reading Skills Class. This is a credit course for many students who would normally be failing the reading and writing requirements of the regular English courses. Candidates for the English-Reading Skills classes come from various sources, but mainly from English teachers, who are asked to submit to the Reading Department names of students who might be having reading difficulties (1:396).

The English-Reading Skills classes are designed for those students who are three or more years retarded in reading ability as well as for non-readers. The retarded students must have an average I.Q. as determined by an individual test. The work is highly individualized and is centered around oral conversation, vocabulary development, listening skills, and all areas of reading readiness.

Characteristics of a reading program. The ideal characteristics of a reading program as compiled by Margaret J. Early (11:417) are based on (1) the recommendations of reading specialists and (2) the experiences reported by those who are now trying out various approaches. The recommended reading program characteristics are:

1. Continuous instruction in reading skills from kindergarten through grade twelve for all students.

2. Integration of reading skills with other communication skills: writing, speaking, and listening.

3. Specific instruction by subject matter teachers in how to read and study in their specific fields, using the basic reading materials of their courses.

4. Cooperative planning by all teachers so that skills will not be overlooked or overstressed.

5. Adjusting reading materials in all subjects for slow, average, and superior students.

6. Guidance in free reading.

7. Emphasis on the use of reading as a source of information, as an aid to personal and social development, and as a means of recreation.

8. Corrective or remedial instruction for seriously retarded readers.

9. Measurement of growth in skills by means of standardized and informal tests, and study of student's application of technique in all reading tasks.

10. Evaluation of the uses of reading through study of the amount and quality of voluntary reading, study of effect on achievement in all school subjects, and the effect on the per cent of dropouts.

In summation of the characteristics of the reading program at the secondary level it can be said that the high school program should afford opportunity to do reading tasks of the practical type and afford maximum opportunities for individual progress in mastering the needed reading skills (2:30).

## III. THE RELATIONSHIP OF EFFECTIVE READING AND STUDY SKILLS IN THE CONTENT FIELD

The third reading program characteristic given by Margaret Early states that there should be "specific instruction by subject matter teachers in how to read and study in their specific fields" (11:416). From the point of view of a teacher concerned about reading, the work in the content area serves the function of an apprenticeship. Here the student can put to use his tools for learning and develop skill in their application.

In a study of the non-reading pupil in the secondary school Harrison Bullock states that "before the student can be effective in the use of a text he must be able to read it with a fair amount of comprehension" (6:105). The statement that every teacher should be a teacher of reading does not mean that the science teacher or the social studies teacher is responsible for the teaching of the basic reading skills, but rather that he is concerned with those skills which are to be applied in his particular field.

The reading skills in the content field with which most students need help, as determined by William S. Gray (15:227), are:

1. adapting reading method and speed to the type of material.
2. improving concentration.

3. making use of the topic sentence in finding the main thought of a paragraph, preparing summaries, reviewing, and skimming.

4. Outlining.

5. notetaking.

6. writing a precis or summary.

7. reviewing systematically.

8. using the dictionary, rules of syllabification, using diacritical marks, applying the definition of a word to the context.

Teachers become more enthusiastic and competent in teaching the reading of their subject as they realize the importance of reading as a tool of learning and as they see how students who improve in reading take greater interest and show greater achievement in their classes.

Responsibility for the application of the reading-study skills. Only recently has the idea taken form that the teacher has some definite responsibility for the way students go about the preparation of their lessons. There are two phases of responsibility in the implementation of effective reading-study skills in the content field: teacher responsibility and student responsibility.

Teacher responsibility. Teacher responsibility includes, among other things, the provision of materials in the particular content field and the method of using the materials for the best possible

comprehension and retention. Schrock and Gosman (28) state that

> The success of instruction in study skills application in the content field depends upon adequate motivation and varied level lesson plans for each ability, so that each student may progress with confidence.

The motivation for the assignment should be the hope of worth-while achievement rather than fear of punishment or the exclusive desire for scholastic recognition.

The following criteria of an assignment is given by Carr and Waage (8:24):

> The assignment should show a relationship to preceding recitations and lead to units of work which are to follow. Every assignment should be made a basis for effective study by stating exactly what is to be done, how to study and how to use the tools of learning necessary for the task. The checking or evaluation of the assignment should be as simple, educative, valid, and objective as possible.

The student may be aided in the reading-study skills through the use of a study guide sheet. Scientific research has found that certain methods of study are more effective than others. The study method which uses the reading skills most effectively and resulted in the greatest learning success is the SQ3R Method. Francis P. Robinson, in a text titled "Effective Study", gives a clear,

concise explanation and application of the SQ3R Method. The five steps embodied in the method are Survey, Question, Read, Recite, and Review. The details of each of these steps follow:

> Survey - quickly look over the general format of the book, chapter, or assigned lesson. Note the main headings and the sub-headings. Note any charts or graphs, look at the pictures and read the captions. If there is a summary at the end of the chapter take time to quickly read it.
>
> Question - turn the headings and sub-headings into questions to be answered as you read. This helps to establish the purpose for reading.
>
> Read - read to find the answers to the questions.
>
> Recite - read between headings then recite to yourself the material just read.
>
> Review - check memory and recall by reciting on the major details under each heading. (27:31)

It is the responsibility of the teacher to follow up the assignment with an evaluation of the student's learning by testing, reporting, or some other method.

Student responsibility. Student responsibility is of as great importance as that of the teacher. It is the responsibility of the student to make the best possible use of the methods and materials

provided for him by the teacher. It is the student's responsibility to adhere to established standards, such as the completion of the assignment to the best of his ability, following high standards of achievement and checking for form, neatness, and correct spelling. It is his responsibility to have the assignment completed on time. (These findings are based on a curriculum improvement study made by Wenatchee High School faculty. An outline of this study may be found in Appendix B.)

It would seem then that to be proficient in the application of the reading-study skills requires an all-out effort on the part of both teachers and students.

The intent of this chapter was to present research and literature as it related to the need for reading instruction at the secondary level, the characteristics of high school programs, and the relationship of the reading-study skills to the content field.

It may be concluded that:

(a) Reading is developmental in nature and should be made a part of the regular secondary curriculum and should include units in how to study, how to read efficiently, and how to develop vocabulary in subject-matter areas.

(b) Developmental reading programs should have

certain inherent characteristics such as those listed by Margaret J. Early (11:416).

(c) Success in instruction and learning depends upon a correlation of the reading-study skills by the teacher and the student.

Chapter III presents a detailed description of the Wenatchee High School Developmental Reading Course.

# CHAPTER III

## DESCRIPTION OF THE WENATCHEE HIGH SCHOOL DEVELOPMENTAL READING PROGRAM

The purpose of this chapter is to describe in detail the Wenatchee High School Developmental Reading Program and to compare the program with the criteria developed by Margaret Early for a Developmental Reading Program which was previously listed in Chapter II of this study.

### I. DEVELOPMENT OF THE WENATCHEE HIGH SCHOOL DEVELOPMENTAL READING PROGRAM

It had long been the opinion of the administration of Wenatchee High School that many of the average and above-average students were not achieving at the maximum level of which they were capable because of the lack of reading skill and a systematic method of study. Thus it was that the administrators and the faculty of Wenatchee High School, seeking to aid these students, agreed that there was a need for instruction in the reading-study skills.

In the spring of 1961 the writer of this study was asked by the administration of Wenatchee High School to establish a reading-study skills course to meet the needs

of the students mentioned in the preceding paragraph. The most feasible plan for implementing such a reading course seemed to be through the use of study hall periods and in cooperation with the Sophomore English classes. Those students signing into the reading class from study hall were to attend class alternately two or three times a week for a semester. This class was limited to ten or fewer students to provide time for individualized instruction. The Sophomore English-reading classes were to be regular class size and were to attend reading class five periods a week for six weeks.

## II. GENERAL AND SPECIFIC GOALS OF THE PROGRAM

The organizers acknowledged that learning is more efficient and permanent when the learner is provided with the opportunity of perceiving that the attainment of certain goals will prove satisfying; hence, the general goals established for the course were:

(1) to improve each student's basic reading-study skills so he may get the full meaning of what he reads.

(2) to help each student on the way to developing his full potential.

The specific goals of this course are:

(1) to provide adequate testing to determine

reading ability and to develop a plan for improvement based on the test results.

(2) to provide a flexible reading-study skills program that will meet the needs of a wide variety of students.

(3) to provide an ample supply of varied reading materials that cover a wide range of interest and is written at varied levels of reading difficulty.

(4) to provide for the progress of each student at his own rate of achievement.

(5) to coordinate reading with the student's communicative skills of listening and listening-notetaking.

(6) to aid in building a lasting desire to read both for information and recreation.

The remainder of this chapter will be developed in the order of the stated goals.

## III. DESCRIPTION OF THE PROGRAM

Persons who subscribe to a developmental program of reading recognize that reading is a basic ingredient in the broad educational program and, therefore, provide systematic, sequential reading instruction to all students. A developmental reading program is built on a foundation of early diagnosis of inadequacies, careful evaluation of needs and abilities, and the utilization of professionally designed materials and methods.

Testing. Evaluation is a necessary part of the learning process. The teacher cannot properly instruct until a knowledge of the existing foundation is established.

In an Overview on "Measurement and Evaluation of Reading Achievement in High School," Robert Karlin (19:61) has written:

> Reading tests, both standardized and informal, can be used to ascertain where the learner is, chart his progress, and identify the areas that remain to be explored.

In the Developmental Reading Course being described, Forms A and B of the Diagnostic Reading Test--Survey Section are used to determine the student's reading strengths and weaknesses. Form 'A' is the initial test given and the plan of instruction is based on the findings of this test. Form 'B' is given as the terminal test for evaluation and determining the rate of achievement.

Reading-study skills. It is often said that nothing breeds success as well as success itself. It is desirable, then, that the students begin the course with a positive feeling that something is to be done about their reading problems. Better comprehension and retention of subject matter are the areas of need most often listed by the students. In the approach to the teaching of better comprehension and retention of the materials

read, it has been said that,

> There is no single basic procedure or method by which comprehension and retention can be developed, but there are certain basic skills that can assist the reader's comprehension. In general these skills are: survey the main headings, check the key words and ideas, and try to relate what is being read to what is already known. (30:216)

To achieve better comprehension and retention of study materials, the survey, question, read, recite, and review system developed by Francis P. Robinson is used. Each step of the reading-study technique is systematically applied until the student can apply it independently.

To make the Robinson Study technique more understandable to the students, the Coronet film "How Effective is Your Reading" is shown. In the film the SQ3R technique is used in three different types of reading--study reading, reading to follow directions, and recreational reading.

Also as an aid in forming the habits of systematic study a guide sheet is used which is developed by the students. Several periods of instruction may be necessary for some students to become proficient in the use of the study guide sheet which includes these items:

(1) Name

(2) Subject area

(3) Date

(4) Pages assigned in the text

(5) Purpose of the assignment as stated by the teacher or by the student

(6) Requirements of the assignment

(7) Estimated time needed to complete the assignment

(8) Questions to be answered

(9) Answers to the questions

(10) Vocabulary words

Many students are able to repeat what they read, but some probing by the teacher will reveal shortcomings in their grasp of the meaning of what they have read. Dr. Spache (32:217) maintains that there are varying degrees of comprehension. They are:

1. Planning each reading and its purpose in relation to the whole area of study, the demands and the general purposes of the instructor, and the specific purposes of the reader.

2. Teaching the student different ways or rates of reading and their effect upon comprehension.

3. Instructing him in a systematic approach to difficult materials, such as Robinson's SQRRR (Survey, Question, Read, Recite, Review) or some other study procedure which will promote thorough retention.

4. Training in critical reading, as in social science and propaganda materials. This involves practice in identifying the facts given, evaluating the ideas offered, and detecting bias, omission, distortion, and the like.

5. Giving the student practice in applying his reading skills in the various content fields.

That the Wenatchee High School Developmental Course is in agreement with the methods of developing the reading-study program as developed by Dr. Spache can be seen by the methods and materials used.

An example of the study guide sheet is included in the Appendix.

Vocabulary building. Another phase of the Wenatchee High School reading program is vocabulary building. Basic to comprehension in any subject matter area is an understanding of the vocabulary used. According to one researcher, William V. Haney, the five hundred most commonly used words in the English language share among them more than fourteen thousand dictionary definitions (16:20).

The acquisition of word meanings is a complex task but a highly rewarding one. To read rapidly with comprehension, the reader must recognize thousands of words. It has been said that the ability to comprehend what is read is the objective of reading, to which everything else is supplementary. As an aid to comprehension, vocabulary development cannot be over-emphasized.

At Wenatchee High School an important part of each class session is the vocabulary study. Students are encouraged to build vocabulary lists which include words

from subject matter areas, reading films, and recreational reading. Interesting words are shared with the other members of the class. Word recognition and word attack skills are reviewed and extended as a part of vocabulary study. Also included in word attack is a review of the relationship of the vowels to pronunciation, the behavior of consonants as blends, digraphs, or as influenced by another letter, and the syllabication rules.

Dictionaries are available at all times to the class. The use of the dictionary in the group often develops some interesting discussion on the nuance required by the context in which the word is used.

Pronunciation keys are consulted and the diacritical markings carefully noted. The unusual words found in the Controlled Reading films are discussed as to their contextual meaning before the film is read.

In the reading classes vocabulary is taught by a review of the basic word recognition and word attack skills, word structure, and the use of the dictionary. There is a real attempt to make the student word conscious.

Building reading rate. Besides teaching comprehension skills, and vocabulary building, building reading rate is another facet of the Wenatchee High School Developmental Reading program. An increase in reading rate is important

to the student, but is secondary to comprehension. The techniques used in developing rate are compatible with comprehension improvement techniques used. In their book, The Psychology in Teaching Reading, Smith and Dechant (31:222) state that:

> No one actually reads faster than he comprehends, but many read much more slowly than their comprehension would allow.

The adjustment of reading rate to purpose and material is like driving a car. Driving speed depends upon the reason for traveling, the area being traveled, the incline of the grade, and the number of curves in the highway. Likewise, reading speed depends upon the reason for reading, the subject matter area, the number of ideas presented, and the manner in which the ideas are presented. The three rates of reading taught in the Wenatchee High School reading course are rapid reading, study type reading, and skimming.

Rapid reading consists of a quick preview or survey of the material, noting the author's plan of organization, then reading at top rate of comprehension without any regressions.

Study type reading is a combination of all of the reading rates and skills needed by the student for the necessary degree of comprehension. To build rate in study reading the student must be a flexible reader, adjusting

rate as he reads. If the material is easy, familiar reading, a skimming type of reading may be all that is needed for comprehension, or a rapid reading technique may yield the necessary degree of comprehension. But some study material requires systematic, analytical application of every reading-study skill the student can use to attain the necessary degree of comprehension. To aid the student develop the skills necessary for a study type reading is a primary goal of the Wenatchee High School Reading Program.

The third type of reading taught is skimming. However, skimming is not a complete reading but a technique for obtaining information quickly. Skimming is probably the most productive and versatile of all reading skills. The student can quickly decide the value of the material to his purpose by using the skimming technique. Browsing in the library is a type of skimming. Browsing consists of noting the title of the book, checking the table of contents, and reading a few paragraphs to determine the amount of interest the book holds for the student. Textbook skimming is a valuable tool in aiding comprehension and retention of the material.

To skim a textbook the student should note the title of the book, the preface, the table of contents, the date of publication, the index, and the general format.

To skim a chapter as it is assigned, the student should note the organizational pattern, locate the main divisions, locate and read transitional and summarizing paragraphs. A higher level of concentration is possible because of interest aroused by a previewing using the skimming technique. The skimming techniques are developed by using easy reading materials followed by questions to determine the degree of comprehension attained. Confidence in the ability to use the skimming technique is obtained through practice and the evidence of comprehension shown by the scores achieved in the comprehension check.

Another approach to building reading rate is through the use of reading machines. In research done with machine centered reading programs, Norman Lewis found that mechanical devices combined with an emphasis on comprehension, meaning, and the structure of the material read, were more effective than mechanical devices alone. The Wenatchee High School Reading Program has made an effort to combine both machines and book centered techniques.

There are three types of machines used in the Wenatchee reading program. They are the Controlled Reader, the Tachistoscope, and the Shadowscope. The Controlled Reader and the Tachistoscope are used for group instruction, and the Shadowscope is for individual work in the development of reading rate and better comprehension.

The tachistoscope is used once a week usually, beginning with the single word and five digit numbers, using a shutter speed which will guarantee initial success to each student. Gradually the shutter speed is increased, the words become phrases, and digits are added to the numbers flashed. The tachistoscope is used for about fifteen minutes of the class period and the remainder of the period is used for individualized instruction.

The controlled reader is used two or three times a week. The controlled reader aids in directional attack on reading. Comprehension of the material areas with the controlled reader is checked immediately and the scores recorded by the student.

The shadowscope is used by the student on reading in the content field or recreational reading. A time sheet is kept for this type of reading. The use of reading machines is a controversial issue, but they are of motivational value and in the program being described are an aid to faster reading.

Coordinating reading and listening skills. Systematic instruction in listening and in listening-notetaking was thought to be of enough importance that it was included in the Wenatchee High School Developmental Reading Program. Learning is easier and remembering more complete when use

is made of several senses. Listening and reading involve the same mental process. Both call for the reception of ideas from others; both are basic means of communication. Reading needs sight and comprehension; listening calls for hearing and comprehension. A statistical study conducted by Donald L. Cleland and Isabella H. Toussiant (9:230) in 1961 showed a high correlation between listening and reading. Tests given to high school students show that about half of the main ideas and about three out of five details were missed while listening. These investigations show that listening is an important study skill.

In the program being described the Science Research Associates formula, TQLR, is used to establish the concept that listening is active; listening is thinking. The listening formula briefly explained is:

T - tune in, think about the announced subject, bring to mind all you know about the subject.

Q - question, ask yourself such things as, what is the speaker trying to tell me? What does he want me to do?

The T-Q steps build the framework for listening.

L - listening is active anticipation of what the speaker will say next, perception of the main ideas and important details, evaluating the

speaker's argument, and relating what is heard to your own experience.

R - review is a summarizing and evaluation process.

As an aid to the establishment of good listening habits the four SVE film strips, "How to Listen," are used. These film strips show the student how to:

(1) tell the difference between essentials and details.

(2) determine the purpose of the speaker by noting the types of word used.

(3) tell the difference between fact and opinion.

(4) evaluate information, persuasion and propaganda.

Just as there is a correlation between reading and listening, so there is a correlation between good listening and taking good notes. Taking notes keeps the student listening and is an aid to concentration. Notes provide the student with a permanent record, a source of review, and a means of evaluation. Notetaking can be learned best by systematic practice.

The Science Research Associates listening-notetaking materials are the basis for this work. As a selection is read by the teacher, notes are taken by the students and then compared with model sets of notes prepared by Science Research Associates. Since the taking of notes is highly individualized, the criteria for notetaking are very general.

The form can be established, but the content depends upon the individual. However written, the notes should contain the main ideas and the pertinent details.

The Wenatchee High School Developmental Reading Course is both progressive and accumulative. To secure a concrete picture of the preceding course description, a brief sequential outline follows:

Outline of the Wenatchee High School Developmental Reading Program. About twenty-five minutes of each fifty-five minute class period are spent in group instruction. The remainder of the period is used for individualized work.

First Week

Testing - diagnostic and placement for reading level

Goal setting and program planning

Study plan including both long range and immediate goals

Introduce SQ3R using the SRA materials

Establish use of SRA materials

Show the Coronet film "How Effective Is Your Reading?"

Friday - apply SQ3R to the Content Field using the study guide sheet

Second Week

Use SQ3R and the study guide sheet

Controlled Reading films (3 during the week)
- vocabulary study
- comprehension check
- composite records kept by student

Individualized work in SRA Reading Laboratories
- rate builders (comprehension and speed)
- power builders (comprehension and vocabulary)

Tachistoscope drill (1)
- 20 words at 1/4 to 1/10 second
- 20 numbers (5 digits) at 1/4 second

Friday - vocabulary test

Third Week

Bring to class a lesson prepared using a study guide sheet

Controlled reading (3)

Tachistoscope (2)
- 10 (5 digit) numbers
- 10 (6 digit) numbers
- 20 words

Individualized work in problem areas
- comprehension - SRA Reading for Understanding or Lippincott - Reading for Meaning
- vocabulary - content field list or recreational reading
- word attack skills
- phrase reading - drills or easy material

Friday - vocabulary check and a report on outside reading

Fourth Week

Controlled reading (2)

Tachistoscope (2)
- 20 (6 digit) numbers
- 20 phrases

Listening techniques
- SRA workbook
- SVE listening films

Individualized work in SRA materials and Readers Digest Skill Builders

Friday - Vocabulary check
Recreational reading

Fifth Week

Controlled reading (3)

Tachistoscope (1)
10 (6 digit) numbers
10 (7 digit) numbers
20 phrases

Listening-notetaking
Use SRA materials in the workbook
Listening formula TQLR emphasized
Develop systematic method of notetaking

Individualized work in SRA material or other appropriate to the need

Friday - vocabulary check
recreational reading

Sixth Week

Controlled reading (1)

Tachistoscope (1)
10 (7 digit) numbers
10 (8 digit) numbers
20 phrases

Form B of the Diagnostic Reading Test

Post evaluation by the student

Individual conference on the test results

This is the general plan of procedure and is varied as to the materials used and in approach to the needs of the students in the class.

# IV. EVALUATION

The value of any learning or program is determined by the results. To evaluate the reading program just described a comparison was made of the program with the criteria as compiled by Margaret J. Early and listed in Chapter II, and second, charts were made showing achievement rates as revealed by the test scores.

Comparison of program characteristics. Margaret J. Early listed ten desirable characteristics for a developmental reading program. The ways in which the Wenatchee High School Developmental Reading Program compares with each of the ten characteristics are:

(1) Provision for continuous reading instruction is made from grade one through grade twelve in the Wenatchee School District. It is the purpose of the secondary program to extend and develop the reading skills begun at the elementary level.

(2) Reading is integrated with the communicative skills of listening, speaking, and writing using the SRA materials.

(3) The study skills taught are applied to the content field using the basic text.

(4) The opportunity is given to all content field teachers to develop the reading-study skills appropriate to their field.

(5) Materials of varied levels and interests are supplied to the students. Texts of varying difficulty are provided for the students.

Items six and seven in Margaret Early's list of program characteristics are closely related to each other. These items point out the broad demands made on reading and point to the ultimate purpose of all reading instruction. In the Wenatchee High School Reading Program each student is given a reading list as a guide to recreational reading. The school librarian plays a vital role in supplying materials to fulfill the demands made upon reading. Individual guidance is often given as to the readability and interest holding quality of a book.

(8) Corrective and remedial reading instruction is carried on within the framework of the Developmental Reading Course.

(9) Testing has been carried as far as deemed necessary for the purposes of the reading course.

(10) In evaluation of over-all instruction a progressive study is made each year by the principal. The reading course is involved by implication only, but there has been an up-grading of the over-all grade point average during the past five years. The dropout ratio has decreased over the same period of time. The post-evaluation by the students reveals areas of self-improvement and achievement.

The process of evaluation has many aspects. Evaluation is an on-going process. Evaluation should be changed and adjusted to the new situation. Evaluation should be based on the student's own evaluation, the teacher's evaluation, and a valid testing instrument.

No program of evaluation is perfect. It is confronted with unknown quantities and qualities which cannot be fully assessed, but evaluation is an integral part of the program (2:88). It has been said that "Evaluation involves an effort to make a considered judgment on the basis of evidence of the endeavors" (4:125).

The methods and instruments of evaluation used in the Wenatchee High School Developmental Reading Program are (1) student pre-evaluation and post-evaluation, (2) teacher judgment and teacher-made tests, and (3) standardized test results.

The students' pre-evaluation is used partially as a guide to the plan of instruction. The post-evaluation gives the student the opportunity of expressing his evaluation of the efforts made and the results achieved.

The teacher evaluation concerns the growth of personal attitudes and academic abilities of the students as observed by the teacher during the period of time covered by the particular course. The composite teacher evaluation is based on many sources: standard test scores,

observation of pupil performance during reading lessons, workbook exercises, evidence of broadened reading interests, success in using subject-matter texts, and other areas peculiar to the particular situation.

Enumeration of test scores. Two forms of the Diagnostic Reading Test are used as the testing instruments in the Wenatchee High School Developmental Reading Program. This test has three subtests which yield two scores in general reading: reading rate and story comprehension. Vocabulary has one score which is a general measure of meaning vocabulary. Raw scores and percentile ranks as well as national norms are furnished.

The composite scores expressed as a percentile are used as the basis for determining the rate of achievement made by the students in the Wenatchee High School Reading Program. For the purposes of this study the composite scores were tabulated and interpreted on the following charts.

The charts cover a period of three school years: 1962-63, 1963-64, and 1964-65. The composite score of the students in the ability grouped classes of low, average, and high sophomore English-Reading classes have been tabulated to show the numerical rate of achievement.

Table I shows the percentage gain by year for the low ability group. The low groups of 1962-63 school year consisted of 34 boys and 12 girls, a total of 46 in the three groups of horizontally grouped students.

The boys achieved an over-all gain of 8.2 per cent as compared to a 5.051 per cent gain for the girls. The composite gain was 7.39 per cent in comprehension and vocabulary. These gains were reflected in the post-evaluation where the students expressed feelings of confidence in their ability to comprehend better and to remember better the materials read. In a few cases the student was able to report that no poor work slips had been received because a rise in grade point average gave a satisfactory report.

TABLE I

LOW ABILITY GROUP

| School Year | Percentage Gain | | |
|---|---|---|---|
| | Boys | Girls | Total |
| 1962-63 | 8.20 | 5.05 | 7.39 |
| 1963-64 | 9.54 | 3.76 | 7.97 |
| 1964-65 | 11.08 | 4.81 | 9.029 |

The 1963-64 low ability group was made up of 35 boys and 13 girls, a total of 48 students. The boys achieved an over-all gain of 9.54 per cent compared to the girls' gain of 3.76 per cent. The composite gain in comprehension and vocabulary was 7.9 per cent. In this particular group of student nine boys made from 24 per cent to 39 per cent composite gain. Also, those showing the greatest composite gain showed the greatest gain in rate of reading.

The 1964-65 low ability group was made up of 45 boys and 22 girls, a total of 67 students. The boys achieved an 11.08 per cent gain as compared to a 4.81 per cent gain for the girls. The composite gain was 9.029 per cent. Again, those students making the greatest composite gains made the greatest gains in rate of reading.

Table II shows the percentage gain by year for students in the average ability group, which was made up of 442 boys and 427 girls, a total of 869 students.

The 1962-63 school year included 146 boys and 131 girls in the group. The boys achieved an over-all gain of 8.205 per cent as compared to the girls' gain of 7.702 per cent. The composite gain was 7.967.

The 1963-64 average ability group was made up of 163 boys and 159 girls. The boys achieved a 10.53 per cent gain as compared to the girls' 11.10 per cent gain.

The composite gain was 10.816 per cent in comprehension and vocabulary.

TABLE II

AVERAGE ABILITY GROUP

| School Year | Percentage Gain Boys | Girls | Total |
|---|---|---|---|
| 1962-63 | 8.205 | 7.702 | 7.967 |
| 1963-64 | 10.53 | 11.10 | 10.816 |
| 1964-65 | 4.96 | 3.226 | 4.085 |

The 1964-65 average group of 133 boys made a 4.96 per cent gain as compared to the girls' 3.226 gain. The composite gain was 4.085 per cent.

The relationship of rate of reading and comprehension was again born out by the findings with this ability group. Some students who read approximately 234 words per minute at the beginning of instruction achieved 500 words per minute with increases shown in comprehension and composite scores.

Table III shows the percentage gain by year for students in the high ability group. This group shows greater gain in reading rate than in comprehension. In several cases the student more than doubled his rate of

reading, from 225 to 500 words per minute, at the same time maintaining a 95 per cent to 99 per cent comprehension score.

TABLE III

HIGH ABILITY GROUP

| School Year | Percentage Gain Boys | Girls | Total |
|---|---|---|---|
| 1962-63 | .33 | 1.21 | .89 |
| 1963-64 | 8.81 | 11.57 | 10.10 |
| 1964-65 | -3.29 | 3.27 | .753 |

The 1962-63 high ability group was made up of 27 boys and 47 girls. The boys made a composite gain of .33 per cent as compared to the girls' 1.21 per cent gain. The total composite gain was .89 per cent.

The high ability group of 1963-64 was made up of 16 boys and 14 girls. The boys achieved a composite gain of 8.81 per cent as compared to the girls' gain of 11.57 per cent.

The 1964-65 high ability group was made up of 24 boys and 49 girls. The boys show a loss of 3.29 per cent while the girls show a gain of 3.27 per cent. The composite gain was .753 per cent.

In Chapter III a plan for the development of a reading course has been presented including the goals of achievement; a detailed description of the Wenatchee High School Developmental Reading Course has been made, and an evaluation by comparing the goals of the described program with the goals and criteria listed in Chapter II; and finally, a total enumeration of the composite scores was made showing the achievement at the three levels of instruction.

# CHAPTER IV

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### I. SUMMARY

The purpose of this study was to describe in detail the functions of, the rationale for, and to make an evaluation of, the Developmental Reading Program at Wenatchee High School, Wenatchee, Washington. In order to do this it was necessary to determine the need for a program of reading instruction at Wenatchee High School. The first chapter accomplished this by showing that the administrators and faculty recognized the need for reading instruction to aid students whose level of achievement was considerably below indicated potential, who were failing courses, and who were potential dropouts because of a lack of the necessary reading ability.

It then seemed important that an exploration of research and recent literature concerned with reading at the secondary level be made to identify the need for secondary level reading instruction, the types of programs that have been developed, the characteristics of these reading programs, and the relationship of the reading skills to the content field.

The review of research and literature in the second chapter points out the concern of the federal government,

of national and local organizations, and of the individual citizen for those whose lack of reading ability has prevented the development of their full potential. The exploration of research and literature revealed that in an attempt to provide for the reading needs of these individuals, three types of programs were developed within the framework of a Developmental Reading Program. The three types of programs were (1) Accelerated Reading to provide for the college bound student, (2) Reading Improvement for the average or above-average student who was one or two years retarded in reading ability, and (3) an English-Reading program of a remedial nature to provide reading instruction in the fundamental reading skills that were needed by the student.

The general characteristics of developmental reading programs which were reported by research and literature were based on the opinions of reading specialists and the experiences of those working in the reading field.

Further exploration of research and literature was deemed necessary to identify the relationship of reading and study skills to the content field. Evidence was presented that effective use of the reading-study skills aids comprehension of the content-field materials. Achieving effective use of the reading-study skills is the responsibility of the teacher and the student.

The third chapter was developed to give a detailed description and to critically evaluate the Wenatchee High School Developmental Reading Program. To accomplish this the methods of instruction and the materials used were carefully described by the writer. A comparison of the Wenatchee High School Developmental Reading Program with the desirable characteristics of a developmental program as compiled by Margaret Early showed that the Wenatchee High School Development Reading Program was similar to the listed desirable characteristics in almost every point.

A careful enumeration of the composite test scores of 1208 sophomore students involved in the study was made which showed a significant gain in the over-all score, which included reading rate, vocabulary, and comprehension. The scores were divided according to an ability grouping of students. The writer feels that several conclusions can be made based upon this data.

## II. CONCLUSIONS

The significant gains shown by the test scores of the low and average ability groups might indicate that those students in these two ability groupings received the greater benefit from the reading instruction.

According to the evaluated scores, it might be concluded that the areas of reading instruction which

are most beneficial to the high ability group are the building of reading rate, the development of the skimming technique, and the development of the ability to recognize the type of reading required by the material being read.

In most of the groups, regardless of the ability level, the boys made the greater gains in composite score; therefore, it might be concluded that the boys benefited more from reading instruction than did the girls.

In general, the Wenatchee High School Developmental Reading Program compared very well with the desirable characteristics of a developmental reading program as listed by Margaret Early. Therefore, it might be concluded that the methods and materials used in the Wenatchee High School Developmental Reading Program are worthy of emulation by others.

## III. RECOMMENDATIONS

Since the preceding conclusions are based on evidence that is supported by test scores and classroom performance, the writer would like to recommend that a systematic sequential reading program should be a part of the secondary curriculum. This course should include units in how to study, how to read efficiently, and how to develop vocabulary in subject-matter areas.

It is further recommended that each subject matter teacher accept the responsibility of teaching the reading skills needed in that particular subject matter.

It is further recommended that the data of the preceding descriptive research study be made available to teachers and administrators before they establish a similar reading program.

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# APPENDIX A

APPENDIX A

STUDY GUIDE SHEET

| Assignment | Name |
|---|---|
| Purpose | Subject |
| Requirements | Date |

Time (estimated time required to complete the assignment)

| Questions | Answers |
|---|---|
| | |

Vocabulary

# APPENDIX B

# APPENDIX B

## WENATCHEE HIGH SCHOOL

## IMPROVED LEARNING THROUGH EFFECTIVE STUDY SKILLS

I. Teacher Responsibility

A. Introduce the course

1. State purpose--how applied to daily life, now!
2. List requirements--i.e., reports, when due.
3. List special rules that all must adhere to.
4. State grading criteria--what you expect.

B. Introduce the textbook, e.g.

1. What is the title? On what page is it found?
2. What is the author's complete name? Do you think he is an authority on the subject? How can you tell?
3. Who is the publisher? Where can you find this information?
4. What is the date of publication? Of what value is this information to you?
5. Is there a preface or introduction? What did you learn from reading it? What is its purpose?
6. How is the table of contents arranged? What can you learn from it?
7. In what part of the book is the index? How is it arranged?
8. Does the book include a list of illustrations? Maps?
9. Is there an appendix? If so, of what value is it?
10. Which part of the book would you use in order to locate information most quickly about a certain name, term, or topic?

C. Making the assignment

1. Problems involved

a. What to assign

b. How to assign it

c. When to assign it

d. How to assure efficient study

e. How to check the results

2. Principles involved

a. Should involve experiences which will produce growth and lead toward the objectives of education and of the particular subject.

b. Should be varied as to levels of materials and adapted to the needs, abilities and interests of the class and of the individuals composing it.

c. Should be clear to the learner and establish the importance of the assignment.

d. Should appear to the learner to have utility.

e. Should be frequently developed by the pupils in cooperation with the teacher.

f. Should be motivated chiefly by the hope of worth-while achievement rather than by the fear of punishment or the mere desire for scholastic recognition.

g. Should be made with ample time for development. Other things being equal, assignments which are made with ample time for full develment are superior to those made hurriedly.

h. Should be made at the time which will best connect them with the preceding recitations and lead up to the units of work which are to follow.

i. Should be so arranged as to time that substantial units of work are assigned as such and day-to-day assignments are kept to a minimum.

j. Should be made a basis for effective study by comprising a definite statement of what is to be done.

k. Should include specific directions how to study and how to use the tools of learning.

l. Should be so made that checking up on them will be simple, educative, reliable, valid and objective as possible, the nature of the learning products being considered.

These principles should be applied critically and intelligently with due allowance for special needs and situations, remembering that the basic purpose of the assignment is to give direction to learning.

D. Check students' study plans. (See page 11.) This will be given to students in all English classes.

E. Explain the technical terms used in the course. (Each course has its own special vocabulary. Don't take anything for granted.)

F. Set and adhere to a deadline. This is meaningless unless followed up by the teacher.

G. Establish criteria for acceptable papers. This is meaningless unless followed up by the teacher.

1. Check the spelling errors in the papers.

2. Emphasize the importance of expressing ideas clearly.

3. Emphasize the importance of legibility and neatness.

H. Develop listening skills

1. Don't repeat directions.

2. Emphasize main ideas.

3. Check effectiveness of listening.

I. Develop listening notetaking skills

1. Limit lecturing in high school classes.

2. Explain the purpose of the lecture.

3. Organize the lecture carefully so that the students can take notes.

4. Make adequate notes based on the first two or three lectures and show them to the student for his comparison.

J. Explain the value of supplementary material

1. Be familiar with the school and regional library.

2. Arrange with the librarian to take classes to the school library.

3. Alert personnel at both libraries before giving an assignment involving the use of library materials.

4. Provide supplementary reading lists pertinent to the subject. The librarian can be of great help in this area.

5. If feasible, allow credit or recognition for utilizing supplementary material.

K. Develop reading skill related to the specific subject matter. This consists of:

1. Familiarize the student with needed material.

a. Use of the index.

b. Use of the table of contents.

c. Use of the dictionary.

d. Use of encyclopedia.

e. Use of library card files.

f. Use of other bibliographic aids.

g. Use of skimming in search of information.

2. Teach comprehension skills lists under Student Responsibility II, H, 3.

3. Teach specific skills.

   a. Reading of arithmetic problems

   b. Reading of maps, charts, and graphs

   c. Reading a foreign language

4. Make student ready for the assignment through

   a. Introducing the material

   b. Showing the relationship of the part to the whole

II. Student Responsibility

A. Prepare for effective study

1. Study at one particular place. (Scientific research proves that the student studies more effectively if he goes to the same place at the same time.)

2. Plan time for study.

   a. Develop a study plan within a study period
   b. Develop a daily study plan
   c. Develop a weekly study plan
   d. Develop a long range study plan. (See the schedule sheet)
   e. Meet deadlines

3. Have tools for study.

   a. Textbook
   b. Pen/pencil
   c. Paper
   d. Assignment notebook
   e. Loose-leaf notebook recommended
   f. Up-to-date dictionary

B. Follow basic study technique--SQ3R (See supplementary material page 10.)

1. Survey
2. Question
3. Read
4. Review
5. Recite

C. Follow basic listening technique TQLR

1. Tune-in
2. Question
3. Listen
4. Review

D. Take proper notes on supplementary and lecture material

1. Note title, source, date.
2. Try to limit notes to one page.
3. Note main ideas and important statements supporting them.
4. List unfamiliar words or underline them in context; then learn them

E. Observe rules for making an outline

1. Place the main idea above the outline. Do not number it.
2. Use Roman numerals for main topics.
3. Follow by giving subtopics capital letters, then Arabic numerals, then small letters, Arabic numerals in parentheses, and small letters in parentheses.
4. Indent subtopics so that all letters or numbers of the same kind will come directly under one another in a vertical line.
5. Remember: no topic can be divided into less than two parts. There must be either two or more subtopics or none at all.

6. Keep the outline parallel in form.

F. Learn techniques in taking examinations

1. Before the test

a. Be rested
b. Allow time to review
c. Anticipate the questions
d. Review your notes, textbook
e. Look up points that are not clear

2. During the test

   a. Relax and forget those around you
   b. Budget your time
   c. Note the key words in the directions

      (1) Compare--find similarities and differences between two or more things.
      (2) Define--set forth the meaning. Follow the definition with an example.
      (3) Describe--give an account of.
      (4) List--record a series of things such as words, names, or facts. The items should appear under each other in regular list order.
      (5) Explain--clearly state and interpret the details surrounding an object or an incident.
      (6) Illustrate--means to make clear by giving an example.
      (7) Outline--means to summarize by a series of headings and sub-headings.
      (8) Analyze.
      (9) Interpret.

   d. Answer the question that was asked.
   e. Think before you write.
   f. Proof-read the test before you turn it in.

3. After the test is corrected and returned

   a. Read the teacher's comments carefully.
   b. Ask if you don't understand why a question is marked wrong.
   c. Check on the material you missed.

G. Recognize the value of supplementary material

1. Library

   a. Reference books
   b. Additional helps

      (1) Pamphlet files
      (2) Novels
      (3) Materials found by consulting the car catalogue or Reader's Guide or specific subject matter index.

2. Films
3. Field trips
4. Television programs

H. Learn basic reading techniques. Regard reading as an essential tool of learning.

1. Have the assignment well in mind.

   a. Pages and extent of material to be covered
   b. Set time limits--budget your time: time pacing.
   c. Use SQ3R as your study or reading technique

2. Establish your reading purpose

   a. Bring to mind what you already know on the subject.
   b. Having definite questions to be answered.

3. Determine the type of comprehension

   a. To find main ideas
   b. To find related and important specific details
   c. To follow directions
   d. To solve problems
   e. To verify an opinion or answer a specific question
   f. To evaluate material.
   g. To find a simple statement of fact
   h. To make a summary
   i. To get general information
   j. To find relationship of ideas or sequences of events
   k. To get pleasure, asthetic enjoyment
   l. To apply what you are reading

4. Stop at the end of a section to think through what you have read.

5. Anticipate the author if reading fiction.
6. Anticipate teacher questions in study material.
7. Evaluate and criticize what you are reading.
8. Use every opportunity to develop vocabulary.
9. Learn to use varied reading rates--adjust reading rate to reading purpose.

a. Skim--fastest type of reading.

(1) Used for previewing
(2) Used to find a specific item
(3) Used for reviewing text or notes

b. Rapid reading

(1) Used for pleasure reading
(2) Used for finding certain facts or details

c. Study type--to gain maximum understanding

(1) Used to read textbooks
(2) Used to read articles

d. Careful reflective reading

(1) Used when following complicated directions.
(2) Used to understand poetry and drama and serious essays.
(3) Used to evaluate writing.

I. Observe criteria for acceptable papers

1. Follow uniform heading, e.g.

Name_____

Subject_____Period_____

Teacher_____ (optional)

Date_____

Assignment designation_____ (optional)

2. Put heading in upper right hand corner of a standard-size paper.
3. Check spelling.
4. Write legibly using ink or typing.
5. Strive to express ideas clearly and with some degree of effectiveness.

REPORT OF CURRICULUM COMMITTEE, JUNE, 1963

Jane Lovejoy - English Department Head
Ruth Roys - Sophomore English Head
Jasper Nutting - Social Studies
Mamie Hammill, Chairman - Reading
Don Brown - Consultant