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A Proposed Program to Enhance the Achievement of the Under-Achiever in Reading

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A PROPOSED PROGRAM TO ENHANCE THE ACHIEVEMENT
OF THE UNDER-ACHIEVER IN READING

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Gerald Edward Hosman

June 1965

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Today's environment plays an important part in the learning and practicing of skills, and in particular, in the language skills.(2:48) Today's socio-economic separations of our population sets off groups of people by virtue of incomes, attitudes, church preferences, and educational attitudes and attainments.(4:11) The lower socio-economic groups and their attitudes toward education are not particularly conducive to the proper usage of language skills at home and at school. The environment of this group, by exercising a certain degree of control over speech habits, tends to deprive the children of these groups of those language skills recognized as socially proper. Environment is, therefore, directly connected with a child's ability to learn language skills which in turn affect his oral and written communication.

A pupil's capacity to communicate through oral and written expression has much to do with the individual's academic progress and may not be due to a lack of intelligence.(15:68) The capacity to communicate is directly and positively related to the child's environment in which he is forced to participate. Accordingly, capacity in the use

of language skills, to derive meaning and application from material he encounters, will be less than that of peers whose homes are of a higher socio-economic segment of the population.(4:23) Intelligence, as pointed out by Robinson (15), is not the prime factor in communication disabilities. Research, therefore, would support the conviction that a portion of many reading disabilities lies in the individual's self-esteem or self-concept.

I. DEFINITION OF TERMS USED

For the purpose of this thesis, the following terms will be defined as follows:

1. Job card: A means of guiding individual reading and study of selected sources.
2. Language arts area: The skills used in communication and expressing ideas. These skills commonly include language (oral and written), speech, spelling, and handwriting, as well as the fields of radio, television and motion pictures.
3. Lower socio-economic level: The social area of our population which would include people who are on relief rolls, itinerant laborers, unemployables and those who will not be employed.
4. Self-esteem (self-worth): Self-esteem is the term used to describe the individual's feeling of self-worth and worth to man and society as a whole.

5. Under-achieving pupil: A student from a lower socio-economic home whose intelligence quotient is well above the mean, as measured by the Lorge-Thorndike non-verbal test battery, and whose achievement is below grade level.

II. THE PROBLEM

Need for the program: The low income and itinerant population has potential that can be developed and channeled to higher education even though these students come from an economically and socially depressed segment of our population.(4:13) The basis of student success or failure lies directly with the schools which are dealing with students from homes of this type.(4:ch 3)

James B. Conant, in his book Slums and Suburbs, states that he is convinced that a common denominator among unsuccessful school children is the failure to develop reading skills.(4:56-57) The problem of underachievement in reading is not peculiar to a particular area, and the need for correction of this deficiency lies with the schools.

Procedure for the program: It is the writer's conviction that self-concept can be enhanced by helping the child understand himself and by helping the child attain success in reading. If reading success is attained, the child will then be capable of achieving in related lan-

guage arts areas. The realization of success in reading will allow the student success for self, and if he realizes personal success, his self-concept will be positively reinforced as a product of his achievement.

The program's purpose will be setting the stage for individualized instruction and success in reading and language arts areas. The student's need to achieve in reading will be of utmost importance in the program and his concept of self will be another factor which will be a definite concern. The student will be afforded the opportunity for a one-to-one relationship with the classroom instructor and a close relationship with peers having similar problems. These relationships will give the student the feeling of not being alone with his problems and will help him realize that others, in addition to peers, think his problems are important, and that he, as an individual, has merit and worth.

The program envisioned in this discourse is designed to involve an entire year. It is assumed that during this period of time the students would be attending a normal classroom, with a release period, or periods, for the purpose of this individualized instruction, provided during the course of a week.

III. THEORY FOR THE PROGRAM

Dr. Conant has made many references to the low-

achieving, high I.Q. student and his lack of educational development in today's schools. This, in conjunction with the test results at a small eight-year elementary school, fostered the realization that a solution or partial solution to the problem is needed. The school has the sixth, seventh, and eighth graders divided into achievement groups, or levels. The underachieving student, who is usually placed in the lower achieving group, creates a discipline problem and continues to achieve below his potential level.

These pupils coming from the lower socio-economic portion of the school's population, are having difficulties in reading and language arts. The writer feels the difficulties are directly connected with the home environment and, therefore, can be dealt with by providing individualized help, a more favorable placement in the classroom and a plan which will enhance the individual's self-esteem.

Many programs being currently employed in the public schools separate the students into two groups at the termination of their fifth year of schooling. Group "A" is the "fast" group, or those students achieving at or above grade level. Group "B" is comprised of students who fall below their grade level of achievement on the standardized tests. Under the above grouping program, the low achieving student and the under-achiever are placed together.

The aim of this program is to enable the teacher to adjust his planning to a narrower range among students in a particular class, and to include more individualized help for the pupils involved. The program's aim is justified but has shortcomings with reference to the underachieving student. The under-achiever creates a problem of discipline and reflects adverse home and parental attitudes in the classroom.

IV. STATEMENT OF PROGRAM AIMS

The under-achiever is usually placed in the low achievement group on the basis of his past record of achievement and the Iowa Basic Skills Inventory. As a member of group "B", the under-achiever progresses well in language areas and reading during the sixth grade. As measured by the yearly testing, this same student reaches a plateau in learning in grades seven and eight.

It is the writer's conviction that the plateau in learning in the language area and in reading in the seventh and eighth grades is not due to the instruction received, but rather to the grouping which tends to separate according to economic factors as well as achievement levels. To reiterate, groups "A" and "B" are selected on a basic skills inventory and an intelligence score at the end of the fifth grade. Group "B" is predominantly characterized by pupils

from lower socio-economic homes, and in a sense remaining there at school actually continues a negative learning environment for the under-achiever.(2:ch 3) In regard to the above, the under-achievers are remaining in the low achievement group and, therefore, are not challenged sufficiently to advance their learning of language skills.

John Dewey, in the book, Democracy and Education, said:

. . . the very process of living together educates. It enlarges and enlightens experience; it stimulates and enriches imagination; it creates responsibilities for accuracy and vividness of statement and thought.
(6:7)

This insight by Dewey points out but one aspect and that is the good of inter-personal and/or inter-group relationships. A negative situation could exist if a pupil were more capable and forced to achieve with a less capable group of peers. If the underachieving pupil were placed in a more favorable situation the results would likely be superior to those presently received. To follow Dewey's line of reasoning and apply it to this program for the under-achiever would be to:

1. Place him in a normal achieving group so he may derive benefit from high achieving peers and may himself achieve at a higher level.
2. Give him individualized help with language usage and reading.
3. Build his concept of individual worth so he may not attach an inferior stigma on himself.

CHAPTER II

REVIEW OF THE LITERATURE ESTABLISHING INDIVIDUAL ESTEEM

Joseph S. Rouchek suggested that if an individual originated from the lower socio-economic strata of life he would tend not to reach a position of eminence (prestige) among his peers or in life in general. Rouchek's studies indicate that a general uplifting of the individual's self-image is good and does allow a greater degree of success in areas which require a greater degree of formal training. If the individual's image of self is not uplifted, that person will succeed, if capable, in areas which require the least formal training. (16:96-100)

Smith stated that the root of the gifted under-achiever's problem lies directly with his self-concept and his level of aspiration. Smith's experiment was characterized by the group guidance approach with the theme that these students could achieve to a greater degree. The group undertook an evaluation of their skills in oral presentations. The study showed that the pupils were generally lacking in self-confidence and in a sense of responsibility to self and others around them. In conjunction with responsi-

bility was a low level of initiative and stability of the home situation. The pupils of Smith's study progressed academically on the theme that they, as individuals, could achieve at a greater level.(20:79-82)

Brogan and Fox state that the struggle for "self" can be enhanced by language skills. This may be done through reading to grownups, discussing or writing about themselves and sharing these experiences with a grownup. These experiences can be, in part, supplied by the school so that all children may have the feeling of worth as a group member. The authors state further that ignoring a child's environment may result in negative learning. Through the use of language skills, the children can help themselves understand their environment in shaping the future. If their present environment can be understood, the pupils are prone to succeed to a greater extent in other academic areas.(2:ch 1-3)

Warner, Havighurst, and Loeb state that some of the children in our lower social levels are endowed with high capabilities and that a new system of selection and encouragement must be developed which will keep them in school and allow them to compete with those above them on the social ladder. The authors also state that the educational program must take particular note of the lower social levels for superior and above average children, for the potential of these students can be developed only if they are kept in

school and their needs provided. This may be accomplished through a high degree of interest in pupils who come from the lower social classes.(25:141-158)

Willard F. Tidyman felt that language is a vital part of the process of thinking and learning. He suggests a basic approach to vocabulary is through the expression of ideas. Many factors influence the vocabulary of an individual and, therefore, affect either positively or negatively, his effort to speak his mind. The child coming to school with well ingrained habits of expression, must have available to him a course of instruction which will allow growth in vocabulary. Growth in vocabulary will build his ability to express himself in oral and written communication and will allow him greater academic success through the expression of ideas. Willard F. Tidyman arrived at the conclusion that the child's learning experience is often facilitated by giving special attention to the factors and elements that condition the way the child talks.(22)

Dreikeurs discusses the positive reinforcement factor in relation to the child's academic achievement. He has presented a partial solution to a negative learning environment which may be established at school. To quote Dreikurs:

Criticism and humiliation do not add to the child's self-confidence and courage; yet these two qualities are the basis for social adjustment and academic success.

Dreikurs goes on to state that confidence and courage do provide a sense of security, and that the deliberate use of encouragement is a prerequisite to any constructive and corrective influence on the child.(7:41)

Russell and Karp state that the child who suffers from nervous instability, lack of poise, and lack of desire to succeed in school, needs special attention. The child may resist reading because of pressures from home, previous failures, or school standards set too high for the child to attain success. The good teacher will attempt to improve the child's self-confidence and mental and emotional equilibrium. The authors also suggested that a case study would be advantageous in revealing backgrounds in which reading or learning is not cherished, and if the situation exists, "This interest and desire must be supplied at school."

Fink, in his study on achievement in relation to self-concept, stated there was a low correlation between the high self-concept and the low achiever, and a similar correlation between a low self-concept and high achievement. Fink's hypothesis, that the inadequate self-concept is related to the underachiever, and that a high self-concept was related to the high achiever, was supported.(9)

Sears and Sherman, in their study of ten through twelve year olds, state that anxiety over achievement tends to reduce the accuracy of self-perception. They state further that opinions of other people, peer groups and grownups,

who are important to the child, tend to distort the child's image of himself. The areas which follow are those which children of the study were most concerned about in relation to self-esteem and self-image. A typical example of the children's responses is listed second; the area is the Sears-Sherman classification for the response.

<u>Area</u>	<u>Example</u>
Physical ability	Being built for sports
Mental ability	Learning things rapidly
Social relations with same (or opposite) sex	Making friends easily with girls; making friends easily with boys
Attractive appearance	Being not too skinny or fat
Social relations with teacher	Getting along well with teachers
Work habits	Getting school work in on time, and not getting behind
Social virtues	Being willing for others to have their way sometimes
Happy qualities	Getting a lot of fun out of life
School subjects	Getting good grades in school

Sears and Sherman did not refer to areas outside of the school situation, and those aspirations and expectations of the child's home were skirted. In relation to the above statements, the study indicated there was data to support the idea that the teacher's values, with respect to these areas, may carry considerable weight in the child's reaction to his success or failure in a given area. (18:11)

Smith and Dechant in their book, Psychology in Teaching Reading, discuss three factors in relation to motivation of the reader. The factors were physiological, psychological and habit motives. The psychological factors were of primary

concern because they were particularly powerful and can seldom be completely satisfied. The motives within this category were those of security, self-esteem, self-actualization, and curiosity. Pre-adolescent and adolescent children have different reading needs; however, both groups do derive benefit from being able to identify with success of the characters in their reading. Identifying with a character allows the student, in part at least, to strengthen his concept of self through identification. While reading, the adolescent may see some of his aspirations being fulfilled by the storybook character and, therefore, feel his own aspirations are partially fulfilled. According to Smith and Dechant:

The development of a habit of reading for all normal children may well be one of the most important objectives of the school. Our educational goal is children who will read rather than merely children who can read.

To become a "reader" the child must first find in reading a satisfaction for his needs for self-esteem, the esteem of others, security, and new experiences. (19:289)

I. GROUPING AND ITS BENEFIT TO THE STUDENT

Harold F. Gray points out that an individual derives benefit from heterogeneous grouping irregardless of what his socio-economic background may be. The study he referred to established its classroom in a completely heterogeneous manner. The rapid learning students were allowed to give assistance and, at times, instruction to their lower achieving peers. This created a solid background of learning for the high achieving pupil and helped the low achieving pupil

achieve at a greater level. Another interesting outcome was the understanding of backgrounds and the development of close friendships of several lower socio-economic students with higher socio-economic students. The author was convinced that a definite benefit was realized in academic areas, to say nothing of sociological and psychological learning.(10:52)

West and Sievers undertook a study in the Dade County Public Schools of Miami, Florida. This study was set up with a heterogeneous group of students. The emphasis was placed on the extension of learning for the academically talented students. The problem with the heterogeneous group was that it could not extend the learnings of the talented students. As a solution to this problem, the top one-third of the students were separated from the total group for one-half of the school day. The half days were adjusted to the student's level of achievement and, therefore, fulfilled the requirement of providing for these academically talented students. The remainder of their day was spent in a heterogeneous classroom. The authors' conclusions were:

1. There was no significant loss of social relationships among peers due to the half-day sessions.
2. There were noted significant gains in the academic areas covered during the half-day sessions.
3. The program provided for increased creativity on the part of the academically talented student.

The author made the observation that the plan used does not automatically assure greater academic success, but if constructed and instructed correctly a program of this type would greatly facilitate the learning of the academically talented student.(26)

II. RELATED READINGS

Gray in his book on remedial reading and the diagnosis of this problem restates three major deficiencies of the remedial student. The students having problems in reading came from home situations which provided only a narrow range of experiences for the child. This narrow range of experience hindered reading primarily because the children involved could not visualize a new word or situation. Having never been to a farm, the children would not understand the word farm, and words associated with farm would also be unfamiliar. (horse, barn, field, etc.) Another characteristic of the remedial student was the immature language habits of the individual. Habits such as baby talk, childish sentence structure, and poor vocabulary were cited as immature habits. The third area was that of the student's responsibility to "self" and group. The remedial students possessed poor habits of responsibilities in reading as well as other general class work. Gray re-examined these remedial students through the grades and examined the foredrawn characteristics later in their education. He found that the characteristics are

present at the sixth and seventh grade levels as well as during the first three years of school.(12:87-92)

The positive approach to teaching language skills was discussed by Dawson and Zollinger. The primary emphasis in this selection was that the idea "you can succeed" should be fostered in the language program. By using this approach the authors suggested that a familiarity with correct habits of speech would be established in a very normal pattern of learning. The need for a basic vocabulary with which to communicate was stressed to a degree. The authors felt that the basis for failure was due primarily to poor vocabulary and that the building of vocabulary through the "can do" approach was beneficial.(5)

III. SUMMARY

The literature indicates that:

1. An uplifting of self-concept and level of aspiration would enhance an individual's success in language arts and reading.
2. The facility of language is a vital part of learning and thinking.
3. Positive reinforcement is necessary in attaining success in reading.
4. Success in reading may enhance self-concept.
5. There is a need for new methods of selection and encouragement of the under-achiever.

Accordingly, a program which would allow for individual instruction and a building of success in the language arts

area would be a prime factor in developing the proposed program.

CHAPTER III

INTRODUCTION

The material which follows is the proposed program of instruction for the underachievers in reading. The chapter is divided into four phases. Briefly, Phase I includes the pretesting and identification of the group to be instructed, Phase II includes lessons suggested to orient the students, Phase III delineates the suggested individualized approach, and Phase IV is suggested as a period of retesting with recommendation for further instruction in reading and the related areas.

According to Black (1:467), the greater portion of disadvantaged and underachieving students are prone to operate better under an inductive learning environment than they will under the deductive or discovery setting. Therefore, the proposed program will begin with a tightly structured set of lessons and the program will attempt to guide the students to greater independent operation in their reading endeavors.

PHASE I

The identification of the under-achiever will be carried on by searching the individual's cumulative records and

past achievement tests, and by using another battery of tests which will include a (an):

1. Diagnostic test in reading.
2. Achievement test in the areas of reading, language skills and work study skills.
3. Self-concept inventory.
4. Self-rating test which will cover peer relations, teacher relationships, and attitudes toward self.
5. Constant anecdotal evaluation.

The pre-testing session may be conducted in classrooms of varying sizes.

Of the students tested, the under-achievers will be identified, and these identified students will be guided through the proposed program of instruction. The students selected will be involved in the instruction at an individualized rate which will be delineated in Phase III of the proposed program.

If there are more than five under-achievers, five of this group will be selected at random from a table of random numbers. It is felt that a group of five would be a workable group, and a group larger than five would increase the planning time for the small group and might serve as a deterrent to effective total group instruction.

PHASE II

The group selected for the program will remain in the classroom setting. During a set period, the small group

enrichment will be carried on as part of the normal classroom activity. According to Black (1:467), the greater portion of the disadvantaged and under-achieving students are prone to operate better under an inductive learning setting than will they under the deductive or discovery type of atmosphere. Therefore, the teacher will initiate Phase II of the program by:

1. Establishing group and personal goals and aspirations.
2. Presentation of an individualized program and how the students will operate within the program.
3. Reviewing the basic concepts of reading, and augmenting these concepts with a three-week review/study introduction.

Phase II will entail three weeks of highly structured instruction in (a) the overall purposes of the program, (b) reading vocabulary, (c) phonetic review, (d) structural analysis review, (e) syllabication, (f) contextual clues to meaning, (g) types of reading, (h) and an explanation of the "job card" approach to individual study. Each of these areas will be encompassed in the material which is to follow, and each area will be considered from a lesson plan pertaining to the instruction in that area.

The following lesson plans were constructed as guidelines for instruction and are for the purpose of this proposed program. The lesson plans are used as a method of achieving the reading instruction outlined above. The

materials and generalizations presented in the lesson plans were extracted from Utsey, Gifford and Sheridan (23).

Lesson Plans

LESSON I - Vocabulary

- Objective:** To reintroduce a basic reading vocabulary which is pertinent to the mechanics of reading.
- Purposes:**
- I. To allow use of vocabulary as an implement to increased understanding in reading.
 - II. To set down a basic vocabulary which will be used throughout the proposed program.
- Procedures:**
- I. Introduce the following vocabulary and explain its meaning, application, and pronunciation. This will be introduced to pupils in context. (30 minutes)
 - A. Phonic (s), phonetic.
 - B. Syllable, syllabication.
 - C. Macron - mark used to denote long quality of vowel.
 - D. Breve - mark used to denote short quality of vowel.
 - E. Schwa - vowel sound heard in most unstressed syllables in English (a in sofa).
 - F. Analysis (phonetic, structural).
 - G. Context, contextual.
 - H. Base word - the center or base to which prefixes, suffixes, and inflectional endings may be added (play in playing).
 - I. Prefix - meaningful element that is affixed to the beginning of a root word or a derived or inflected form (re as in repay).
 - J. Suffix - a meaningful element that is affixed to the end of a word (er of follower).
 - K. Inflectional ending - a meaningful element that is affixed to the ends of words (-s, -es, -'s, -ed, -ing, -er, -est).
 - L. Configuration.
 - M. Generalization.

- II. Review the above by group participation and explanation of each.

- Materials:
- I. Overhead projector.
 - II. Transparencies (unprepared).

LESSON II - Phonetic Review

Objective: To introduce the basic phonetic sounds.

- Purposes:
- I. To recreate an awareness of the basic sounds so they may serve as a vehicle to proper word pronunciation.
 - II. To allow the student to become more aware of the relationship of words and total word analysis.

- Procedures:
- I. Review the words phonic, macron, breve and schwa.
 - II. Review the basic vowel sounds both long and short.
 - A. a e i o u
 - B. a e i o u
 - III. Review the vowel digraphs (ea, ee, ai, oa for example).
 - IV. Diphthongs (oi, ou, ow, oy for example)
 - V. Review the material covered in a general manner.

- Materials:
- I. Overhead projector.
 - II. Transparencies.

LESSON III - Structural Analysis

Objective: To review the basic word parts (base, prefix, suffix, inflectional endings).

Purposes: To lead the student into a renewed awareness of the parts of words so he may grasp more meaning from words he encounters.

Procedures:

- I. Review the general concepts of phonics and phonetic analysis through generalizations.
- II. Introduce prefixes, suffixes and inflectional endings and that prefixes and suffixes usually have meanings in themselves which often helps us in gaining meaning of the total word.
- III. Demonstrate how words may change in meaning through the use of prefixes and suffixes.
- IV. In relation to inflectional endings, demonstrate how they influence word application.
- V. As an exercise to enhance the materials covered, involve students in the identification of prefixes, suffixes and inflectional endings, and guide them to the selection and meaning of base words.

Materials:

- I. Chalkboard.
- II. Overhead projector.

LESSON IV - Syllabication

Objective: To review the syllabic divisions in words.

Purposes:

- I. To create an awareness of syllabic break and its use in correct pronunciation.
- II. To speed up the process of making phonic generalizations.

- Procedures:
- I. Present ten words, each of which can be separated into syllables (i.e. capable, pleasurable, etc.).
 - II. Allow the group the prerogative of attempting the syllabication of the words. This may be accomplished with group participation in syllabication of words.
 - III. Involve the group in a discussion which will bring out the necessity of syllabication in correct word pronunciation and reinforce the understanding of what a syllable is.
 - IV. The remainder of the period will involve application of syllabication, structural analysis and phonic sounds to the words proposed by the group.

- Materials:
- I. Chalkboard.
 - II. Overhead projector.

LESSON V - Generalizations

Objective: To familiarize the students with generalizations that may be drawn about vowels due to their location within words.

Purposes: To help the students begin phonic analysis with some common knowledge.

Procedure: The generalizations suggested by Utsey, Gifford and Sheridan will be taught. The approach suggested is to allow the students to bring the generalizations out as a group.

As an example, a list of words with final e could be suggested by the group. By listing those words on a chalkboard or transparency, the generalization could be brought to the attention of the group by marking each vowel and having a general pattern expose itself. Each generalization could be approached in this manner.

Exceptions to generalizations will probably

arise and this may be used as an extension of the lesson presented.

- Materials:
- I. Chalkboard.
 - II. Overhead projector.
 - III. Transparencies.
 - IV. Grease pencil.

LESSON VI - Contextual Clues

Objective: To enhance the student's present knowledge of clues which lend to understanding particular words in context.

- Purposes:
- I. To allow for greater word, sentence and paragraph understanding.
 - II. To alleviate the potential frustration which may accompany an unknown word.

- Procedures:
- I. By using a textbook common to all, have the group select words and sentences which are not familiar to them.
 - II. Through a group participation, extract the general meaning of the word (s) from the context within the sentence or paragraph.
 - III. Discuss the potential of word, paragraph and story meanings using contextual clues.
 - IV. Continue this type of exercise with other content area readings (science, math, social science).

- Materials:
- I. Textbooks
 - II. Chalkboard

LESSON VII - Types of Reading

Objective: To review types of reading.

Purpose: To help the students realize that there are different methods and approaches to extracting the meaning from different printed material.

Procedure: Select several pleasurable and several semi or critical reading sources. Suggestions for this lesson would be short stories, novels, textbooks.

Selecting a particularly short story, have the students read this as rapidly as they can. After this reading, the story will be discussed as to its general meaning, the rate it was read and what they may expect to learn from a short story.

Other selections will be read and discussed in the manner suggested for the short story. In this manner, different materials will be read and discussed in a short period of time and the group will then be capable of drawing a generalization with regard to reading in different areas.

Materials: I. Textbooks
II. Short stories
III. Novels

LESSON VIII - "Job Card" Explanation (definition of terms)

Objective: To orient the students in the use and purpose of "job cards".

Purpose: To direct the use of "job cards" and the student-teacher involvement with a card.

Procedures: Use the following job card to illustrate the use of the cards. Involve the students in the lesson with an oral participation up to, and including the final item of the card.

JOB CARD

1. Talking and reading have a great deal in common. To say this in another way, reading is talking written on a piece of paper or in a book.
2. Can you list some different types of talking? (serious, etc.)
3. Sometimes, an author says things in an odd way.
4. I am going to give you an example of some written phrases that say things in an odd way.
 - a. You are a thorn in my side.
 - b. I looked for the watch, but it was like looking for a needle in a haystack.
 - c. When he wakes in the morning, he is as ugly as a bear with a sore tooth.
5. What does each of the above mean?
6. Can you give me sayings like those above? Write them down and we will discuss them.

The ten-minute portion of the forty-minute session will also be used to emphasize the importance and worth of individuals--regardless of the person's background or present environmental situation. The Association for Supervision and Curriculum Development Yearbook suggests that there may be some transfer to self in evaluating the worth of other individuals (14:126). The thirty-minute portion of the session then follows.

PHASE III

Phase III of the program will include the introduction of "job cards" (lesson VIII, pages 26-27) and the extension and use of these in the individualized instruction of under-achievers.

A proposed set of job cards will be included as an indication of what may be accomplished through the use and extension of job cards. Many of the cards will be constructed so as to provide a review and/or building of the basic reading background.

It is anticipated that the group selected will have some similar problems which will call for small group instruction, and similar, if not the same, job cards for the review and extension of learning.

The time element in Phase III will be approximately five months (November through March). The five month period will have approximately fifty meetings of forty-minute duration.

This third phase of the program will allow for group instruction and individualized help. The suggested forty-minute session will be broken into two sessions. The first session, ten minutes in length, will be concerned with group work. During this period, the students will be allowed to seek reading help in any area they might choose. Allowing this type of participation, the teacher will be able to

clarify, suggest and operate with each student and the group in a pertinent need at that time. The teacher will also be able to identify areas of interest and areas of need which relate to particular students.

The second session, thirty minutes in length, will deal with the individual study for each person in the group. The teacher, by using the suggestions present on the job cards may discuss with, and lead the student to self-evaluation and extension in and pertaining to the reading area.

The following job cards are examples of those which may be used in the thirty-minute sessions. The job cards are not ordered in any particular manner, however, they are titled to present instructional guidelines.

When using the job cards, it may be an advantage to have a room library. The job card may then be constructed so as to refer to a particular book, or short story in the room library. This would minimize the traffic flow to and from the library and expedite the use of the job cards.

Reading Job Cards

I. Phonic Analysis: Synonyms

1. Select a three to five page story which you would enjoy reading. (or teacher provide)
2. Read the story and write down the words you are not familiar with or that you have a question about.
3. By using your dictionary, find the meaning of these words. Write three or four words which have a similar meaning but a different spelling. This may be true of some words while it may not be true for others.

4. The words you select will be known as synonyms (sin o nims) because words which are pronounced alike and spelled differently are known as synonyms.

II. Comprehension: Main Idea

1. Let's do something different today. We are going to read four chapters in your social studies book.
2. You are saying, "HOW!" Here is how.
3. Bold type is that type which is large and dark and usually at the beginning of a paragraph.
4. Starting with chapter one (1), read only the bold type in the chapter. Close your book, and try to write down the main idea of the chapter. Do this for at least two chapters.
5. Bring your main ideas to me. If I were a betting man, I would bet your main ideas are correct.

III. Comprehension: Figurative Language

1. Figurative language is language (words) which say something about someone or something in a different way. Here is an example: John is a "chip off the old block."
2. What does "chip off the old block" mean to you?
3. Glance through a short story and try to find some figurative language. Write it down and tell what it means to you.
4. I would appreciate talking to you about your meanings.

IV. Phonic Analysis: Base Words

1. A base word is one which is a word alone, having meaning. One which, if changed in any way is not a word. (play as in playing)
2. From your social studies book, select a page and pick out ten to twenty base words which have prefixes and suffixes or both a prefix and a suffix.

3. Underline the base word in each word.
4. You can now put in the syllabic breaks. Remember, a syllable usually breaks at a prefix or suffix.

V. Word Analysis

1. A prefix changes the meaning of a word and is at the beginning of the word. (strap - unstrap, place - displace) A suffix changes the meaning too, but it is placed at the _____ of the word. (use - less, place - ment, care - ful) Can you list any suffixes? Prefixes?
2. Open your desk and pick up the top book. Open it to any page and select five words which have a prefix and five which have a suffix or words which have both a prefix and suffix.
3. Write these words on a sheet of paper. Underline the prefix or suffix in each word. (refer to 1. above) Where does the syllabic break come?
4. Read a short story of your choice. What will you be looking for?

VI. Phonic Generalizations: Drawing Conclusions

1. Let's try an experiment. (Teacher provide story and read it with reading guide question.)
2. After you have finished reading, go back and write down five to ten words which have double consonants in them. (rr, bb, pp)
3. Break these words into syllables. (You may use your dictionary)
4. Look at the words when you have finished. Write a generalization about what you see. Is this rule true each time? Most of the time?

VII. Comprehension: Main Idea

1. Select a short story.
2. Before you read this story, do the following things.
 - a) Read the title.

- b) Study the beginning paragraphs.
 - c) Write down some things that you feel may happen in the story.
3. Read the story. When you finish, I would like to discuss the outcome and the outcome you have written.

VIII. Comprehension: Critical Reading Evaluation

1. Select an advertisement from a magazine.
2. What is being advertised?
3. Who is making the product?
4. What do the makers say the product will do?
5. Does the advertisement suggest that everyone else would or does use their product? Why do advertisements suggest that others use this product?
6. Attempt to find an advertisement which does not suggest that other people use their product.

IX. Comprehension: Drawing conclusions

1. Read a short story about a modern machine.
2. While reading, give some thought to the following things.
 - a) Does this machine make man's work easier?
 - b) Do you know of any machine which does man's mental work for him?
3. Can you make any suggestions that might make your learning easier? (This being done by the help of machines.)

X. Comprehension: Main Idea and Reference Usage

1. Read a story or article that is based on some factual (real) thing.
2. After you have read the story, write the subject of the story on a sheet of paper.
3. Taking the sheet of paper, go to a reference

source (encyclopedia, or card catalog) and find some further information about the subject.

4. You do not need to read the information. List:
 - a) Where it can be located.
 - b) When it was printed.
 - c) Who wrote it.
 - d) Do this for at least three sources.
5. If you encounter any problems, see me and we will work them out.

XI. Comparisons

1. Read a short story about a person from another country.
2. When reading, look for things that happen and ideas that are different from those things that you know.
3. Compare these things as you read.
4. I would like to discuss any new or different ideas you have about persons from another country or land.

XII. Comprehension: Anticipating Outcomes

1. Before you read the story (named), do these things.
 - a) Read the title.
 - b) Study the introductory paragraphs.
2. Now. . .before you finish reading the story, tell what you think will happen in the story. Put your ideas on paper.
3. After writing your ideas about the story, read the whole story and compare your ideas with what really happened.

XIII. Evaluation and Interpretation

1. Read the introductory paragraphs and the title of a new story. (short)

2. Before you finish the story, tell who you think the main character is.
 - a) Do you like him? Why? Why not?
 - b) Would you enjoy being like this person?
3. What do you think this person will do in the story?

XIV. Critical Reading: Interpretation, Evaluation

1. Read a story or article that deals with a subject which is familiar to you.
2. List three statements which you know to be true.
3. List any new information or ideas which you gained from reading this article. Try to find out from other sources whether these statements are true.

XV. Comprehension: Interpreting Materials Read

1. Read an article in the newspaper that you feel contains a good idea. This may be in the human interest area or in an article printed strictly for news.
2. Why did this particular article interest you?
3. What type of articles do you think teenagers find most interesting? Least interesting?

XVI. Comprehension: Evaluation and Drawing Conclusions

1. Read a magazine which has a story in it about a racing (stock or modified) cars.
2. Do you think people enjoy racing?
3. Would you enjoy racing? Why? Why not?
4. If you enjoy racing, I would like to see an automobile which you would like to drive. This may be your own design if you would like to make a drawing of it.

XVII. Comprehension: Figurative Language

1. You have heard the expression, "a picture says as much as a thousand words."
2. What does this mean to you?
3. Pick a picture of your choice. (horse, automobile, hunters, guns, etc.) Write a paragraph, or a story if you prefer, about this picture.

XVIII. Figurative Language

1. Talking and reading have a great deal in common. To say this in another way, reading is talking, written on a piece of paper or in a book.
2. Sometimes, we say things that are not exactly what they really are.
3. I am going to give you some examples of some things that when said are not really what they say:
 - a) You are a thorn in my side. Now, what do I mean? Have you ever been a thorn in someone's side? How?
 - b) I looked for my watch, but it was like looking for a needle in a haystack. What does this mean?
 - c) When he wakes up in the morning, he is as ugly as a bear with a sore tooth. Does this say exactly what it means?
4. Sayings of this type are interesting. I would enjoy seeing some that you have written down.

A job card which would be of a continuing nature is one which pertains to the basic generalizations, syllabication, suffixes, prefixes, and inflectional endings. This job card would be used by the teacher in the ten-minute group session of the meetings. All students may not need

this review, and, therefore, the job card would provide for both group and individualized instruction at the teacher's discretion. The following would be an example of how a general job card could be constructed in each area:

1. A generalization which is not always true, states that a syllable will break between two consonants. The following list of words will help you to understand this generalization:

pil/lar	ran/cid	fur/row
cel/lar	pret/ty	sud/den
par/ty	ses/sion	pud/ding

2. Looking at the above words, you see a pattern in the syllabic break.
3. Read a short story.
4. After you have read the story, I would like to discuss it with you. (Note: at this time, the teacher would be able to go through the story with the students and locate the double consonant words. If the student was applying the generalization, the teacher could guide the child to some further work in this area.)

The sessions, three per week, will diminish in the weeks prior to the conclusion of Phase III of the proposed program. The purpose, of phasing out the sessions, is to place more responsibility on the students, and to guide them to more independent reading progress.

PHASE IV

Phase IV will involve retesting the group through the tests suggested in Phase I. These tests, diagnostic, achievement, self-concept, and self-rating will be readministered and the evaluation of student gain, based upon these

tests and the subjective evaluation by the teacher, will be used as a basis for a suggested program to extend these students in areas which need further attention. The retesting will be done at the conclusion of the proposed program, which, for the purpose of this paper, will be in March.

Phase IV will be concluded when a written recommendation, for each student, has been completed. The written recommendation will be based upon the battery of tests given and the anecdotal record which has been maintained on each student. The follow-up of recommendations can be a point of departure for future work with the under-achiever.

CHAPTER IV

SUMMARY AND CONCLUSION

When we recognize that the self concept is learned, the role of the school in this learning becomes increasingly significant. Schools not only teach, they contribute also to the creation of the learner. What produces adequacy assists and encourages learning as well. (14:185)

The proposed program is designed to guide students to greater success in the total academic area, with concentration in the area of reading. The literature encompassed in this paper indicates that achievement in school enhances one's self concept. Therefore, the proposed program was constructed so as to present an opportunity for academic success, and, accordingly, an improvement in self concept.

The reader should bear in mind that this proposed program was designed as a guideline for a particular teacher in a particular situation, and, therefore, may have to be adapted to fit other specific classroom situations. Factors which should be considered in the initial planning for such a program are:

1. Problems based in areas other than mere need for achievement.
 - a) Emotional.
 - b) Physical (sight, hearing and speech).
 - c) Environmental.
2. Teacher preparation.

3. Time factors, both in planning and length of program.
4. Resource material for the room library.
5. The testing program.

The proposed program was loosely designed so that it could have application in any common classroom situation. Specific testing devices were not listed and, therefore, this testing program would allow for the application of test, on hand at the time of testing. The only test which may not be included in a test battery on hand could be a self-concept inventory. The teacher may, at nominal cost, purchase a self-concept inventory.

The proposed program was designed to allow the teacher to make assumptions pertaining to the relationship of academic success and the self concept based on data which is objective rather than subjective. The initial testing of the group should be compared with the final testing at the conclusion of the program. Comparisons which should be made include among others:

1. Self concept and reading achievement.
2. Self concept and language skills achievement.
3. Self concept and study skills achievement.
4. Self concept and self rating.
5. Self concept and overall achievement.

In conclusion, The Association for Supervision and Curriculum Development Yearbook indicates that an atmosphere of acceptance must be established for the students, as

acceptance is most likely to be learned in such an atmosphere. The following points should be followed in setting the stage for acceptance of self, others, and academic achievement.

1. "Encourage self-revelation rather than self-defense." (14:125)
2. "Give each person a feeling of belonging." (14:125)
3. "Create the impression that difference is good and desirable." (14:125)
4. "Emphasize the existential, outgoing character of learning." (14:126)
5. "Finally, acceptance requires the establishment of an atmosphere which is generally hopeful." (14:126)

Following the above points, the proposed program could serve as a vehicle to self acceptance, to academic achievement, and to a stronger self concept.

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