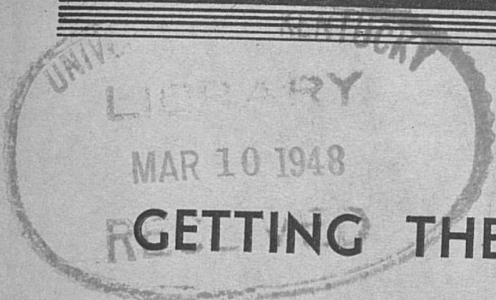


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN



**GETTING THE INTERMEDIATE
READING PROGRAM UNDER
WAY**



Published by

DEPARTMENT OF EDUCATION

JOHN FRED WILLIAMS

Superintendent of Public Instruction

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FOREWORD

This Bulletin deals with the teaching of reading in the intermediate grades. It is limited to the intermediate grades because the problems of beginning reading were dealt with in the Bulletin under the title of "Getting the Primary Reading Program Under Way" which was published first as Volume XIII, No. 4, June 1945, and reprinted twice. This Bulletin takes up where Volume XIII, No. 4, left off.

This Bulletin was prepared under the leadership of Western Kentucky State Teachers College faculty in Elementary Education in close cooperation with three members of the staff of the State Department of Education's Bureau of Instruction. Teachers and supervisors from the public schools and staff members from other colleges were contributors and consultants. To this group of persons who gave of their time and talents appreciation is expressed. The names of these persons follow here:

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July, 1947

JOHN FRED WILLIAMS
Superintendent Public Instruction

SELECTING PURPOSES AND FUNCTIONS OF THE READING PROGRAM IN THE INTERMEDIATE GRADES

Reading is one of the most important means of learning and of recreation in school and in life outside of school. The citizen of today has far more need to be well informed than ever before, and he has at least as much need for wholesome recreation. Therefore, training children to read for information and for pleasure is one of your major responsibilities as teachers. This training is only begun in the primary grades; it must be greatly extended in the intermediate grades.

The program for the teaching of reading must be carefully planned by each teacher just as any other important undertaking must be carefully planned if it is to be successful.

If you were to visit an intermediate grade room in which the reading program is wisely planned and executed, you would see many evidences of good planning. You would not see all the evidences of good reading program during one period, but during the whole of a school day and of a school week probably you would see all of the signs of important achievement in reading and the happy use of reading for learning and for recreation.

Some of the evidences of a good reading program which you should see when you observe such a program are listed here:

1. The teacher is constantly studying each child's abilities, needs and interests: his physical capacities and needs, his social and emotional adjustment, his various reading skills, and his interests and enthusiasms for informational and recreational reading.
2. Children are grouped for instruction in reading according to their abilities and accomplishments regardless of the grade in which they happen to be placed.
3. Regardless of the particular grade, materials of varied levels of difficulty and a variety of interests are provided so that all children are able to read materials suited to their individual abilities:
 - a. in the instructional reading program,
 - b. in the content fields,
 - c. in literary and other interest areas.

4. Children are being trained in the basic reading skills according to their individual needs:
 - a. They are constantly gaining new word meanings and the ability to pronounce new words independently;
 - b. They are growing in the ability to grasp the meanings of sentences and paragraphs of increasing difficulty;
 - c. They are growing in the ability to locate information independently in various types of reference materials;
 - d. They are learning to evaluate and organize ideas from reading for the solution of problems; they are learning to think critically and to draw sound conclusions;
 - e. They are being trained in silent interpretation;
 - f. They are being trained in the oral reading skills.
5. Throughout the school day children are reading for important purposes:
 - a. They are reading to gain information in the various content fields to satisfy group and individual needs;
 - b. They are independently enjoying the reading of literary and other materials of interest;
 - c. They are enjoying the use of oral reading in audience situations for sharing information and pleasure, and are increasing in their appreciation for literature.

Your reading program in the middle grades will be successful to the degree that children read. The devices used will be valuable to the degree that they help you to get children to read. You will be successful to the degree that you know definitely the things you want to accomplish and are able to get the children to accept these objectives.

DISCOVERING THE READING NEEDS OF CHILDREN

You will recognize at the beginning of the school year that the thirty children in your classroom do not have the same reading abilities. You will recognize that much of each child's success in school depends upon his ability to read well. In order to plan a reading program that meets the needs of each child in your group, you will first want to learn what those needs are. You will want to know how he reads orally, what errors he makes, how well he comprehends what he reads silently, how he attacks new words, and on what level he can do his best reading. You will need to know his attitude toward reading, whether he has visual, hearing or speech difficulties, and whether he has other reading difficulties to overcome. All of these factors are important in planning a program of developmental and corrective reading.

You may begin to check each individual's needs by first discovering how he reads orally. This may be quickly and easily accomplished by having the child read short paragraphs from several readers, one for the grade in which he has been placed, one above grade and two below his grade placement. He may begin with the easiest book. If he can read with ease and if he comprehends, a book on the next level is tried. The testing should be continued until he reaches a level in which he fails to recognize not more than one out of every twenty words read. This is his instructional level. As the child reads from the several books, check the particular difficulties he displays. Following is a suggested list of possible difficulties:

1. reads one word at a time,
2. mispronounces words,
3. substitutes words,
4. omits words,
5. repeats words,
6. adds words,
7. has poor phrasing,
8. cannot "figure out" new words,
9. ignores punctuation,
10. reads in sing-song tone,
11. reads in high-pitched voice,
12. shows nervousness,
13. appears timid and shy,
14. holds book at peculiar angle and evidences eye strain,
15. cannot hear well,
16. has speech defect,
17. dislikes reading.

There may be other evidences of reading difficulty—any and all of these you will check as he reads orally. This checking may be done on a note book or chart. The chart is an excellent device for

INVENTORY OF ORAL READING DIFFICULTIES

Name	Grade Level in Reading	Interest	Does Not Use Normal Voice	Evidences Eyestrain	Points to Words	Calls Words	Adds, Omits, Miscalls Words	Ask for Help With Words	Sounds, Spells, Guesses Words	Comprehension
John Reed	2	Indians, Cowboys	High Voice			x		x		Poor

INVENTORY OF SILENT READING DIFFICULTIES

	Moves Lips	Comprehension Rate	Type of Question Giving Trouble	Rate of Reading
John Reed		60	Inference	35

showing at a glance both individual and group needs. In looking over the chart, you will usually find your class can be divided into three groups for instructional purposes.

The oral check test just described does not reveal the child's ability to comprehend. A second test is needed to show how well he comprehends what he reads silently. The silent reading test may be given to all children at the same time—each child using a book on his instructional reading level. The children are told on which page to begin reading when the teacher gives the “go” signal and are to continue reading until the selection is finished. When the story is finished, the children answer ten questions the teacher has written on the board. If the child answers 6 of the ten questions, his comprehension score is 60%. If the child comprehends less than 80%, he needs specific help on improving comprehension.

You may desire to include some formal tests in your diagnosing. These tests may be intelligence tests, special reading tests and general tests. Standardized achievement tests give the approximate status of each pupil in terms of reading age or grade norms. This knowledge will assist you in adapting your methods of instruction to the needs of the individual pupil, and in guiding him in the selection and reading of books appropriate to his level of ability. The grade placement indicated by a standardized test is usually too high for

the child's instructional level. A standardized test given early in the school year and again at the close, provides an approximate measure of the growth in reading during that term. Different forms of the achievement test should be used at each time.

This testing program gives more accurate information than a single test can assure. If the score is very low the pupil should be given the Binet individual test to secure more accurate results. The purpose of testing is to provide accurate, objective and unbiased information concerning the pupil's native ability.

Whenever it is practical the informal teacher-made tests should be followed by some forms of a Standardized test. Only through such a combined program can we be sure of the reliability of the data obtained.

You will need to know even more about your children than the tests reveal if you are to help them improve their reading. Since each pupil differs from all others in personality and in environmental background these factors must be considered when planning a program. Physical factors too, will determine in some measure, the materials and the methods to be used in each case. Unless you recognize these factors and plan your program with them in mind, you cannot help the pupil to reach his full development in reading power.

1. Certain personality factors should be considered:

1. *Some children fail to learn to read because they are emotionally unstable; others become emotionally unstable because they fail to learn to read.* If a child comes from a home that is in a continuous tumult he is so emotionally upset that he is unable to get along with teachers or playmates. He fails in school because emotion blocks his learning process. He feels insecure and becomes sullen, gets into fights, is impudent and does not make the progress his intelligence indicates. Such a child must be made to feel secure at school and to enjoy some sense of achievement before he can be helped to overcome his reading difficulty. Too difficult material often blocks learning. By selecting material on the child's level and interest we may build up the child's confidence and by his experience of success (even though the material is easy) we may remove this emotional blocking. Much of this you can find out by watching the child doing different things. If you feel you need additional help you may use The California Test of Personality. It gives a profile of Personal and Social Adjustment. (California Test Bureau, 5916 Holly-

wood Boulevard, Los Angeles 28, California) California Personality Test Elem. Form A and B (Grades 4-9).

- b. *To be able to develop his abilities normally, the child should work and play with other children harmoniously.* In order to help each child to attain this goal the teacher must study his potential powers so as to help him utilize and develop them. The following questions will help the teacher in this study:

- (1) Is he a leader or follower?
- (2) Does he obey cheerfully?
- (3) Is he unselfish and considerate of others?
- (4) Is he honest and truthful?
- (5) Is he enthusiastic toward school activities?
- (6) Is he happy at his work?
- (7) Does he attain sufficient success in school activities to feel achievement?
- (8) Is he developing his powers of mind?

Conferences with the parent will be helpful in order to get a true picture of the child. The parent will often reveal, in casual remarks, bits of information concerning the child's interest, attitudes and reactions that will give the teacher valuable help in understanding and in helping the child. The teacher's attitude toward each parent and each child should be one of sympathetic understanding plus a definite desire to help.

2. Physical handicaps to be considered:

- a. *Defects of vision and hearing interfere with the learning process.* If a child's eyesight is poor, the child gets a blurred picture instead of a clear one and so will have reading difficulties. Suggestions for detecting defective vision:

- (1) loss of lashes,
- (2) reddening of the eyelids,
- (3) watering of the eyes,
- (4) forward thrusting of the head,
- (5) frowning,
- (6) blinking
- (7) rubbing the eyes.

- b. *Defective hearing retards reading in many cases.* Suggestions for detecting hearing difficulties:

- (1) unnatural pitch of voice,
- (2) faulty pronunciation,
- (3) turning the ear toward the speaker,
- (4) inattention,
- (5) frequent requests for teacher to repeat statements,
- (6) read tilt.

e. *Speech defects that need correction if reading is to be improved:*

- (1) slow speech,
- (2) poor pronunciation (holt for hold),
- (3) stuttering—stuttering may be helped by having the child write some of his experiences and read them aloud to the teacher alone.

Children with speech defects should rarely be asked to read orally in class. He may read orally to the teacher in private. (Ref.—See Bulletin—The Role of Speech in the Elementary School.)

Cumulative records of both the diagnostic and the corrective work will assure economy of time for teacher and pupil. Each new teacher taking up the work will know what has been accomplished and what is yet to be done in every case. Folders for each individual pupil containing these records form an easy and convenient manner of filing data. While most work deals with the development of skills, the teacher should supplement the data on this phase of the program by check lists and information that indicate the reading attitudes and the reading interests of the pupils under consideration. Attitudes should improve and reading interest widen in proportion to the increase in the development of reading skills.

In planning and carrying through the program of individualizing reading instruction much attention should be given to the average and superior readers. The increased development of reading skills assures for these pupils good study habits; pleasure in school work; achievement in proportion to ability; and an intellectual use of leisure time in many instances.

You can plan a reading program intelligently and effectively only when you know the reading needs of the children in your classroom.

Suggested Intelligence Tests:

1. Stanford Revision of the Binet-Simon test is an individual general intelligence test. This test should be given by a trained examiner or by a psychologist. (Houghton.)
2. Kuhlman-Anderson—A Group Test. A manual of instructions is included with the tests. (Educational Test Bureau—Nashville.)
3. Otis-Quick Scoring Mental Ability Test—A group intelligence test requiring reading ability (Grades 4 to 9) with a manual in instructions, Beta Forms A and B (World Book)
4. Henmon-Nelson Tests of Mental Ability—A group intelligence test requiring reading ability (Grades 3 to 8.) A manual of instructions is included.

5. California Test of Mental Maturity

Each pupil should be given a group mental test at the time he enters school and a similiar examination should be given each two years thereafter throughout the elementary school experience of the individual.

Suggested Reading Tests:

Oral Reading Tests

1. Gray Standardized Oral Reading Paragraphs. This test is usable in all grades after children have acquired a considerable vocabulary. (Public School Publishing Company.)
2. Gates Reading Diagnosis Tests. These provide separate measures for oral context, word pronunciation techniques, word recognition techniques. (Bureau of Publications)

Silent Reading Test

1. The new Standford Reading Tests. These tests provide measures of reading ability in grades 2 to 9. (World Book Company)
2. Iowa Silent-Reading Tests, Elementary Revised Forms Am and Bm—This is an analytical type of reading test designed for grades 4 to 9. (World Book Co.)
3. Sangren-Woody (Grades 4 to 8) Forms A and B—provide separate measures for word meaning, rate, fact material, total meaning, central thought, following directions and organization. (World Book Co.)
4. M. J. VanWagenen and A. Drorak Diagnostic Examination of Reading Abilities. (Educational Test Bureau, Nashville.)

DEVELOPING BASIC READING SKILLS IN COMPREHENSION

During the intermediate grades you will want to do everything possible to extend the comprehension abilities begun in the primary grades. The understanding of intermediate grade materials requires the development of more subtle reading skills than were needed for the comprehension of the relatively simple materials of the primary level. Training must be given in the habits essential for reading and studying the materials of the content subjects. Children must be trained to use easily and effectively the various reference materials to supplement the information found in their textbooks. They should be taught how to use not only basal readers but, also, newspapers published for school use, general reference books, and other reading aids. During the years in the intermediate grades the children should be provided with a great number of opportunities to read widely in various fields, to utilize reading extensively in connection with various types of school work and everyday experiences.

Comprehension represents the basic job in the teaching of reading and is fundamental to the development of all other abilities in reading. To improve comprehension you must see that children have an adequate background of experiences to develop a wide vocabulary and to enable them to get the meaning of what they read. You must help the children to develop skill in visualizing persons, places, and events described in their reading. You must provide training in grasping the main ideas, in noting essential details, and in recognizing relationships. You must provide opportunities for the children to improve their ability to locate information quickly and accurately to organize material read, and to remember what has been read.

I. Growth in Vocabulary

1. Developing meanings:

- a. Words should be chosen from first-hand experiences and from texts used by the children. The guidebooks for all modern series of readers give helpful suggestions. The companion or workbooks for most modern series also provide systematic practice in word study. Workbooks should be chosen on the basis of how much and what type of practice is needed.
- b. Meanings of the words met in each subject field should be taught.

For example:

in geography: Arctic, mountain, island, Columbia, tropical

in history: Colonization, treaty, exploration, compromise,
constitution

in science: climate, electricity, tornado, Saturn, seasonal

in language: adverb, salutation, outline, adjective, sentence

in arithmetic: net, gross, circumference, diameter, remainder

in music: notes, rest, opera, chorus, violin

in art: perspective, line, form, mural, frieze

in literature: Newbury Prize, choral reading, drama, stage,
plot

- c. Different meanings of the same word as used in different situations should be taught. (See under Recognizing Multiple Meanings in workbooks or companion books for readers.)

Example: bay—body of water
bay—color (bay horse)
bay—small evergreen tree
bay—long, deep bark of a dog
bay—type of window

Example: high—above ground
high—jump
high—high and dry (out of water)
high—high seas (the open ocean)
high—high spirits (cheerfulness)
high—high tide (the time when the ocean is
highest on the shore)
high—high words (angry words)

- d. Children should be helped to distinguish between shades of meaning and in selecting the synonym applicable to a given situation.

Example: Big: large, huge, massive, enormous, tremendous
Small: little, tiny, minute, wee, petite

- e. New words should be repeated as often as they will fit normally into varied classroom situations. Examples of how to provide for this type of repetition are given in the guide books for basal reading textbooks.

- f. Use of homonyms should be developed. They should be words the child has already met in reading or in spelling.

Example: hear, here
their, there
air, ere, heir
our, hour
scene, seen
cent, sent, scent
cite, sight, site
flour, flower

- g. Heteronyms, words where the pronunciation and meaning are determined by the context, should be understood. For example:

(a) **Read** the story to us.
I have not **read** the book.

(b) Will you **lead** the singing?
The toys are made of **lead**.

h. Common antonyms should be learned. **For example:**

first—last
yes—no
slow—fast
outside—inside
young—old
soft—hard
awake—asleep
shut—open

- i. Children should be lead to look for particular pleasing descriptive passages in their reading, and to list words or phrases that make them **see, hear or feel**.
- j. Stimulate children's curiosity about the new and interesting words they meet. Encourage children to use these words in their own oral and written expression.
- k. Help children to understand the function of figurative and idiomatic language, so that they will become more adept at inferring the intended meaning from the context. Such expressions as, "He promised to turn over a new leaf," "The settlers ran short of food," "He made a clean breast of it," often must be explained to children. Children should be trained to realize that words may not always mean exactly what they say.

2. Training in phonetics and structural analysis:

a. Develop further auditory discrimination by training in:

- (1) noting likenesses and differences in the initial sounds of words,
- (2) noting likenesses and differences in the final sound of words,
- (3) recognizing rhyming words.

b. Teach as much ability in phonetic analysis as is needed by the children. For suggestions as to phonetic instruction use the teachers guide that accompanies the text. For schools using state adopted books for basal school districts examples from the guide books are listed under abilities which follow:

- (1) The ability to recognize the sound and appearance of consonant elements, and to use this ability in attacking new words:

Times and Places, Grade 4 Guidebook, pages 49-50, 180
Think-and-Do Book, pages 2, 41, 83, 92.

Days and Deeds, Grade 5
Guidebook, pages 96-97, 132

Think-and-Do Book, page 3

People and Progress, Grade 6

- Guidebook, pages 108-109, 147-148, 152-153
Think-and-Do Book, pages 8, 29, 39
- (2) The ability to discriminate between the variant sounds of vowels:
- Times and Places, Grade 4**
Guidebook, pages 55-56
Think-and-Do Book, pages 43, 53, 64
- Days and Deeds, Grade 5**
Guidebook, page 101
Think-and-Do Book, pages 8, 11
- People and Progress, Grade 6**
Guidebook, pages 112-113, 189-190, 236-237
Think-and-Do Book, pages 20, 62
- (3) A knowledge of the general principles that may govern vowel sounds and application of these principles in attacking new words:
- Times and Places, Grade 4**
Guidebook, pages 91, 94, 112, 210
Think-and-Do Book, page 24
- Days and Deeds, Grade 5**
Guidebook, pages 97, 110
Think-and-Do Book, page
- People and Progress, Grade 6**
Guidebook, pages 123-124, 135-136, 197-198, 236-237
Think-and-Do Book, pages 20, 62
- (4) The ability to recognize that different letters and letter combinations may represent the same sound:
- Times and Places, Grade 4**
Guidebook, pages 91-94, 112, 210
Think-and-Do Book, page 24
- Days and Deeds, Grade 5**
Guidebook, pages 97, 110
Think-and-Do Book, page 3
- People and Progress, Grade 6**
Guidebook, pages 147-148
- (5) The ability to recognize the number of syllables in a word by identifying the number of vowel sounds in the words:
- Times and Places, Grade 4**
Guidebook, page 65
Think-and-Do Book, page 9
- (6) The ability to distinguish between accented and unaccented syllables, and to recognize the function of accent marks, and the effect of accent on pronunciation:
- Times and Places, Grade 4**
Guidebook, pages 76, 80, 108, 186, 187
Think-and-Do Book, page 34
- Days and Deeds, Grade 5**
Guidebook, pages 109, 157-158, 188

Think-and-Do Book, pages 11, 47, 70

People and Progress, Grade 6

Guidebook, pages 123-124, 132-133, 161, 197-198

- (7) The ability to use phonetic spellings and diacritical marks as aids in pronouncing words:

Times and Places, Grade 4

Guidebook, pages 131, 134, 136, 139, 145, 153, 155-56, 170, 171, 183-184, 205

Think-and-Do Book, pages 22, 47, 53, 64

Days and Deeds, Grade 5

Guidebook, pages 105-106, 110, 120-121, 148, 232

People and Progress, Grade 6

Guidebook, pages 108-109, 112-113, 132-133, 147-148, 189-190

Think-and-Do Book, pages 20, 29, 62

- c. Train children to identify the root words in derivatives and variant word forms. See:

Times and Places, Grade 4

Guidebook, page 105

Think-and-Do Book, page 37

Days and Deeds, Grade 5

Guidebook, pages 135, 145, 167-168

Think-and-Do Book, page 82

People and Progress, Grade 6

Guidebook, pages 145, 186, 206-207

Think-and-Do Book, pages 53, 74, 78

- d. Develop recognition of compound words. See:

Times and Places, Grade 4

Guidebook, pages 104, 145

Think-and-Do Book, page 32

- e. Teach such prefixes as: dis, un, re, mis, in, pre, post, sur, sub, trans, inter, bi, tri, semi, com, con, co, mal, circum. Teach suffixes: s, es, ed, ing, er, est, y, ly, en, ness, ment, less, ful, able, ty, tion, ation, ent, ence, fully, ward, ish, hood, fold, ible, some, al, age, ure, ize. For recognition of syllables that are commonly used as prefixes and suffixes, see:

Times and Places, Grade 4

Guidebook, pages 85, 127-128, 149, 218

Think-and-Do Book, pages 28, 37, 72, 81

Days and Deeds, Grade 5

Guidebook, pages 167-168, 211

Think-and-Do Book, pages 13, 24, 82

People and Progress, Grade 6

Guidebook, pages 156-157, 160, 206-207

Think-and-Do Book, pages 27, 32, 78

- f. Develop the ability to divide words into syllables.

- g. Give exercises to develop the ability to build words from roots, such as: part, auto, multi, loco, trans, hecto, para, pydro, graph, duct, meter, rota, tele.
 - h. Train children to become versatile in **combining** context clues, inspectional analysis, and phonetic knowledge in recognition of new or unfamiliar words.
3. Learning to use the dictionary:

Before presenting the dictionary to the children in the middle grades, you will need to know the skills that are involved in its use. To use the dictionary as an aid to word study, the child must know how to locate entries, and how to pronounce words and derive meanings. In order to develop the skills needed for effective and economical use of the dictionary, children should be trained:

- a. to recognize alphabetical sequence,
- b. to locate words in an alphabetical list,
- c. to use guide words,
- d. to comprehend definitions of meanings,
- e. to infer word meanings from illustrative sentences,
- f. to select from several meanings the one appropriate to the context,
- g. to use a pronunciation key to identify vowel and consonant sounds,
- h. to recognize the function of visual syllabic divisions,
- i. to recognize the function of accent marks,
- j. to blend syllables into word wholes.

Dictionaries widely used in the intermediate grades are:

Thorndike Century Junior Dictionary, Scott Foresman and Company; Webster's Elementary Dictionary, American Book Company; Winston Simplified Dictionary, John C. Winston Company; MacMillan Modern Dictionary, MacMillan Company.

II. Growth in Interpretation of Meaning

1. Training in sentence and paragraph interpretation:
- a. Have children read to find definite answers to specific questions.
 - b. Train children to find the central idea in a paragraph.
 - c. Train children to read to note details.
 - d. Train children to read, understand, and follow precise directions.
- Whenever any textbook (readers included) contains directions have children to read the directions silently. Do **not** read these directions to the class.

The following inexpensive booklets provide practice exercises in certain abilities basic to comprehension:

- a. McCall, William A. and Crabbs, Lelah Mae. **Standard Test Lessons in Reading**, Books I-VI. Bureau of Publications.

Teachers College, Columbia University, New York, New York. Good through Grade 8.

- b. Gates, Arthur I. and Peardon, Celeste Comegys. **Practice Exercises in Reading.** (Types A, B, C, and D. Books III, IV) **Type A:** Reading to appreciate the general significance of a selection. **Type B:** Reading to appreciate the general significance of a selection. **Type B:** Reading to predict outcome of given events. **Type C:** Reading to understand precise directions. **Type D:** Reading to note details.

Bureau of Publications, Teachers College, Columbia University, New York, New York.

- c. Stone, Clarence and Grove, Charles. **Practice Readers,** Books I, II, III, and IV. Webster Publishing Company, St. Louis, Missouri.

2. Training in reflective thinking and insight:

- a. Make all reading purposeful. Create the right attitude for reading a selection. Always let there be some problem to be solved—some information to be located through reading.
- b. Train children to carry the problem in mind while reading. Ask them to find the answer to a specific question. For example: "In the next paragraph find what kind of home Lem had."
- c. Train children to determine the difference between a statement of fact and a statement of opinion.
- d. Train children to arrange ideas in proper sequence.
- e. Help children to see the need for organizing material read and train them in the use of a good form of outlining.
- f. Give children training in reading to predict the outcome of given events.
- g. Train children in the abilities involved in remembering material read, such as:
- (1) Carrying the problem in mind while searching for an answer in various source materials. Example: "How did colonial homes in the South differ from those in New England?"
 - (2) Distinguishing between significant and trivial ideas in material read. For example: The child should be interested in the causes of the fight between John and Henry rather than that they had a fight.
 - (3) Forming judgments and drawing conclusions from the factual details given in the material. For example: "What better thing could Larry have done to make himself popular with the basketball team at Central School" is a more important idea than, "What new games did Larry learn at Central School?"

- (4) Taking notes, summarizing, outlining. These skills are especially needed in the social studies field where students make reports to the class on different topics.
 - (5) Deciding what to include in a review of materials read:
 1. What to include in a frieze.
 2. What reports and illustrations to put in a class booklet.
 3. What characters and incidents to include in a play to be dramatized.
 4. What points to include in an oral report.
 5. What to include in a script for a radio broadcast.
 - (6) Learning efficient ways of memorizing poetry. (See section on teaching literature.)
3. Training in use of pictorial aids and punctuation:
- a. You should lead the child to use pictorial aids given in the text to supplement his background of experience and to clarify his ideas. He should be trained to read the different types of maps, charts, graphs, and tables found in the various textbooks. You will need persistently to focus attention on these aids and develop specific techniques for using pictorial aids. For example, "when children are to encounter a map in their reading, you should explain the techniques of checking and supplementing the text matter with this map, and of combining both aids to get a fuller comprehension. You should also give instruction in reading and using the scale or key that accompanies the map." Guidebook for **People and Progress**, page 48.
 - b. Develop an understanding of the function of the most common punctuation marks: period, question mark, exclamation point, quotation marks, comma, semi-colon, colon, and dash. To comprehend meaning accurately, the child must be aware of punctuation marks and their effect on meaning. Train children to use punctuation marks as guides to meaning as well as to the author's mood, tone, or intention. Also train children to recognize the fact that the meaning of punctuation marks varies. Thus an exclamation point may indicate fright, surprise, or happiness.

III. Improvement in Rate of Silent Reading

Attention should be given the problem of increasing the speed with which the child comprehends what he reads. Growth in silent reading rate may be secured in two ways: (1) through specific drill exercises and (2) through much reading of a wide variety of simple interesting materials.

During the intermediate grades ample opportunity should be provided for the pupils to read a great deal silently. There should be a free reading period daily. Many different books, varying widely in difficulty, should be available. It is most

important for the child to read much simple interesting material as a means of developing greater speed of comprehension.

1. There are various types of exercises suitable for use in increasing rate of silent reading. Here are a few suggestive exercises:
 - a. Pupils read rapidly until a given fact is found.
 - b. Pupils read rapidly to find a general statement made by the teacher.
 - c. Pupils read rapidly to find answers to specific questions.
 - d. Pupils read to find certain words or phrases.
2. There are certain principles to be kept in mind relative to the use of speed drill exercises:
 - a. Train children to use different rates of reading according to the difficulty of the material and the purpose for which the reading is done.
 - b. Whenever a speed drill in reading is administered, always check the comprehension adequately. Nothing should be done which emphasizes speed as an isolated factor. **Speed of comprehension** should be kept in mind by both teacher and children.

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ORAL READING FOR SPEECH IMPROVEMENT AND COMMUNICATION

Oral reading is needed although silent reading has a dominant place in the reading program. Oral reading has distinct values and uses in every day life. Most of these are social, that is, they involve the sharing of ideas or experiences. Occasions for oral reading include: reading to a young child, reading to a friend who is ill, reading to one engaged in some form of handicraft, reading to an informal or an organized group, reading radio scripts. Purposes for the reading may be: sharing of news, sharing of any informational, interesting, or amusing idea; reporting minutes of a meeting or any record of facts or events; reading to verify a statement or to prove a point in an argument; sharing the beauty of literary expression, particularly of poetry.

Though most oral reading is for social purposes, there are times when full individual appreciation comes only through oral interpretation. While meanings may be interpreted through the eye, appreciation for the beauty of language and of literary style must come through the ear.

In any case, the special values of oral reading are achieved only through a high quality of performance, which includes a pleasing use of voice and diction in the accurate and effective expression of the author's idea, mood, and feeling.

Achievement in the art of oral reading today is generally inadequate. The average person avoids reading aloud in many situations where it would be desirable because he realizes his deficiency, or he reads and does it poorly because of lack of skill. The latter point is evidenced by the poor quality of reading often heard on various phases of radio programs, church, or club programs.

Oral reading has a place in the school program. First, you should recognize that silent reading and oral reading serve different purposes. True silent reading means a rapid comprehension of ideas through recognition of visual symbols (printed words) without inner articulation or mental pronunciation of words. The more one resorts to mental pronouncing as the means of getting thought through reading, the slower is his rate of silent reading. Then, the aim in silent reading instruction is to develop a far more rapid rate of comprehension than oral rendition permits. The development of this silent reading ability should have the dominant place in the teaching program.

Oral reading is first a process of thought getting, but its particular difficulty lies in giving this thought to the listening audience. Training in oral reading then is primarily training in good speaking of ideas gained through silent reading.

The purposes of the intermediate grade program in oral reading are: (1) the improvement of the oral reading skills, and (2) the use of oral reading for the enrichment of the school program.

There are many means of improving oral reading skills. Several basic principles should be observed in all work for improving oral reading: (1) The material for oral reading must be relatively easy for the individual to read—it should contain very few words which the reader does not instantly recognize in print, (more than one unknown word in twenty is too difficult); the ideas should be those that the reader can comprehend in silent reading. (2) Special periods must be provided for giving training in the oral reading skills. Oral reading requires skills that are additional to those needed in silent reading. That is, the oral reader needs training in saying to the listener the ideas he has gained through silent reading so that the listener may get the author's ideas and feelings. These special training periods must be provided because attention in the audience reading situation must be on understanding and appreciating what is read and not on correcting the reader. The training periods may be devoted to various types of activities.

You should guide the children in developing standards for their oral reading. These should be standards which they can attempt to achieve in reading to an audience. Developing these standards should make them aware of the characteristics of good oral reading; it should help them appreciate good reading, and should help them create a desire to read well. The children should share in the development of these standards by suggesting things that are done by the readers they like most to hear. The standards which the teacher lists at their suggestions should be those that they can understand and which they can attain in the audience situation with suitable material and sufficient practice. These standards might be:

1. Read loudly enough to be heard.
2. Read distinctly enough to be understood.
3. Pronounce words correctly.
4. Read as if you were talking.
5. Read to express the author's feeling.
6. Speak in a pleasing voice.
7. Have a good posture.
8. Look at your audience.

You should study each child's oral reading and list the faults he needs to correct or the skills on which he needs to improve. Important skills to be developed with suggestions for improvement follow :

1. Speak with suitable volume, not too softly or too loudly. Train the reader to hold the head to speak toward the people in the back of the group and try to make them hear.
2. Pronounce all words correctly:
 - a. Teach correct pronunciation of all new words met in reading.
 - b. Correct pronunciations which are the child's habit in speaking due to an uncultured home background.
 - (1) Make the child word conscious. Call particular attention to the pronunciation of words. Make the child hear the difference between the correct and the incorrect pronunciation. It may be a matter of mispronouncing syllables, of omitting or inserting syllables, or putting the accent on the wrong syllable.
 - (2) Encourage him to practice pronouncing the word, especially in speaking sentences.
 - (3) Emphasize correct pronunciation in all speaking as well as correct pronunciation of the words met in the oral reading.
3. Enunciate clearly:
 - a. Make the child realize the need to enunciate distinctly. Demonstrate the difference between clear enunciation and indistinct enunciation.
 - b. Demonstrate the need to actively use the tongue and lips in clear speaking.
 - c. Give practice on tongue-twisters. For example:
 - (1) She sells sea shells; can you sell sea shells?
 - (2) Peter Piper picked a peck of pickled peppers.
 - d. Give practice in whispering so as to be heard at a distance of several feet. This requires vigorous use of the tongue and lips.
 - e. If a child has difficulty in producing certain sounds, make him hear them distinctly, and show him the proper position of the lips and tongue in producing the sound.
 - f. Encourage practice. Emphasize clear enunciation in all speaking. Compliment improvement.
 - g. Helpful books for speech improvement are:
Louise Abney and Dorothy Mimace, **This Way to Better Speech**, World Book Company
Alice L. Wood, **The Jingle Book for Speech Improvement and Correction**, E. P. Dutton and Company, Inc.
Donald Durrell and Helen Blaid Sullivan, **Building Word Power**, World Book Company

4. Express with the voice the meaning indicated by punctuation marks:
- Children must be taught the effect of punctuation marks on meaning.
 - The meanings indicated by punctuation marks are guides to the inflections of the voice in oral reading.
 - Punctuation marks indicate the stops and pauses in oral reading. Periods, colons, semicolons and question marks indicate stops; commas indicate pauses.

5. Phrase words in thought units:

Words need to be read in thought units with pauses between thoughts. This helps the listener to get the thought and gives rhythm to the reading. Pauses before the thought is complete interfere with thought getting and produce jerky, non-rhythmic reading.

- A child who reads word by word needs training in recognition of phrase units.
- Children who group words, but break the thought with pauses, or who run together several thoughts without pauses will be helped by exercises which require them to give attention to expression of thought. By questioning, have the child discover the separate thought units in sentences. For example:

Mary and Johnny are playing ball in Mary's back yard.

Who are the people? (Mary and Johnny). What are they doing? (They are playing ball.) Where are they playing? (In Mary's back yard.) Show how you speak the sentence giving the three thoughts with little pauses between. Mary and Johnny—were playing ball—in Mary's back yard. Have the child repeat with the pauses between thoughts. Practice with other sentences.

6. Use pleasing voice pitch:

- If voices are high-pitched and strained because of nervousness or embarrassment the difficulty should be removed by (1) providing material that is interesting and easy to read and (2) having a small group of friendly, interested listeners.
- If the voice is habitually high pitched
 - Match the pupil's tone with a note on the piano. Strike a lower note and have the pupil try to match it.
 - Have the pupil repeat a sentence; repeat it in his high voice. Then repeat it in a lower tone and have him try to match it.
 - They will enjoy and profit from repeating sentences, or rhymes that naturally call for low voices. For example:

Boom! Boom! boomed the bombs.

7. Emphasize the important words or phrases:

Giving emphasis requires variations in voice, force, and rate. The reader must grasp the relative importance of thoughts and express this to the listener by change in emphasis. Emphasis in a particular sentence depends on the ideas preceding and the new thought to be added.

- a. Give practice in deciding where to place the emphasis in simple sentences such as:

Mary walked to the piano.

The words to be emphasized often depend on the preceding context. If several girls are being asked to play, the emphasis would be: **Mary** walked to the piano. If Mary could play either the piano or the violin, then it would be:

Mary walked to the **piano**. If we have been told that Sue ran to the piano, then it would be:

Mary walked to the piano.

- b. The effect of placing emphasis on different words can be shown by having children repeat the same sentence to answer different questions. Who walked to the piano? (**Mary** walked to the piano.)

Where did Mary walk? (Mary walked to the **piano**.) How did Mary go to the piano? (Mary **walked** to the piano.)

- c. Give attention to correct emphasis in reading paragraphs of connecting material.

8. Express feeling:

The listeners are given the proper feeling by change in voice quality, change of pitch or inflection, change in force or volume, and change in rate. Ability to convey feeling is first a matter of understanding the author's intent and then a matter of proper use of the voice.

- a. Children will enjoy and profit from exercises in which they repeat a certain sentence to express different feelings. For example, use the sentence: **The book is on the table.**

- (1) Have this sentence spoken to give information in a courteous manner
- (2) Have it spoken to give information in an impatient manner.
- (3) Have it spoken to show anger.
- (4) Have it spoken to show surprise.
- (5) Have it spoken to ask a question.
- (6) Have it spoken to show sadness or disappointment.

- b. Give attention to correct interpretation and expression of feeling in reading literary materials.

- c. Give help in expression of feeling in dramatizations.

9. Express the mood:

Listeners are given the mood by changes in voice quality, in pitch, in force, and in rate. The following sentence would

naturally call for a low pitch and a slow rate. **Outside, the rumbling growl of a dog disturbed the black night.** The next one would call for a much lighter tone and faster rate: **Inside, the firelight danced merrily upon the hearth.**

- a. Give practice in reading sentences expressing contrasting moods.
- b. Give help in interpreting and expressing mood in reading literary materials.

Groups of children having like needs should have definite periods for instruction and practice on their particular difficulties:

1. Work during one period should be directed toward improvement in one particular skill and should be continued during the following periods until progress is established.
2. The most serious faults should be corrected before more advanced skills are stressed.
3. Children should aid each other by friendly suggestions for improvement.
4. The particular skill to be practiced might be any of those listed above, and group exercises of the types listed may be used.
5. The groups should be small so that each child has a maximum opportunity to practice.

Individuals should be helped to prepare for reading before an audience:

1. They should be helped to select material which they can read well and which will interest the group.
2. In preparing for reading they should be helped to overcome their particular difficulties. A good reader could be the listener to help with kindly suggestions and to demonstrate good technique for the child to imitate.

Many methods of enriching the school program through oral reading should be used. Oral reading as a means of increasing effective use of language. It has been demonstrated that growth of vocabulary through reading comes only as particular attention is given to the pronunciation, meaning and use of new words as they are met. It is through hearing and speaking new words that they become a natural part of one's own speech. Hearing and speaking new words in the oral reading of literary and informational materials, together with other direct methods of word study, may add appreciably to the child's mastery of vocabulary.

Since language is learned through imitation, children should be given good models to imitate. Through oral reading of choice literary materials children may become familiar with the best of language by hearing it and speaking it. Hearing the language of

literature beautifully interpreted orally adds to appreciation for fine language. Added appreciation for fine language, plus added familiarity with it through oral reading should help to improve the quality of language used by the children.

Oral reading should be used for increasing comprehension. Oral reading may be used to promote exact interpretation of meanings in the content fields and in literature.

1. Group understanding may be increased, and individual ability to read critically may be improved by oral analysis of sentences. This analysis might involve:
 - a. Deciding which are the dominant and the subordinate ideas in the sentence. This often depends on the preceding context.
 - b. Deciding which words in the sentence should be emphasized. This often depends on the preceding context.
 - c. Recognizing the effect of modifiers of words and phrases on meaning.
 - d. Interpreting the effect of punctuation on meaning.
 - e. Deciding the exact meaning of a word in the particular context.
2. Situations for the use of such oral analysis of sentences may arise naturally during discussions of problems following silent reading of a certain selection by all members of a group. Examples of such situations are:
 - a. There is argument concerning a point; the answer depends upon the exact interpretation of the meaning of a sentence or a group of sentences.
 - b. The answer to a question is contained in the material but it was not discovered in the silent reading. Someone who discovers it may read aloud the sentence which contains the answer.
 - c. There is general misunderstanding of the meaning; the sentence is analyzed orally to bring out the true meaning.

Most oral reading at the intermediate level should be of the audience type; a real social situation involving a sharing of ideas; a reader with an interested listening audience. Usually, therefore, the reader would give the listeners something that is new to them. However, the reading may be the occasion for a resharing and reappreciation of familiar literary selections that are much loved. Indeed, there can be little real knowledge or love of literature except through familiarity gained through repeated enjoyment.

The audience reading situation is the occasion for experiencing good reading and good listening. There should develop a sense of social responsibility on the part of the reader to give the audience something worth listening to, from which it can profit; and on the

part of the audience, to show courtesy to the speaker and other listeners, and to listen with thoughtful attention. The ideas to be shared may be informational or literary.

1. Insuring good audience reading:

- a. The reader must read well whatever he reads.
 - (1) This involves the choice of relatively easy material.
 - (2) It involves careful preparation of the material by practice in reading it silently and orally.
- b. The material must be of concern to the audience.
 - (1) It may be new material giving new ideas either informational or literary.
 - (2) It may be familiar literary material, re-read for new enjoyment and appreciation.
- c. There must be a variety of materials suited to the abilities and interests of different readers.
 - (1) In connection with units of work in the content fields, each child should be able to read material of his own proper reading level which contributes to an understanding of the subject and which he can share with the group.
 - (2) Each child should find literary materials which he can read easily and which appeal to his interests.
- d. The periods for sharing may be scheduled and planned or they may be purely informal and incidental.
 - (1) Planned oral reading periods:
 - (a) Different pupils read reports on preassigned topics, each of which makes a different contribution to the subject under discussion in a subject matter unit.
 - (b) Pupils may read unrelated informational materials of their own choosing.
 - (c) A favorite book may be read during scheduled periods recurring over a period of time. The reader may be the teacher, a pupil who reads well, or several pupils who take turns at the reading.
 - (d) A short story may be read, different pupils taking turns in reading specific portions of it which they have prepared in advance.
 - (e) Each pupil may read a short selection from a book, story, or article of his own choosing, the main objective being to stimulate others to read the material for themselves.
 - (f) Children read the parts in plays—plays written for children, or plays which they themselves have written.
 - (g) Daily reading from the Bible.

(2) Informal and incidental oral reading:

- (a) During discussions related to subject matter units any pupil (or the teacher) may read to prove a point in the discussion or to contribute new information. This would imply that the material is on the individual's level and has been read silently.
 - (b) During discussions of literature, individuals may read passages which show character, or motive, or feeling; passages that vividly describe; or passages from other selections which express a similar or opposite idea or feeling.
 - (c) Announcements may be read.
 - (d) Directions for playing games, doing things, or making things may be read.
- e. In order to give all children needed experience in reading to an audience, much of it should be done in smaller groups chosen for similarity of ability and experience.
- (1) No child should be required to read to a group before which he would be embarrassed.
 - (2) No group should be required to listen to a reader who has nothing to contribute to the group.

2. Promoting good listening:

The condition for good listening has been arranged when the audience is given something which it can understand and be interested in, that is, the reader pleasingly and effectively presents stimulating ideas. In addition good listening can be improved by:

- a. Training in good manners: sitting quietly, refraining from doing anything to attract attention, looking interested.
- b. Training in concentration of attention.
The audience should be made to feel responsible for understanding and reacting to what is given. This feeling of responsibility can be created by giving questions and problems based on the content of the material read either before or after the reading, and giving opportunity for informal discussion of and reaction to the content of the material after the reading. Some specific activities might be:
 - (1) The children suggest a title for the story, poem, or other selection that has been read to them.
 - (2) From a list of headings in mixed order on the board, children choose the one to match each selection of the material as it is read.
 - (3) The children are given opportunity to recall and discuss related experiences of their own.
 - (4) Children form judgments concerning character or motive and cite reasons for their judgment.

- (5) Children may draw a series of illustrations for the story they have heard.
- (6) Someone may read to a point of interest in a story and let listeners suggest an ending, then check with the author's ending by oral reading or individual silent reading.
- (7) Children may suggest characters and incidents for dramatization of a story they have heard.
- (8) Children may suggest pantomime suited to illustrate a poem heard.
- (9) Children may try to repeat certain vivid or colorful phrases or expressions they heard.

Choral reading should be employed in the oral reading program.

Choral reading, or group reading, is usually applied to the reading of poetry, but is also applied to other materials, notably the pledge of allegiance to the flag, and to Biblical selections, especially the *Psalms*. Group reading has several advantages: (1) Each child has infinitely more opportunity for practice in use of his voice in oral interpretation; (2) being one in a group, the timid child has the courage to exercise his voice in a way that he would not in a solo performance; (3) the group experiences a feeling of satisfaction in group endeavor and group achievement; (4) if used properly to bring out meaning, mood, and feeling, it can add greatly to appreciation, to improve diction, and voice control.

Beginnings should always be simple and natural, and confined to materials that are easily within the children's understanding and appreciation. Parts of the reading may be done by the whole group, parts by sub-groups, and parts by individuals. It is best for the group to work out the arrangements in the way that they think will best express the meaning and the feeling.

The technique is especially adapted to (1) poems having questions and answers, the questions being asked by individuals and answered by groups, or the reverse; (2) poems having conversations by different characters, the parts of the different characters being read by different individuals; (3) poems with verses followed by a refrain, the verses spoken by individuals or small groups, and the refrain by the whole group; and (4) poems having decided contrasts in mood and feeling, the contrasts in mood and feeling naturally calling for voices of different tonal qualities.

Two examples of simple beginnings follow:

Example number one:

The pledge of allegiance to the flag is so often given in a mumbled, perfunctory manner that it deserves attention. A little

time given to developing meanings and trying to make it sound as though we mean it, will help. For example what does *pledge* mean? What do we pledge or promise? (Allegiance.) Then we will have to emphasize the word, *allegiance*, won't we? What does *allegiance* mean? When you pledge allegiance to your country, what are some of the things that you would be expected to do? (Give time for discussion) what it means in time of war; what it means in time of peace. Call attention to the last phrase in the pledge, "with liberty and justice for all." Wouldn't it mean that we would have to work for liberty and justice for everyone in our country? What do you think of when you say, "The United States of America?" (Give time for discussion.) Should we mumble it, or should we speak it out with pride? Let's say it that far, and say it as though we mean it. To what else do we pledge allegiance besides the flag? Continue in like manner until all of it is said with proper phrasing, emphasis and feeling.

Example number two:

A procedure that was followed with a group which had not had previous experience with choric reading is given here for a little poem, which has considerable variation in mood and feeling.

The North Wind

Whoo-oo-oo-oo-
The North Wind blew.
It rattled the windows,
It swept down the flue.
It shrieked in the treetops,
It grumbled at you.
It set people asking
"What will it do?"
The great trees groaned
As the North Wind moaned—
Whoo-oo-oo-oo-
Whoo-oo-oo-oo-
Whoo-oo-oo-oo!

—Author Unknown

1. The poem is written on the blackboard and read aloud by the teacher.
2. She asks, "How do you feel when you listen to the wind blow?" Various answers—frightened, nervous, lonesome, jittery. "I wonder if we can read this to make it sound the way the wind sounds, and the way it makes us feel. Who will try saying the 'Whoo-oo-oo-oo-' so that it sounds like wind? Should it be in a high voice or a low voice? Different individuals try. They say the wind sometimes sound high and shrill and sometimes quite

low; they decide they should all say it together using all shades of tones. They decide we should swell the volume on the oo's and stretch them out, then subside between like the wind swelling and dying away. After several trials the whole group produced a very realistic effect.

3. "How should we say, 'the North Wind blew,' to make it distinct and give the effect of a strong cold wind?" They decide that the words **North**, and **Wind** should be said very distinctly, and the word blew stretched out with a rising inflection. They want the entire group to say it. They try this line alone and then the first two together, and by this time they are thoroughly in the mood of it and enthusiastic to continue.
4. "What sort of a sound is a rattling sound? You've heard things rattling when the wind blows, and you've heard a rattle in the car. Is it high and sharp or low and soft? How does something rattling make you feel?" They decide it should be said sort of quick, high, and jerky; and that the girls should say it. The teacher reminds them to emphasize the **t** in rattle so that it sounds like a rattle. They try it and like the effect.
5. "How should, 'It swept down the flue,' be said? How do things go when go **sweeping** down?" They decide the word swept should be said with sharp emphasis followed by a full stop, and 'down the flue' said very quickly but distinctly. They want the boys to do it.
6. "What sort of a word is shrieked? Should it be high or low? Should it be short and quick or stretched out?" They decide it should be high and the girls should do it, the word **shrieked** should be strongly emphasized with a great swell on the **iek**, then a stop; "in the treetops" said quickly, but **treetops** pronounced very distinctly.
7. "How do you grumble? Is it high or low? Fast or slow?" They decide the boys should say, "It grumbled at you," with emphasis on **grumbled**. The teacher reminded them to say, "at you," distinctly.
8. They go through the whole of it as they have worked it out down to this point, and are greatly pleased with the effect.
9. There is much discussion as to where the emphasis should be in "What will it do?" They decide it could be "What will it do?", or "What will it do?" Since we have told some things it has done, and the people are wondering what will come next, it should be, "What will it do?" said in a highly distracted manner, the word **do** extended in a rising inflection, and that the girls should say it.
10. "What sort of words are **groaned** and **moaned**? Are they high or low? Quick or slow?" They decide the boys should say the lines, "The great trees groaned as the North Wind

moaned;" the words **great, trees, North Wind**, should be pronounced very distinctly and the words **groaned** and **moaned** should be stretched out to sound like a groan. The teacher writes the two lines together as above in prose form to help in proper phrasing. The boys say these two lines to their satisfaction.

11. They decide that the first of three "Whoo-oo-oo-oo-'s" should be said low, the second higher, and the third still higher, rising and swelling on each of the oo's and fading in between. They try it with a very realistic effect.
12. They say the whole poem, doing each of the lines as previously decided, and feel quite thrilled with their accomplishment. They want to work on it at another period.
13. The next day, the teacher asks if we have a group of all low voices and a group of all high voices by having all the boys in one group and all the girls in the other. She says too, that often groups are separated into three types of voices: low, medium, and high. She suggests that we might listen to each other and see if we can divide ourselves into three groups. She writes **Low, Medium, and High** on the board as column headings. As each person says the line, "The North Wind blew," the others listen and decide whether that person should be in the low, medium, or high group, and the teacher lists his name in the group decided on. Then they quickly reseal themselves, the low voices on the left, the mediums in the center, and the highs on the right.
14. Quickly they decide which group should read each of the lines as follows:

All voices:	Whoo-oo-oo-oo- The North Wind blew.
High voices:	It rattled the windows,
Medium voices:	It swept down the flue.
High voices:	It shrieked in the treetops,
Low voices:	It grumbled at you.
Medium voices:	It set people asking
High voices:	"What will it do?"
Low voices:	The great trees groaned As the North Wind moaned-
High voices:	Whoo-oo-oo-oo-
High and Medium:	Whoo-oo-oo-oo-
All voices:	Whoo-oo-oo-oo-

15. They read it following the above plan, and are greatly pleased with the result. They want to work on it again at another time.

READING IN THE CONTENT FIELD

You are aware that many of your children have difficulty in reading history, geography, health and other textbooks furnished for the grade in which they are placed. Easy materials on the same topics covered in the textbooks should be available for the use of the slow readers. They can make worth while contributions to the class discussion and learn much about geography or history by listening. Audio-visual aids are also helpful. Do not feel that a child cannot learn if he is unable to read well the adopted book furnished that grade. Library books, supplementary readers, newspaper articles, children's magazines may all be used to an advantage in helping children to learn. Never ask children to read material which is too difficult.

Children will need to develop many reading skills if they are to profit from the material read. These skills can best be learned through reading on their own level, disregarding grade placement.

Study in the content fields in the intermediate grades constitutes a large part of the program for the teaching of reading in two ways: (1) Problems of interest in these fields should stimulate wide reading for information and for the sharing of information, and (2) mastery of these subjects calls for the development of special abilities and skills called the study skills. The foundations in these skills should be developed in the intermediate grades. These abilities and skills are grouped as: (1) those involved in locating information on a problem independently, (2) those needed in selecting and evaluating material relating to a problem, (3) those needed for organizing materials relating to a problem, and (4) those needed for remembering effectively.

Abilities and skills needed for study should be developed. Pupils should develop the ability to locate information independently. In order to develop the ability to find information in a topic independently, training must be given in a number of techniques for using a variety of reference materials. Some of these techniques are:

1. Use of the table of contents:

Training in use of the table of contents is usually started in the lower grades, but it should be continued and occasionally checked in the middle grades.

2. Use of index:

- a. Teach alphabetizing. This involves learning:

- (1) The names of the letters of the alphabet in order.

- (2) The relative position of each letter in the alphabet. For example, which comes first, p or s?; in what portion of the alphabet does the letter **q** occur, in the first quarter, second quarter, third quarter or fourth quarter?
- (3) How to arrange words in alphabetical order.
- b. Provide children with a book that has a good index. Guide them in finding a given topic which you know is in the book.
 - c. Give children some books in which the indexes are found in different places to teach them that the index is not always in the back of the book.
 - d. Develop the ability to recognize the heading under which given material may be found, for example, material may be found on Edison under the topic of electricity.
 - e. Develop skill in choosing key words for locating material. This may be done by giving the pupils sentences and problems in which they select the word that is the most important one.
3. Use of encyclopedias:
- a. Show that the material is arranged in alphabetical order.
 - b. Teach the location of the index.
 - c. Teach the meaning of the guide letters on the cover.
 - d. Teach the meaning of such signs and marks as abbreviations, italics, bold face type, and parentheses.
 - e. Teach the use of cross references, by having pupils search through various indexes for "see also." printed in italics.
4. Use of the dictionary:
- a. Teach alphabetical arrangement of words.
 - b. Train children to make a habit of looking up the pronunciation and meaning of unknown words.
 - c. Give exercises in quickly locating the page on which a word is found by use of the guide words.
 - d. Give training in the pronunciation of words by interpretation of phonetic spellings and diacritical markings.
 - e. Guide children in choosing, from several meanings listed in the dictionary, the one which is the correct meaning of the word as used in the particular context.
5. Use of maps, graphs, and tables:
- a. Children must be given experience in reading many types of maps.
 - b. They should be taught to use key letters and numbers in locating date on a map.
 - c. They should be given experience in interpreting the scale and explanatory key accompanying the map.

- d. They should learn to interpret graphs, diagrams, and tables found in texts, and should have practice in making diagrams, and tables of their own experiences.
6. Use of skimming:
- a. Skimming is a method of scanning material for key words as a means of quickly locating specific material on a page.
 - b. Skimming is useful in the content fields when
 - (1) hunting the answer to a question,
 - (2) searching for evidence to prove a point,
 - (3) finding a part to give thorough study.

Develop the ability to evaluate material read. A child must have a problem in mind before he has need to select and evaluate material. He must see the relative importance of ideas, and must dwell upon the important ones. Listed below are habits and abilities needed in selecting and evaluating material for the solution of problems:

1. Carry the problem in mind while reading.
2. Discover the likeness or difference between the material read and the problem in mind, and discard irrelevant material.
3. Notice the date when the material was printed—whether or not it is up to date.
4. Recognize the difference between a statement of fact and a statement of opinion.

Developing the ability to organize material read:

1. Learning to follow the author:
 - a. Use the author's own indications:
 - (1) direct statements or summaries,
 - (2) special types such as bold face, italics, center heads, paragraph heads,
 - (3) guide words such as "first," "second," "on the other hand," "furthermore," "finally" and similar words.
 - b. Follow the author's thought sequence.
 - c. Outline the author's thought sequence.
2. Outline material from several sources for a report.

Improve remembrance of material read. The ability to recall material read is one of the most important phases of reading in the content fields. Some ways of helping to develop the habit of remembering are:

1. Have the children read selection silently. Ask them to tell all they remember about it. Check each item recalled on a list of events that you have already prepared. Note the completeness with which they recall material read.

2. Have children read a selection silently and write what they recall or answers to questions. Note whether writing or spelling difficulties seem to hinder ability to recall.
3. Help children select and remember the main ideas in correct sequence.
4. Help children see how the facts in the book are related and how given causes lead to certain effects.
5. Help children to recall experiences of their own similar to those of which they are reading.

Wide reading for information in relation to areas of special interest should be developed. A knowledge of the reading interests and abilities of children is essential in order to provide appropriate materials for use in establishing permanent correct habits of independent reading. Specialists in the field of reading have found that children read widely when stimulating opportunities are provided; that interests of pupils at the grade or mental level differ; that reading abilities in an intermediate grade may vary from second grade level to ninth grade level; and that reading interest may be cultivated or redirected through proper guidance.

A balanced reading program will provide a wide reading experience from a variety of carefully chosen materials. A library in every classroom is a must.

1. Here should be found myths, fairy tales, biographies, true adventure stories, accounts of modern inventions—history, science, poetry, literature, both modern and classical, pamphlets, newspapers, and magazines.
2. In the various fields of interest the materials should be on different levels of difficulty to match the ability levels of the different children; that is, some easy enough for the poorest readers, and some difficult enough to challenge the best readers.
3. Children should be encouraged to read for their own enjoyment and to find answers to their own questions.

Definite techniques for developing reading interests and tastes should be used:

1. Use activities which stimulate and guide wide reading:
 - a. Encourage extensive reading from materials other than the basal textbook.
 - b. Read part of a story to an interesting point then stop, letting pupils, or pupil, finish the story
 - c. Let pupils search for stories that lend themselves to dramatization.
 - d. Have panel discussions for which each child reads and prepares.
 - e. Have classroom debates on topics of interest.

2. Recognize that reading interest is not achieved overnight but must be developed gradually, and that interests must grow out of previous interest:
 - a. The child should be led by gradual steps to the selection of better reading materials.
 - b. The teacher should lead the child who has a narrow range of interests to larger fields of interest by selection of materials in closely related fields. For instance, a child interested in animal stories might be led to read Kipling's **The Jungle Book**—later, tales of travel, also such books as those of Beebee, Johnson, DeKruif.
3. Choose materials appropriate to the child's reading level:
 - a. Encouraging a child to read materials that are too difficult for him to understand is a sure way to kill his interest in reading.
 - b. Good books that can be read easily should be available to the poor readers.
 - c. The teacher should keep in mind that the child's reading level is not static, but is improving as he reads widely.
4. Choose materials from all the subject-matter areas of the elementary grades to develop well-rounded reading interests for factual as well as fictional materials:
 - a. Use basal reader and other basal textbooks and many related books and materials. The basal texts are the framework or skeleton upon which to build.
 - b. The teacher must recognize there is no such thing as material that is just suited to a fifth grade class, for in reality there is no such thing as a class of fifth grade readers. There may be fifth grade readers in every class from the third grade through high school. Rather than using nothing but fifth grade books for a fifth grade class, books of third through the eighth or even the ninth grades should be included.
 - c. Within the topics of all the content fields reading should be extensive and well organized. Books and other reading materials should be prominently displayed.
 - d. From time to time materials pertinent to topics of major interest should be placed on the bulletin board.
 - e. The teacher should encourage the pupils to contribute interesting books, magazines, clippings, and pictures that pertain to a specific topic or center of interest.
 - f. The teacher should keep in mind the five major reading goals:
 - (1) Guide pupils to know **when** it is satisfying and to their advantage to read both in and out of school.
 - (2) Guide pupils to know **how** to select what to read.
 - (3) Guide pupils to **read** skillfully what is selected.

- (4) Guide pupils to **appraise critically** the contents in terms of its intended use.
- (5) Guide pupils to know how to **use** ideas gained from reading. How to develop and apply the skills in the content subjects.

Units in social studies and science call for wide reading for information and enjoyment. If we follow the development of a typical unit it might be somewhat as follows:

1. Approach: Arouse interest by developing some background. The slow piling up of facts and the growth of interest should be unhurried.
2. Planning—teacher-pupil:
 - a. The pupils should have a large part in planning the unit:
 - (1) They should contribute most of the questions and problems.
 - (2) They should suggest or plan the details of the trips, projects and other activities.
 - (3) They should list sources for finding the necessary data.
 - b. The teacher uses the blackboard and serves as secretary:
 - (1) Not every suggestion is worthy of adoption, therefore the teacher must be critical as well as helpful in making plans.
 - (2) The planning period requires time, patience and thoughtful guidance.
3. Assimilation:
 - a. This phase consists of study and action.
 - b. The committees work on assigned tasks, trips are made, sources are read, one or many activities may be in progress.
 - c. The teacher sees that each committee understands its work or part in the unit and that it is making progress.
 - d. She helps locate books and materials and keeps a general oversight of the whole undertaking.
 - e. Pupils seek information from the following sources:

(1) Books	(8) Cartoons
(2) Magazines	(9) Encyclopedias
(3) Pictures	(10) Bulletins
(4) Trips	(11) Newspapers
(5) Interviews	(12) Radios
(6) Maps	(13) Slides
(7) Movies	(14) Sterescope views, etc.
4. Presentation:
 - a. Committees and individuals make their reports to the whole class and display their products, such as murals, scrapbooks, drawings, pictures, charts, and objects of construction.

- b. Some committees may read reports, present plays and read poems.
5. Culmination:
 - a. Usually consists of a play, a game, involving drill or review, an assembly program, a mural, a song or some product or activity to which the whole class contributes.
 - b. It is nice to have a visiting audience at this time, parents, superintendents, etc.
 6. Evaluation:
 - a. This is the final step in unit procedure. The teacher may use tests, records and any types of appraisal which can be used in measuring any kind of study or work.
 - b. Even though we may present a unit in terms of these six divisions, in practice we seldom divide it into sharply marked steps, instead the pupils usually carry on several different kinds of activities at the same time.

A variety of materials in the social studies and sciences should be used:

1. Textbooks:
 - a. Geography
 - b. History
 - c. Science
2. Unit booklet.
3. Workbooks.
4. Reference books:
 - a. Britannica Junior
 - b. Compton's Pictured Encyclopedia
 - c. The World Book
 - d. Current Events Year Book
 - e. Who's Who in America
 - f. World Almanac
5. Pamphlets and various bulletins.
6. Audio-Visual still pictures, projected pictures, movies, models and specimens, graphs and charts, maps, globes, postcards, photographs, prints, etc.
7. Many free and inexpensive pictures and illustrated booklets may be gotten from insurance companies, railroad companies, steamship lines, chambers of commerce, etc.
8. Any and all the books related to the subject that are listed in the teacher's manual of the various grades or that are available in your particular library.

The following books are of interest to most children of various ages and reading levels:

1. Free material on science, reading and arithmetic from Scott, Foresman, and Company, Chicago 5, Illinois.

2. Free material on reading, science, social studies and arithmetic from the MacMillan Company, Chicago, Illinois.
3. Aviation readers—MacMillan Company, Chicago, Illinois.
4. Our Growing World—D. C. Heath, Chicago, Illinois.
5. The America Adventure Series—Wheeler Publishing Company, Chicago, Illinois.
6. Children of the U. S.—Series by Silver Burdett Company, Chicago, Illinois:
 - a. Stories from the South
 - b. " " " East
 - c. " " " North
 - d. " " " West
7. Southern Life and Literature—Webster Publishing Company, St. Louis, Missouri.
8. The Childhood of Famous American Series—Bobb-Merrill Co., Indianapolis, Ind.
 - a. Abe Lincoln, Frontier Boy
 - b. George Washington—Boy Leader
 - c. Thomas Jefferson—Boy in Colonial Days
9. Peter and Nancy Series—Beckley-Cardy Company, Chicago, Illinois.
10. New World Neighbors Series—D. C. Heath and Company, Chicago, Illinois.

ENCOURAGING APPRECIATION FOR LITERATURE

Someone has defined appreciation as "the personal acceptance of worth." You work toward the goal of having each child enjoy and choose better literature. Here we are thinking of the children choosing rather than having it imposed by the teacher.

There are certain factors that condition appreciation. Knowledge helps us to appreciate, but without enjoyment there is no appreciation. The person who tells us something about a selection of music before she plays it adds to our appreciation but if we do not enjoy hearing it there is no appreciation. So it is with literature.

A taste for the best in prose or poetry grows slowly and needs the right kind of growing conditions, a friendly, informal, pleasant classroom spirit. You as the teacher must pass on the pleasure you get from good stories and lovely poems. There must be many books and freedom to use them; books of many types and a chance to choose.

You realize that literature modifies personality, builds ideals and attitudes towards other people and other races. It adds richness and satisfaction to our lives. A choice of good material adds more than poor or mediocre material.

You will want to select materials for differing interests and abilities:

1. Emphasize to Boards of Education that library books must be furnished to schools in addition to textbooks. County, city or state circulating libraries can be used to supplement what your system provides.

2. Choose a few single copies of extra readers. While there is less use if readers in intermediate grades and more use of books of various kinds, many of the new readers are really fine anthologies and single copies are excellent for individual reading.

3. When choosing books for purchase, make your selections from reputable lists such as, 500⁰ Books for Children and the Childrens Catalog and from books reviewed in such magazines as the Horn Book, Elementary English and Childhood Education. Lists given in the manuals are also good guides.

4. Begin with easy, attractive books but be sure to include some that "stretch the mind" and challenge brighter children. You need a variety of levels of difficulty to meet a variety of abilities. Be sure each child has something he *can* read.

5. Include a variety of content in order to reach all interests—fairy tales, adventures, legends, tales of far places, other items, and poetry.

6. Include some of the old favorites and some of the new modern books.

7. Bring the parents in for book exhibits, book talks, and participation in choosing.

8. Choose books adapted to the children's cultural environment as a good starting point. Farm children like farm stories, etc.

9. To help choose wisely for the child you must know background interests, hobbies and aspirations. Besides this, you must know children's books in order to achieve that happiest of combinations—the right book for the right child.

10. Refer to your manuals for poems related to history, geography, current happenings, personal experiences, or important events. A poem is liked best when it fits in with other experiences.

There are many ways of promoting growth in appreciation:

1. You must begin where the child is in terms of his tastes and interests. That may be with the comic book and the nonsense verse. Children know what they like now but not what they are *capable of liking*. You can give them experiences with better and still better material. Children can be helped to like many things they do not now like. You must continually expose them to books which meet their interests but at the same time do it in a finer, more significant way than the comics and mediocre books with which they will be perfectly satisfied if they never see anything better. If children are going to read worthwhile books, *those books must be available*.

2. There must be opportunity to read widely (books again!). Set aside a time when you help children select and choose. Have free reading periods when all may be reading something different. You may move about from child to child listening to bits of reading, commenting, suggesting good parts to come, helping with words, or doing any of the many things that stimulate interest.

3. Do not require written "book reports" but encourage much discussion of books. Take time to have them share what they read and think of ways of sharing and using favorite stories, such as dramatizations, puppet shows, shadow plays, or story telling clubs.

4. Choral speaking increases enjoyment of poetry. (See section on oral reading.)

5. Choose a story or parts of one that you particularly like and read it to your class. Children enjoy hearing books that are two or three years above their reading level as well as the ones on a level that they can read for themselves.

6. Use part of your story hour for poetry reading.

7. Make use of audience reading. Encourage children to prepare and read favorite stories to the group or a chapter from a book.

8. Avoid over analysis of "classics" or poetry. Let the selection speak for itself.

9. Allow children to choose poems to learn. Do not force memorization or use it as a punishment.

10. Use an anecdote to introduce a book or story. Something about the author or the circumstances under which the book was written. Do not force children to learn the "life of the author" when reading a book or poem, but tie up events in his life with a poem or story.

11. Never make reading a punishment—always a privilege. Never say "stay and read your lesson after school," but "if we work well we will have some extra time for reading."

12. Your comments and questions can help children to see the fine points that make a book good.

You must recognize signs of growth in appreciation.

The field of appreciation is an intangible one. It touches all literature—prose and poetry. It does not lend itself to testing, but there are many signs by which growth may be evaluated:

1. Child's comments on a book or poem.
Example: Poem "sings" or "I could just see that Indian crawling."
2. Child reads more. Increase in quantity is a good sign of interest.
3. Child chooses better quality of literature.
4. Child shows wider interest—reads different types of content.
5. Child requests "another one like that one," or another book by same author.
6. Child shows advancement in levels of difficulty.
7. Child's response to stories and poems is enthusiastic.
8. Child makes application to his own life from quotations or "figures of speech" he encounters in his reading.
9. Child's love for books has a carry-over in the home.
Example: Charles asks for book or poem as a gift or asks to have it reread.
10. Child shows reaction—bodily movement, or joining in a refrain.

11. Child shows improvement in oral and written work in terms of richer vocabulary and clarity of expression.
12. Child enjoys spontaneous dramatization.

Do not be too disappointed if all the children do not like every good book offered. Tastes in books differ almost as much as tastes in food, music or anything else. If he doesn't like one fine book, try another. Continuous experience with the best is the surest way to growth.

RELIABLE BOOK LISTS

1. A Basic Book List for Elementary Schools. American Library Association, Chicago, Illinois. \$1.50.
2. Childrens Catalog. H. W. Wilson, 950 University Avenue, New York City, New York.
3. Ramsey. Reading for Fun (and supplement). National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Illinois. 20c.
4. Bibliography of Books for Children. Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. 75c.
5. Lists of books may be ordered from wholesale book dealers and school orders are given a discount. Wholesale dealers are:
 - a. Book Supply Company
564 West Monroe Street
Chicago 6, Illinois
 - b. Louisville News Company
Louisville, Kentucky
 - c. Baker and Taylor
55 5th Avenue
New York City
6. Beust, N.E. 500 Books for Children. U. S. Government Printing Office, Superintendent of Documents, 1940. 15¢ (supplement 1945).

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