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ABSTRACT

A course for teaching reading in the secondary school, designed for teachers both with or without previous study in the teaching of reading, is presented in outline form. The course is divided into the following five sections: reading perspectives or theory, secondary programs, assessment, classroom organization, and content-specific proficiencies. Each section contains an introduction and list of goals, tasks or assignments, and suggested instructional resources. Alternative assignments are given, based on the experience of the teacher. Field experiences are required. (MKM)

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ERE 606

READING IN THE SECONDARY SCHOOL

Prepared for the
School of Education
Florida International University

Winter, 1974

by

Emma W. Rembert

Revised, 1975

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INTRODUCTION

"It becomes increasingly apparent that the successful teacher in grades seven to twelve is one who can help his students master the material of his subject by helping him do a better job of reading." (Hafner, 1967)

Classroom teachers at the secondary level have long recognized that even their successful students needed assistance with reading the texts and other material essential for academic success. Yet, for many years educators assumed that students learned how to read in elementary school and that the skills acquired at elementary level were sufficient to propel each student into reading to learn at secondary level and beyond. For too long, too little was done to assist every teacher in becoming a reading teacher. Reading guidance flourished as "Read Chapter 5 and answer the questions; read pages 67-81 in the text and we will discuss it in class."

Attention was called to the reading of secondary students by Leo C. Fay in a 1956 National Education Association Publication, What Research Says To The Teacher -- Reading in the High School. Fay reported, "The mid twentieth century is a period of insecurity and criticism. The faults and very human weaknesses of our leaders, our basic institutions, and our youth are subject to almost continuous attack" (p.3). Fay further noted that critics said high school students could not and did not read. "Objectively gathered evidence" refuted the charges of critics -- the youth of the mid-twentieth century can and do read. Judgments appropriate for 1956 and for the 1970's must be made in view of changes. Fay submits:

1. High school students have changed -- in numbers and in interests.
2. Reading today requires more than mechanical skill.
3. Chance instruction is not reliable -- instruction in reading should be systematically directed instead of approached incidentally.
4. Student attitudes and interests may be helped or hindered in learning to read well.
5. Basic reading tools are similar -- but form and use are specialized.
6. A discussion of high school reading cannot be complete without noting the serious need for more adequately preparing teachers in this skill area. (Fay, p. 29).

Much of the reading instruction in high schools followed the incidental approach suggested by Fay through the late 1950's and early 1960's. The impact of ESEA in 1965 was felt in secondary reading. Institutes for training teachers were organized. Funded proposals for projects provided new staff, new programs, and new materials to create new and/or expand existing secondary programs. The role of the reading teacher shifted from that of remediation of a few students, to providing resource assistance to classroom teachers, in providing in-service training for content area teachers.

Recent trends toward legalizing requirements that secondary teachers demonstrate competency in teaching reading are reflected through changes in State of Florida Board of Education Certification Regulations. A State Department of Education memorandum of September, 1973 includes:

"The curriculum of an institution which prepares teachers shall be designed to carry out its announced purposes. Within the curriculum pattern there shall be:

Curricular offerings in the areas of specialization designed to assure competence in teaching the subject matter or grade level for which the teacher is being prepared and related reading skills."
(Kanwischer and Staples, 1973)

This course ERE 606 is an experimental course to become a part of the Florida International University program to develop competence in systematic reading instruction for secondary and middle school teachers and for reading specialists. The content of this course will, of necessity, be changed as pre and in-service teachers move through added phases of the program.

As this course is currently open to teachers with or without previous study in the teaching of reading, alternative tasks must be provided. This procedure will assist in determining which topics, resources, and competencies are more appropriate for different populations in this experimental course.

Class attendance will be required; however, the weekly sessions will be planned to allow for a variety of presentations, exchanges, research, guest lecturers, hands on experiences, group work and study time. Field Experiences will be required to complete tasks. Teachers regularly employed in secondary schools should be able to complete most tasks in their classroom settings. Those trainees who have previous or anticipated connections with

secondary schools may find it convenient to secure permission to complete class assignments in those schools. Trainees who cannot be in a school under either of the stated conditions may secure a Field Experience School through the Professor.

Grading of performance will follow the School of Education Policy of CR (Credit) for successful completion of all required tasks in this set of modules by the end of the quarter; NC-2 for successful completion of one-half (1/2) the course by the end of the quarter; NC (No Credit) if neither of the stated criteria is met. Students submitting more than two tasks to receive CR or NC-2 at the end of a quarter must submit these to the instructor on the Monday which falls one week before the end of the quarter. A student may contract for Honors Credit (HCR) no later than the sixth week of the term. An Honors project, as agreed upon, is to be submitted in time to be evaluated before the final day of the quarter.

All written work must be done on 8 1/2 x 11 (ruled or unruled) paper. Type written work is recommended; yet, manuscript or cursive writing may be accepted -- provided each paper meets criteria set by the Professor. All written work must comply with acceptable standards for organization, diction, syntax, and usage. The Professor reserves the right to require, and will assist students in making revisions. Written work usually requires at least one week for evaluation and return.

Each assignment should include the course prefix, number and title; the student's name and student number; Module, Task, Enabler numbers; and the date on which the paper is submitted. Papers lacking sufficient data will be returned and recorded as received on the date of the second submission. Written work should be submitted in a two pocket Duotang folder. Any procedure may be altered by common consent as the course progresses.

All tasks are to be evaluated by the Professor unless specifically stated; enablers will be submitted for evaluation only if stated within the task.

A basic text: Aukerman, Robert C., Reading in the Secondary Classroom, New York: McGraw-Hill, 1972., is available in the bookstore. The following texts, though not required for purchase, will provide information needed for various tasks.

- Cushenbery, Donald, Remedial Reading in the Secondary School.
West Nyack: Parker Publishing Co., 1972.
- Dechant, Emerald, Reading Improvement in the Secondary School.
Englewood Cliffs: Prentice Hall, 1973.
- Hafner, Lawrence E., Improving Reading in Secondary Schools.
New York: Macmillan Co., 1967.
- Karlin, Robert, Teaching Elementary Reading, New York:
Harcourt, Brace, Jovanovich, 1972.
- Karlin, Robert, Teaching Reading in High School. Indianapolis:
Bobbs Merrill Co., 1972.
- Shepherd, David, Comprehensive High School Reading Methods.
Charles E. Merrill, 1973.
- Thomas, Ellen L., and Robinson H. Alan, Improving Reading in
Every Class (complete or abridged edition). Boston:
Allyn and Bacon, 1972.

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MODULE I

READING: PERSPECTIVES

INTRODUCTION

Learning to read does not merely develop by chance. Children are introduced to reading in various ways -- many of which take place outside of the formal instruction in the classroom.

The purpose of this module is to provide an operational set for those teachers whose experience does not include study or work with elementary reading. Teachers with training and experience should extend their perspective to include secondary reading:

GOALS

1. Acquaint the trainee with five characteristics of reading.
2. Acquaint the trainee with three definitions of reading.
3. Provide the trainee with a working set of sub-skills necessary for developing vocabulary, comprehension and study skills.
4. Allow the trainee to develop a theoretical basis for including reading in the total secondary school program.

ENTRY LEVEL

Attendance at Orientation Session for EDS 606.

TASK I

Given Dechant's eight characteristics of reading, the trainee will relate five of the eight to his personal reading behavior and three to the reading behavior of an elementary pupil. Relationship should be presented in a paper of 3 to 5 pages.

ENABLERS

1. Summarize Dechant's eight characteristics of reading.

2. List as nearly as possible a personal chronological order in which you learned to read.
3. Observe a child reading and note three behaviors which can be matched with Dechant's characteristics of reading.

TASK II (Optional for Reading majors, Specialists, Trainees who had EEL 401)

Given definitions of Reading by Heilman, Durkin, and Harris, the trainee will synthesize the three definitions into a one page discussion -- Reading: Definitions.

TASK IIa (Alternate)

Given Hafner's "A Modern Definition of Reading", the trainee will prepare a one page paper which reflects the point of departure from traditional definitions given by one of the five authors presented by Hafner.

ENABLERS

1. Scan the articles in Hafner (Section 2) by Betts, McKillop, Gray, Holmes, and Kingston.
2. Select one of the articles which appears to add depth to your personal definition of reading. Read that article to prepare Task II.

TASK II (Scholar's Reward)

Given the Holmes-Singer "Substrata-Factor" definition of reading and Holmes' "Speed, Comprehension and Power in Reading" prepare a 15 to 30 minute in-class presentation of the Substrata Theory.

TASK III

Given Mullen's Taxonomy of Reading Skills and Aukerman's Spiral Concept, the trainee will observe in a secondary classroom and will list five classroom activities which demonstrate teaching of these skills in spiral form. Identify the class by grade level and subject being taught. The submitted report should cover no more than one page.

ENABLERS

1. Secure Mullen's Taxonomy of Reading Skills.

2. Identify from the Taxonomy, 5 skills under vocabulary, 5 under comprehension and 5 under study skills appropriate for secondary students.
3. Read Aukerman's "The Spiral Concept of Reading". (p. 2)

INSTRUCTIONAL RESOURCES

- Aukerman, Robert, Reading in the Secondary School., Chapter 1.
- Dechant, E. V., Reading Improvement in the Secondary School.
"Secondary Reading: An Overview". pp. 1-3.
- Durkin, Dolores, Teaching Them to Read, Chapter 1, pp. 3-4.
- Harris, Albert J , How To Increase Reading Ability, Chapter 1.
- Hafner, Lawrence, Improving Reading in Secondary Schools.
Section 2, "A Modern Definition of Reading". pp. 45-75.
- Holmes, Jack, "The Substrata-Factor Theory of Reading:
Some Experimental Evidence" in New Frontiers in Reading.
IRA Conference proceedings, 1960.
- Mullen, Neil. Taxonomy of Reading Skills. Western
Washington State College, 1969. (Duplicated copy
available from Professor).

MODULE II

ADAPTIVE PROGRAMS IN SECONDARY SCHOOLS

INTRODUCTION

Examination of national publications encompassing instruction in reading shows that giant strides have been made. "In some cases, outstanding provisions have been made to meet the needs of disabled readers". In others, courses have been provided for the college bound. There is, however, a dire need for programs which represent a total commitment to all students. (Cushenbery, p. 19)

Many such programs attempt to identify themselves according to the needs of the student population -- Developmental, Corrective/Remedial, Recreational, Study Skills. Such programs lose operational characteristics when one considers that a Developmental program includes systematic instruction which insures that students will be given the opportunity to refine basic reading skills and to build word recognition, vocabulary, comprehension and study skills needed to achieve success in the content areas.

GOALS

To insure the trainee conversance with the profession, this Module is designed to assist in:

1. characterization of developmental reading programs/classes
2. identification of facets of a corrective/remedial program
3. designing methods for encouraging students to read for recreation.

ENTRY LEVEL

Successful completion of Module I.

TASK I

Given characteristics of a Developmental Reading Program presented through the instructional resources for this Module, the trainee will describe a developmental reading program operating for secondary students. Identify the school by name, specify

goals, personnel, financial support, organizational plan, pupil reaction. This task may be submitted upon request by the Professor.

ENABLERS

1. Select a school with which you may work to prepare a report.
2. Interview the principal, reading teacher(s), or other personnel to secure information.
3. Secure direct statements from at least three students about the reading program.

TASK I (Alternate)

Prepare a three page position paper on the ideal developmental reading program. Include specific information regarding:

1. philosophy, goals, objectives
2. qualifications of personnel
3. administrative support
4. total faculty involvement, including in-service training
5. meeting the needs of all enrolled students
6. adequate supply of appropriate materials.

INSTRUCTIONAL RESOURCES

Jeffers, P. B., Guidelines for Junior High Reading Programs.

Marksheffel, N. D., Better Reading in the Secondary School.
Chapter 6.

Robinson, H. Alan, and Rauch, S., Guiding the Reading Program.

Shepherd, David, Comprehensive High School Reading Methods.

TASK II

Given instructional resources listed for this Task, summarize one developmental reading program presented in that paper. Identify the source of the article, its title, author and date. Submit the same in no more than two pages.

INSTRUCTIONAL RESOURCES

- Crawford, G. and Conley D., "Meet You in Reading Lab", Journal of Reading, October, 1971.
- Donze, Sr. M. T., "Open-End Reading Program", Journal of Reading, February, 1971.
- Rembert, E. W., "For The Many and The Few", (Professor's Copy)
- Smith, R. J., "English Teacher as Reading Teacher", Journal of Reading, December, 1972.
- Stowe, Elaine, "A Departmentalized Senior High School Reading Program". In Ramsey, W. Z. (ed.) Organizing for Individual Differences, IRA, 1967.
- Elkins, Deborah, Reading Improvement in the Junior High School. Teacher College Press, 1963.

ALTERNATE RESOURCES

Selected issues of Journal of Reading, English Journal, Journal of the Reading Specialist, Reading Teacher, Journal of Development Reading.*

TASK III (Class Session)

Given Karlin's discussion of Remedial Instruction (p. 349) and Principles of Remediation (p. 351), the trainee will assess the degree to which a selected remedial program is effective according to Karlin's criteria. The trainee should be prepared to discuss the observed program according to Karlin's "Sound Procedures" (p. 352) in a class session.

ENABLERS

1. Read Karlin, Chapter 10, to note Karlin's distinction between developmental and remedial reading.
2. List factors which might hinder Karlin's principles of remediation begin applied in secondary schools.
3. Spend at least one period of three different occasions working with a teacher in a remedial reading class.
4. Prepare specific behaviors to cite for Task III.

INSTRUCTIONAL RESOURCES

Karlin, Robert, Teaching Elementary Reading, Chapter 10, pp. 349-352.

Karlin, R., Teaching Reading in the High School, pp. 15-16.

ALTERNATE RESOURCES

Smith, Helen K., "Junior High School Remedial Reading".

Harris, Albert J., "Remedial Reading?" in Schell and Burns. Remedial Reading: Classroom and Clinic Allyn and Bacon, 1972.

Dechant, Emerald, Reading Improvement in the Secondary School. Prentice-Hall, 1973. pp. 371-375.

Aukerman, Chapter 14, pp. 300-313.

Cushenbery, Chapter 9.

Heilman, Chapter 16.

TASK IV

Given instructional resources for this Task, paperback or Trade Books, and your creativity; "sell" one to five books to a group of secondary students. The "sales pitch" must include your reading to the students and be recorded via video, cassette tape or photographs. Submit to the Professor: book/s title, author, publisher, date along with a paragraph telling why you chose the book/s for your special audience. Consider this Task as 50% completed if you "sell" only one book; 100% requires "sale" of two books or two students reading one book.

TASK IV (Scholar's Reward)

Co-sponsor a Book Fair with your school librarian, or plan an assembly program on books for Middle and High School students.

INSTRUCTIONAL RESOURCES

Gordon and Chethik, "A Book Fair", Reading Teacher, October, 1972.

Fader and McNeil, Hooked on Books, Berkeley, 1968.

*Ryder, Sarah, "Living Underwater with Disadvantaged Juniors". Journal of Reading, January, 1968.

McCracken, R., "Initiating Sustained Silent Reading". Journal of Reading, 1971.

*Petre, Richard, "Reading Breaks Make it in Marifond",
Journal of Reading, December, 1971.

*Whistler, Nancy, "Book Reporting Comes Alive", Journal
of Reading, February, 1973.

Trade Books and paperback editions -- Curriculum Library, school
or classroom libraries

Anthologies with abridged versions:

*Brooks and Others. Holt's Impact, some with recordings
(Holt, Rinehart and Winston)

*Sheldon and Others. Breakthrough Series, Allyn and Bacon

*Johnson and Others. Merrill Mainstream Series, Charles E.
Merrill Publishing Co.

*Professor's Library

MODULE III

ASSESSMENT FOR/IN READING

INTRODUCTION

"Effective teaching encompasses more than the transfer of information from the teacher to the student. It also includes adjusting the instruction to the needs, desires, and capabilities of the student. Effective teaching requires diagnosis. A balance must be maintained between the demands of subject mastery and the characteristics of the student. Good instruction must consider the individual, to fit the curriculum to him in the manner through which he learns best." (Shepherd, David, Comprehensive High School Reading Methods, 1973. p.13).

The teacher must investigate, determine needs, and plan for optimum development of students. For purposes of this course the term "assessment" will be used to refer to any procedures useful for determining status. Assessment is essential for the secondary school teacher. Not only must the status of students be determined, but also the status of goals and also the status of materials used for instruction.

GOALS

Work done in this Module should assist the trainee to:

1. Identify sources of instruments adequate in assessing reading performance
2. Administer and interpret at least one group survey test of reading
3. Formulate objectives and evaluation for content area lessons
4. Select a readability formula and use it to assess the difficulty level of content texts.

ALTERNATE GOALS

1. Administer and interpret an informal reading inventory appropriate for content areas.
2. Prepare and interpret cloze tests.

ENTRY LEVEL

Successful completion of Module I.

TASK I (Optional for trainees who have completed EEL 401 or EEL 501)

Given Buro's Mental Measurements Yearbook or Reading Tests and Reviews, the trainee will read a review of three different tests: one survey, one diagnostic, one oral. Mastery level to satisfaction of trainee.

TASK Ia (Alternate)

Select from Journal of Reading, English Journal and IRA publication, or another instructional resource; one article on testing in reading. Read the article and be prepared to cite the source of publication, author's name and his/her major premise. (No paper submission required)

INSTRUCTIONAL RESOURCES

Buros, O., Mental Measurements Yearbook.

Buros, O., Reading Tests and Reviews (1968).

Journal of Reading

English Journal

Reading Teacher

Hafner, Improving Reading in Secondary Schools. Section 7, "Evaluation in Reading"
Section 9, "Developing Flexibility. . ."

MacGinitie, Assessment Problems in Reading, IRA, 1973.

Aukerman, Chapter 2.

TASK II

Given a reading survey identified for Task I or tests available in school, the trainee administers the test to at least 10 students. Collect data in raw score, standard score, and percentile. Make a profile chart for the students tested using sub-test results. Present your findings to at least one other professional interested in the welfare of the same students.

ENABLERS

1. Secure 10 + tests to be administered (See Professor if you face hardships securing tests.)
2. Administer tests, score and formulate your profile (Use sub-test results.)
3. Secure at least one interested colleague to whom you may present findings.

TASK II (Alternate)

Use your class achievement and IQ test results to prepare a scattergram based on Aukerman's model (p. 17) and present your findings and implications to at least one colleague.

ENABLERS

1. Secure IQ and achievement test results for your class.
2. Use Aukerman's Conversion Table (p.10) if necessary.
3. Prepare the scattergram.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 2

Reading tests (in school or see Professor)

Gates - MacGinitie Reading Test

Iowa Silent Reading Tests

Kelly - Greene Comprehension Test

Metropolitan Achievement Tests: Reading

Stanford Achievement Test

(All available from Harcourt Brace Jovanovich)

TASK III

Given Niles' "Behavioral Objectives and the Teaching of Reading", the trainee will prepare 5 behavioral objectives for a unit, chapter, selection, for his content interest. The objective and evaluation should reflect Niles' two characteristics. Report student performance in a small group discussion.

ENABLERS

1. Read "Behavioral Objectives and the Teaching of Reading" (Journal of Reading, 1972).
2. Identify a written unit, chapter, selection from which you wish students to learn by reading.
3. Identify major learning and state in behavioral terms.
4. Conduct a lesson with students to see if they can reach the goal/s.

INSTRUCTIONAL RESOURCES

Niles, Olive, "Behavioral Objectives and the Teaching of Reading". Journal of Reading. November, 1972.

Bloom, B., and Others., Taxonomy of Educational Objectives, 1956.

Mager, Robert, Preparing Instructional Objectives, 1962.

Florida Educational Research and Development Council.
Writing Behavioral Objectives, H. H. McAshan,
Director, 1969.

Krathwohl, David and Others, Taxonomy of Educational Objectives: Affective Domain, 1964.

TASK IV

Given the Dale - Chall, Fry Graph, or SMOG Grading Readability formula, the trainee will assess the reading level of one content text. Submit the findings and the implications for classroom teachers in a one page paper.

ENABLERS

1. Read one article on readability from Elementary English, Reading Teacher, Journal of Reading, or English Journal.

2. Secure a copy of at least one formula. (See instructional resources)
3. Use an appropriate formula for a content text.
4. Prepare any forms necessary for recording operational data for readability.

INSTRUCTIONAL RESOURCES

Fry, E., "Judging the Readability of Books" in Remedial Reading: Classroom and Clinic, Schell and Burns (ed), 1972.

Fry, E., "A Readability Formula That Saves Time", Reading Teacher.

Lee, Wayne, "What Does Research in Readability Tell The Classroom Teacher", Journal of Reading, November, 1964 (pp. 141-144).

McLaughlin, G. Harry, "SMOG Grading: A New Readability Formula", Journal of Reading, May, 1969.

Dale - Chall, Readability Formula (Professor's Copy).

Selected articles: Journal of Reading; Reading Teacher; Elementary English; English Journal.

TASK V

Given Aukerman's "Factors in Readability and Measuring Readability" (Aukerman's "educated guess"), the trainee will compare three texts recommended for the same content course. This Task may be completed by a group of trainees. Use the Readability Resumé Form for each text and report the three-book summary using Aukerman's Readability Ratings.

ENABLERS

1. Read Aukerman's "Factors in Readability" to:
 - a. define a readability formula
 - b. identify readability components which pose problems to "good readers".
2. Select three texts suggested for the same content course (American History, Civics, Mathematics) to use with Aukerman's "educated guess" of difficulty.

3. Prepare three copies of a Readability Resumé Form and one copy of Readability Ratings.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 3

TASK VI

Given Directions for Making a Cloze Test or Bormuth's discussion of cloze as an assessment tool, the trainee will prepare, administer, and interpret a cloze test using a content text. Submit a copy of the test, responses from 5 to 10 students and an evaluation of each students' performance.

ENABLERS

1. Read Bormuth's discussion of Cloze Procedure (or Rankin and Culhane, Journal of Reading, December, 1969).
2. Prepare a cloze passage following the "Directions. . ." Use a content text and give all bibliographical information for that text, including pages.
3. Administer the passage to 5 - 10 students who might be expected to learn from that text.
4. Evaluate student performance using #7 from Directions for Making a Cloze Test.

INSTRUCTIONAL RESOURCES

Bormuth, Gallant, Bormuth and MacDonald. Research Reports on use of Cloze Tests in Reading and Inquiry. IRA Proceedings. Vol. 10, 1965.

Bormuth, John, "Factor Validity of Cloze Tests as Measures of Reading Comprehension Ability". Reading Research Quarterly, Spring, 1969.

Rankin and Culhane, Journal of Reading, December, 1969.

Bormuth, John, "Comparable Cloze and Multiple Choice Comprehension Test Scores", Journal of Reading, 10, 1967.

MODULE IV

CLASSROOM PRACTICE IN CONTENT AREAS

Reading instruction must prevade the entire high school curriculum Language is the basis for most of the learning that takes place. It is the basic tool for learning. (Underlining by EWR.) Instruction in language coupled with adequate practice is needed in all subjects.

Instruction in the mechanics of reading the language -- instruction in the recognition of graphic symbols and in the acquisition of meaning from these symbols -- is required for student efficiency and competence. The ultimate goal is to enable the student to gain ideas independently through reading. He needs help in learning to sort and understand ideas in order to infer, conclude, evaluate and apply them. Competence in reading should be the prime consideration of all teachers."

Shepherd, David L., Comprehensive High School Reading Methods, Charles E. Merrill, 1973 (p. 293)

" Since the ability to read the materials required for success in the secondary school contributes immeasurably to the life of students, it becomes necessary for each teacher to acquire skills in assisting students. Being able to teach the content of a specific course does not guarantee skills in teaching the reading of that content.

This Module is designed to provide experiences which will enable the trainee to provide more efficient learning by:

1. Organizing the classroom through tasks which offer prescription or option, grouping of students, and planning physical arrangement of furniture and equipment.
2. Using Directed Reading Activity within the instructional framework.
3. Individualizing reading assignments appropriate for student needs and requirements of the subject matter.

ENTRY LEVEL

None specified.

TASK I

Given a two or three-group plan for Teaching Reading, the trainee will prepare a three-day plan (including a day combining the class as a total unit). Specify the instructional objectives, materials to be used, and the procedures to be followed for each group. After a critique of the completed task by a colleague, make a demonstration transparency for sharing with the trainees in EDS 606.

ENABLERS

1. Study Karlin's Three-Group Plan for Teaching Reading.
2. List instructional objectives for recreational reading, individual work, and the class as a unit.
3. Use Florida International University's curriculum library or other libraries to secure materials. Be specific with materials to be used and tasks to be accomplished.
4. Submit your three-day plan to a colleague for criticism.

INSTRUCTIONAL RESOURCES

Karlin, "Three-Group Plan for Teaching Reading" in Teaching Reading in High School or Karlin, Teaching Elementary Reading, p. 321.

Aukerman, Chapter 5; Chapters 7 - 12.

*Earle, R., "The Half-Open Classroom: Controlled Options in Reading and English". (Professor's Copy)

Hafner, Section 12; articles by Lighthall, Hafner and Karlin, Spiegler, pp. 417 - 445.

Fader, D. and McNeil, Hooked on Books, Berkeley, 1966.

TASK II

Given the "ideal" physical facility and equipment for teaching your subject and the three-day plan prepared for Task I of this Module, draw a floor plan for your classroom. The plan should reflect a "no limit" philosophy. Display the plan in your classroom and solicit student reaction. Submit your plan and 5 student reactions to the Professor.

ENABLERS

1. Visit a secondary school which has an innovative physical setting for a Reading Laboratory (by any other name).

2. Review materials and activities prepared for Task I of the Module. Consider prescribed and optional student Tasks.
3. Select materials for display of floor plan.

INSTRUCTIONAL RESOURCES

Material prepared for Task I of this Module

*Developmental Reading Laboratory Floor Plan (Others as available from publisher's sales materials)

Aukerman, Chapters 7 - 12 (Select from subject interest)

TASK III

Given Shepherd's "The Reading Lesson Applied to the Content Fields" (pp. 132-139), the trainee will demonstrate knowledge of a Directed Reading Lesson (also called Directed Reading Activity -- DRA or DR-TA) by preparing a lesson plan which follows Shepherd's 5 steps. A thirty minute video tape may be made of the lesson. An alternate presentation may be made in the presence of a colleague who will critique the lesson. Submit the complete lesson plan plus a personal reaction to the Professor.

ENABLERS

1. Read "Planning The Lesson" (Shepherd, pp. 131-139).
2. Compare Shepherd's "Directed Reading -- Thinking Applied to Content Fields" with Niles' Directed Reading Activity.
3. Select lesson content from your subject area. Plan a complete DRA even though completion may require several class sessions.

INSTRUCTIONAL RESOURCES

Shepherd, "Planning The Lesson" (pp. 131-139)

Aukerman, Chapter 6, Chapters 7-12.

Hafner, "Transcript of a Directed Reading Lesson Taught on Television" in Improving Reading in Secondary Schools (pp. 28-37).

Niles, Olive, "Directed Reading Activity" in Diagnostic Teaching in the Junior High School (Professor's Copy)

TASK IV

Given Earle's six methods of individualizing assignments and Shepherd's "Differentiated Assignments" (pp. 155-158) the trainee will select a reading or reading-related assignment for his class and prepare individualized assignments using at least 3 of Earle's methods. Each assignment must be tried with one to five students before submission to the Professor.

ENABLERS

1. Read "Individualizing Reading Assignments" by Richard Earle and Shepherd's "Differentiated Assignments" AND Shepherd's "Material That Help You To Individualize", (pp. 156-168).
2. Identify three to five methods by which you can individualize an assignment.
3. Select materials which might be required for Task IV of this Module.

INSTRUCTIONAL RESOURCES

*Earle, Richard, "Individualizing Reading Assignments"

Shepherd, Chapter 7, "Individualizing Instruction" (especially pp. 155-168)

Niles and Early, "Adjusting to Individual Differences in English" in Karlin, Teaching Reading in High School

Carlne, Donald; Groff, Patrick; Carlson, Eleanor; Sohn, David. Separate articles in Individualization in Reading and Inquiry. IRA Convention Proceedings, 1965.

Aukerman, Chapters 7-12 (Select for subject area interest)

Thomas and Robinson, Capters 6-14

MODULE V
CONTENT-SPECIFIC PROFICIENCIES

INTRODUCTION

Many secondary teachers have accepted unquestionably the statement, "Every teacher is a reading teacher". While most agreed, but continued to teach the content of their subjects, others tried to discover what made them teachers of reading and how they could become better. The few who dared admit naivete in teaching reading in their classes possibly were forerunners in the drive to absolve elementary teachers, parents, and pupils themselves for poor academic performance based on poor reading.

This Module is prepared to provide the trainee practice in structuring learning environments which:

1. Orient students in the use of textbooks which are essential for a given subject area
2. Guide students in extending vocabulary to include terms introduced in, and peculiar to, specific subjects
3. Structure lessons which use a variety of comprehension skills for different purposes
4. Identify study skills and provide guided lessons in these.

Specifically the trainee should be able to:

1. Plan and execute lessons which teach effective use of texts and reference materials
2. Plan and execute assignment which provide for developing the vocabulary of a specific subject area
3. Understand a variety of comprehension skills and teach students to use those appropriate for a specific subject
4. Identify study skills and plan ways of assisting secondary students to study.

ENTRY LEVEL

None specified

TASK I

Given Aukerman's "Steps in the Survey Technique" and a textbook used for a content area, the trainee will prepare a textbook survey lesson and present the lesson to a class. Submit to the Professor complete bibliographical data on the text, the lesson plan, any visuals prepared for the lesson, and a one (or more) paragraph evaluation of the lesson.

ENABLERS

1. Read Chapter 4 in Aukerman to list steps in the survey and methods for planning the survey.
2. Select a textbook which is or has been used for instruction in your content area.
3. Prepare a lesson plan which states a specific objective/s and includes evaluation.
4. Prepare any visuals which may be necessary to execute the lesson.

TASK Ia Alternate for teachers of Literature

Given the organization of a literature text (anthology), the trainee will prepare an anthology survey lesson and teach the lesson to a class. Submit to the professor the same materials as required for Task I of this Module.

ENABLERS

1. Select a literature anthology which is or has been used for your class.
2. Study the organization of that text in order to prepare a survey technique lesson. (If you have difficulty with this Enabler, please consult the Professor for specific assistance.)
3. Use any Enablers under Task I as might be appropriate.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 4; Chapters 7-12 as needed for content area lessons

Textbooks for content areas

Thomas and Robinson, Chapters 6-14

TASK II

Given Shepherd's 10 locational skills for reference reading (pp. 120-123), or Cushenbery's 5 Location and Reference Skills, the trainee will select one of the skills as the basis for a reference lesson in a content area, then design and conduct a lesson for a complete class. Mastery of this Task may be demonstrated through a class presentation for peer analysis.

ENABLERS

1. Read Shepherd's Research Reading (pp. 21 to 23) to note specific locational skills.
2. Read Cushenbery's Location and Reference Skills to compare with Shepherd's list.
3. Select a reference material or procedure appropriate for your content area.

INSTRUCTIONAL RESOURCES

Shepherd, Research Reading, pp. 21 to 23

Cushenbery, III Location and Reference Skill, p. 27

Reference materials from School Library

Heilman, Principles and Practices of Teaching Reading,
Chapter 14

TASK III

Given the structured overview as an instructional strategy for vocabulary development, the trainee will demonstrate knowledge and application of the technique by planning and presenting a lesson appropriate for his content area. The lesson plan and any materials used for instruction should be submitted to the Professor.

ENABLERS

1. Read one of the articles by Barron, Earle or Estes et. al., to make operable the concept of the structured overview.
2. Identify a chapter, unit, or literary selection containing vocabulary which is unfamiliar, though essential, for comprehension of subject concepts.
3. Follow the directions for preparing the structured overview given in instructional resources cited.

INSTRUCTIONAL RESOURCES

- (a) Barron, Richard, "The Use of Vocabulary as an Advance Organizer"
- (b) Earle, Richard, "Use of Structured Overview in Mathematics Classes"
- (c) Estes, Thomas H. and Others, "Three Methods of Introducing Students to a Reading-Learning Task in Two Content Subjects"

a, b and c in Herber and Sanders, Research in Reading in the Content Area. Syracuse University, 1969.

Barron and Earle. "An Approach to Vocabulary Instruction." (Professor's copy)

Content texts available in curriculum library or in schools.

TASK IV

Given Aukerman's "Prognostic Test of Reading Disability in Secondary School . . ." (subject area to be supplied as needed), the trainee will prepare three alternate lists of at least 20 words each. The word lists may be prepared cooperatively within a department or with colleagues. Complete bibliographical data must be given for the text used. The names of all trainee-compilers should be included on the test. Use some notation for trainees who demonstrate mastery on this Task. Submit one completed group task to the Professor.

ENABLERS

1. Read the section on prognostic test for the appropriate subject area given in Aukerman.
2. Select the textbook from which Prognostic Test will be made. Get all bibliographical data -- title, author/s, publisher, date, grade level for which suggested.
3. Assemble group for completing Task.
4. Prepare each form on a separate sheet. (If typed on a duplicator master sheet, the test will be available for group use.)

TASK IV (Alternate)

Given theoretical and practical procedures for vocabulary development, the trainee will prepare five different activities for teaching the vocabulary in a content area. This task may be completed within a department or with colleagues. Submission of finished product is optional.

ENABLERS

1. Survey the instructional resources for this Task to synthesize bases of vocabulary development.
2. Identify 3 - 5 sources for further study.

TASK IV (Scholar's Reward)

Given the Prognostic Test prepared for Task IV of this Module, the trainee will administer one form to 5 - 10 students, will prepare a lesson to teach 10 of the words to those students who display lack of 80% mastery. Evaluation of lesson success should be judged by comprehension in content.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 5 "Knowledge of Advanced and Specialized Vocabulary", pp. 76-78.

Cushenbery, Chapters 3, "Promoting the Enlargement of Vocabulary and Word Attack Skills"; and 6, "Improving Reading Competency in the Content Areas".

Dechant, Reading Improvement in the Secondary School, Chapter 7, "Developing A Meaningful Vocabulary".

Deighton, Lee, Vocabulary Development in the Classroom, Complete Text.

Hafner, Improving Reading in Secondary Schools, Section 5, "The Development of Word Meanings".

Shepherd, Chapter 3, "Vocabulary Meaning and Word Analysis" (Valuable Source)

Thomas and Robinson, Chapter 2; Chapters 6-14 (as needed)

TASK V (Optional for trainees who had EEL 401)

Given Herber's types of comprehension which represent levels, the trainee will identify the level of comprehension required by 5 questions found in texts for a specific content area. Indicate the text title, unit, topic along with author/s and suggested grade level. Submit the complete report to the Professor.

ENABLERS

1. Read "Comprehension (Can, Can't) Be Taught" (Herber, 1967).
2. Identify, for personal reference, Herber's levels of comprehension.
3. Secure a content area text which includes questions following a section.

4. Quote the questions to be used for Task VI.

TASK V (Alternate for trainees who completed EEL 401)

Prepare a two page paper on levels of comprehension. Use as a basis specific information from at least three different authors. Submit the paper to the Professor.

INSTRUCTIONAL RESOURCES

Herber, Harold, "Comprehension (Can, Can't) Be Taught" in Reading: Practice and Perspective. Greene and Others (ed.). Syracuse University, 1967.

Shepherd, Chapter 4, Comprehension of Reading Material. "Levels of Comprehension", pp. 79-82.

Hafner, Section 4, pp. 107-133.

Honeycutt, "Levels of Comprehension: Testing" in Research in Reading in the Content Area. Syracuse University, 1969.

Fisher: in Hafner.

Davis, Frederick, "Research in Comprehension in Reading". Reading Research Quarterly. Summer, 1968.

TASK V (Scholar's Reward)

Secure a standardized reading test for the secondary level. Identify sections which ask questions based on reading a passage. Indicate the level, as identified by Herber, of at least 10 questions. Share findings with the class if desired.

ENABLERS

1. Use information on levels of comprehension from Task VI and Alternate VI.
2. Review available tests to determine which include questions based on text. (Completion items may be considered as questions.)
3. Decide on a method of reporting.

INSTRUCTIONAL RESOURCES

Listed for Task VI.

Aukerman, pp. 12-14.

TASK VI

Using Aukerman's six skills which constitute the battery of proficiencies necessary for effective reading in the content areas and Aukerman's suggestions for specific subjects, plan and conduct a lesson in one subject area using one of the proficiencies. Submit the lesson plan and any support material to the Professor.

ENABLERS

1. Read Aukerman, Chapter 5 to follow his plan for developing the six proficiencies.
2. Identify a chapter, unit, or selection from your content area for instruction.
3. Secure additional suggestions from other instructional resources.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 5; Chapters 7-12 (as needed)

Thomas and Robinson, Chapters 6-14.

Textbooks appropriate for content area

TASK VII

Given Earle's definition and process of Study Guides, the trainee will prepare a study guide for a chapter, unit, or literary selection appropriate for a specific content area. Use the study guide approach to reading comprehension for 5-10 students; use a silent reading assignment with another group of 5-10 students who might be expected to read the same material. Administer the same post reading evaluation to both groups. Summarize and submit your insights gained using no more than one page.

ENABLERS

1. Read Earle's article, "Developing and Using Study Guides".
2. Identify a chapter, unit, or literary selection for which the study guide will be made.
3. Prepare materials as necessary for working with two groups of students.
4. Prepare a post-reading evaluation which can be used by both groups.

INSTRUCTIONAL RESOURCES

Earle, Richard A., "Developing and Using Study Guides".

Metropolitan Study Council. Five Steps to Reading Success in Science, Social Studies, and Mathematics, 1960.

Niles, Olive, Improvement of Basic Comprehension Ability: An Attainable Goal in Secondary Schools. (Monograph on Secondary Education #6381). New York: Scott-Foresman, 1964.

Sanders, P. L., "Reading in the Content Areas: Report of A Social Studies Program". Journal of Reading, 1969, 12 (4), 283-286, 337.

TASK VIII

Given Robinson's SQ3R technique as explained by Aukerman the trainee will prepare a demonstration of SQ3R using a textbook (other than English/Literature). The demonstration may be video or tape recorded for sharing with colleagues, or witnessed by one other faculty member on your staff.

ENABLERS

1. Read "The SQ3R Strategy" from Aukerman to be able to explain the technique.
2. Compare SQ3R with PQ4R (Thomas and Robinson, p. 69-82).
3. Identify texts which are organized to fit SQ3R.

INSTRUCTIONAL RESOURCES

Aukerman, Chapter 4, pp. 59-61; Chapters 7-12 (as needed)

Thomas and Robinson, Chapter 3, pp. 69-82; Chapters 6-14 (as needed)

Herber, "Reading to Develop, Remember and Use Ideas" in Research in Reading in the Content Area, Herber and Sanders (Ed.). Syracuse University, 1969.

Shepherd, Chapter 5.

TASK VIII (Scholar's Reward)

Prepare a mini-course for secondary students on improving study techniques. The mini course may take any title, be designed for any period of time, grade level or subject area which you select. (Make it good and we will print it!!!)

INSTRUCTIONAL RESOURCES

Those listed for Task VIII

Shepherd, "Steps in A Unit Procedure", Appendix, pp. 303-306

Thomas and Robinson, Chapters 6-14